Updated 5/30/03

Agenda

June 5, 2003
University of Northern Colorado
Panorama Room, University Center (#15)
Greeley, Colorado (Directions)
9:00 a.m.

I. Approval of Minutes

II. Reports

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

III. Consent Items

A. Teacher Education Five-Year Review:
(1) Teacher Education Authorization: Colorado State University – Samson
(2) Teacher Education Authorization: University of Northern Colorado – Dobbs
B. Teacher Education Authorization:
(1) Teacher Education Authorization: Johnson and Wales - Consumer and Family Studies – Dobbs
(2) Proposal for Linguistically Diverse Endorsement at the University of Colorado at Colorado Springs – Samson
C. Degree Approval:
(1) Proposal: Master of Science in Nursing at the University of Southern Colorado – Kuepper
(2) Proposal: Doctor of Physical Therapy at the University of Colorado Health Sciences Center – Kuepper
D. Reciprocity Agreement:
(1) New Mexico/Colorado Reciprocity Agreement – Kuepper
(2) Utah/Colorado Tuition Reciprocity Agreement – Kuepper
E. Revisions to Academic Degree Approval Policy – Samson
F. Revisions to Academic Planning Policy - Kuepper
G. University of Colorado at Colorado Springs - Student Housing for Upper Classmen and Graduate Students - Johnson

IV. Action Items

A. Revisions to Remedial Policy – Samson (15 minutes)
B. 2003-2004 Financial Aid Allocations – Mullen/Linder (20 minutes) [updated 6/5/03]
C. Regional Education Provider Policy – Breckel (10 minutes) [updated 6/5/03]
D. University of Colorado Health Sciences Center Program Plans – State Certificates of Participation (COP): Education Facility 1B Program Plan Amendment – Johnson/Hoffman (10 minutes)
E. University of Colorado Health Sciences Center: Infrastructure Phase 7 (Cash) - Hoffman (10 minutes)
F. Community College's Agreement with the Lowry Redevelopment Authority – Johnson (10 minutes)
G. Election of Officers - Lamm (10 minutes)

V. Items for Discussion and Possible Action

A. Implementation of Transfer Policy – Evans/Samson

(1) Implementation of Transfer Policy: Statewide Articulation Agreements – Evans
(2) Approval of Associate of Arts Degree Program – Samson
(3) Liberal Arts and Science Transfer Guides (60 Plus 60) – Samson

B. Revision of Admission Standards Policy – Futhey/Kieft (30 minutes)

VI. Written Reports for Possible Discussion

A. FTE - Service Area Exemptions – Samson
B. Report on Out-of-State Instruction – Breckel
C. Degree Program Name Changes – Evans
D. Report on Site-Based Out-of-Country Degree Programs – Breckel

TOPIC: **CHAIR'S REPORT**

PREPARED BY: **PEGGY LAMM**

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

TOPIC: **COMMISSIONERS' REPORTS**

PREPARED BY: **COMMISSIONERS**

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

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.

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 on issues not on the agenda. Speakers are called in the order in which they sign up. Each participant begins by stating his/her name, address and organization. Participants are asked to keep their comments brief and not repeat what others have said.

TOPIC: **TEACHER EDUCATION AUTHORIZATION: COLORADO STATE UNIVERSITY**

PREPARED BY: **SHARON M. SAMSON**

I. SUMMARY

The 1999 Teacher Education legislation requires that each approved teacher education program undergo state review every five years. Colorado State University volunteered to participate as the first institution to pilot the new performance review.

This agenda item presents the findings for Colorado State University's review. The review team concurred that Colorado State University's teacher education programs demonstrated quality and met the state's program performance standards for admission, counseling, content, and mastery of skills. The team rated the assessment plan "In Progress." Because 2001-02 was the first year under the new performance model, all institutional assessments are in progress. In this year, first year data (admission) are available. With each succeeding year another benchmark of the performance model will be added to the review process.

Based on the on-site observations of the review team, CSU has well developed field experience. This observation is supported by the 1st Year Teacher Survey in which CSU received an overall ranking of 6.25 on the effectiveness of the CSU's field experience on a 7 point scale. Of the 2000-01 student teachers, 91% are employed as a classroom teacher. Of these 94% are teaching in their content area. Interviews with the administrator of Poudre School District indicate that the CSU students' performance during the field experience is comparable to first-year teachers.

The next scheduled review for CSU is 2008.

The staff recommend that the Commission reauthorize Colorado State University's teacher education programs.

II. STAFF ANALYSIS

The formal site visit report is attached (Attachment A).

III. STAFF RECOMMENDATION

That the Commission renew Colorado State University's authorization in teacher education, including early childhood, K-12 (art and music), secondary (agriculture, business education, consumer and family services, English, foreign languages,

marketing education, mathematics, science, social studies, speech, technical education, trade and industry education, and linguistically diverse: English as a second language), vocational, principal license, and special services provider endorsements in counselor, occupational therapist, and school social worker.

Attachment A

2002 STATE REVIEW AND CONTINUING ACCREDITATION REPORT QUALITY OF COLORADO STATE UNIVERSITY'S TEACHER EDUCATION PROGRAMS

Conducted: November 2002

Team Members

Patty Gettle, Chair

Dorothy Gotlieb

Dakota Hoyt

Jan Jensen

Sharon Samson

Bill Wiener

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SUMMARY TABLE

COLORADO TEACHER EDUCATION STANDARDS

Institution: Colorado State University

STANDARDS		Team Findings	
		Initial	Advanced
1	Admission	M	M
2	Counseling System	M	M
3	Content Knowledge	M	M
4	Field Experiences and Clinical Practices	M	M
5	Mastery of Skills	M	M
6	Assessment System and Quality Improvement Plan	I	M

M = Met / I = In Progress / N = Not Met

2002 STATE REVIEW AND CONTINUING ACCREDITATION REPORT QUALITY OF COLORADO STATE UNIVERSITY'S TEACHER EDUCATION PROGRAMS

I. EXECUTIVE SUMMARY OF REPORT FINDINGS

In Colorado policy, the **Teacher Education Performance Model** is a holistic way to examine the quality of teacher education by looking at the patterns of performance demonstrated by the candidates and graduates. It is defined as "A comprehensive assessment system through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and abilities to have positive effects on student learning." The state is looking for a performance model that examines a discrete set of desired outcomes, using multiple measures to confirm that the program is designed to ensure quality teacher preparation. The state further determined that graduate programs in special services would be authorized using the same quality standards as national accreditation for the field. Therefore, the State recognizes the high quality of Occupational Therapy, Social Work and Counseling degree programs.

During the 2002-03 review, the state team examined evidence of quality across the six state standards and areas that were identified in the previous review as needing improvement, specifically the counseling and assessment recommendations.

A. Key Strengths

During the past 2 years, CSU has continued to take necessary steps to transition its programs into a performance model as defined by state statute and CCHE policy. Performance data indicate a number of key <u>strengths</u> at this institution:

1. Field experience is the hallmark of CSU's programs. It is intentional and so well designed that it looks effortless. (Standard 4)

2. Quality of the science teachers. (Standard 3)

3. Quality of the early childhood candidates. (Standard 3)

4. Collaboration between the K-12 community and CSU (Standards 3, 4, and 5) in planning and implementing the program as designed.

5. Effectiveness of ED 450, Instruction II − Standards and Assessment, in assisting the growth of teacher candidates. Students commented ”this is the class where it all comes together.” (Standard 5)

6. Literacy across the curriculum. In every observation, a candidate had embedded literacy activities in the classroom. (Standard 5)

7. Technology abilities of the candidates. (Standard 5)

8. Candidates’ knowledge of standards and assessment and the ability to apply this knowledge in the classroom. (Standard 5)

9. Highly developed assessment of candidate skills. (Standard 5)

10. Solid infrastructure for program assessment. (Standard 6)

During the 2001 review, the review team identified advising and counseling associated with the content major advising program as an area for improvement. The team cited inconsistent information regarding degree programs appropriate for teacher education, curriculum planning sheets that were difficult to interpret, and that inconsistent information was provided during advising in the student’s academic major. The 2003 review indicated that these problem areas are resolved and that advising in the student’s academic major is now perceived to be highly effective by students (70%).

B. Areas for Improvement

The State Team identifies an “area for improvement” as one where there are multiple indicators that an institution needs to take action by a specific date. The State Team identified one area of improvement: CSU’s Teacher Education Assessment Plan (Standard 6). CSU is at the early stages of developing an assessment plan in the undergraduate programs. The 2001 review indicated that CSU lacked a process for assessing general education knowledge.

As a result of the 2002-2003 review of CSU, the following recommendations are made to address the current areas of improvements. Efforts should be undertaken at CSU to:

1. Establish CSU’s critical assessment transition points and define them in terms of student competencies (i.e., considering supplanting continuation GPA with competency evaluations).

2. Establish a common schema for performance levels. Basic, Developing, Proficient and Advanced Proficient are interpreted differently for the 45 standards elements that CSU is measuring.
3. Implement general education assessment plan for teacher education candidates.

CSU hired an assessment coordinator in October 2002 to coordinate university assessment and provide a more coherent approach to institution-wide assessment.

The graduate programs have a focused and well-balanced assessment plan.

C. Areas for Concern

From the state perspective, an "area of concern" is identified when signals of possible weakness exist but there is insufficient data to make a general judgment. CSU is requested to provide CCHE with data on the Consumer and Family Studies candidates in April 2004, documenting the candidates' performance, evaluations of cooperating teachers, and / or changes to the curriculum.

CSU's distance delivered teacher education programs will be evaluated during the USC/CSU Pueblo review.

II. DESIGN OF TEACHER EDUCATION AND ADVANCED PROGRAMS OFFERED BY CSU

This section describes the curriculum design and advising, counseling, field experience, and assessment plan components of CSU's teacher education programs. It is descriptive only. The evaluation of the six teacher education program standards is included in Section IV.

A. Admission Standards

1. CSU has specified admission standards for undergraduate teacher education students. To be admitted into teacher preparation programs, the student must achieve a 2.75 cumulative grade point average and grades of C or above on all content and professional education coursework. The student must also provide evidence of 20 hours of experience working (in a supervisory role) with school-age children.
2. Students must successfully complete Phase I education courses EDCC 275, Schooling in the United States, and ED 340, Literacy and the Learner. Phase I also includes general education courses and academic content coursework, 36 clock hours of field experiences, and demonstrated competency in writing, oral English proficiency, and technology.
3. Candidates with a cumulative grade point average below 2.75 may be considered for the Alternative Admission Process <u>if they meet all other admission requirements</u>. Alternative admission is limited to students who may have earned inadequate grades during earlier higher education experiences, candidates who have been adversely affected by personally challenging situations, and enrollment in a course of study not related to a student's present academic goals. The Alternative Admission Process speaks only to using a different standard for admission. Once admitted the candidate will be required to meet the required 2.75 gpa prior to student teaching.
4. Post baccalaureate teacher education students are required to complete and pass the PRAXIS II or PLACE content exam as a condition of full admission into the Teacher Education Program.

B. Counseling and Advising Systems

1. Recruitment into teacher education programs occurs at two points:

    a. When enrolled students declare a content major at the end of freshman or sophomore year. At that time, students meet with a content (discipline) advisor and a teacher education advisor.
    b. When admitted students indicate an interest in teaching. At that time, students are directed to the Teacher Licensing Office for

further information and subsequently meet with a teacher education advisor.

2. For students who indicate that they intend to pursue licensure, academic advisors identify required general education courses and, in cooperation with the education advisor, content coursework is also determined. They are also assigned an advisor in the School of Education.

3. Prior to registration each semester, the teacher education candidates meet with both advisors. An "Advising Record for Students and Advisors" is completed to document discussions and decisions that occur during these advising sessions and these records are maintained in the Teacher Licensure Office.

4. The advising process includes individual course planning and monitoring of academic performance of teacher candidates.

5. To facilitate the monitoring of each student's academic progress, the university utilizes an on-line system: SANS, Student Advising Network, maintained by the University's HELP/Success Center. Faculty advisors monitor the student's progress regularly and the programmatic requirements that are unmet.

6. Advising records are kept and maintained in a central program area with specific reference to advice provided and actions taken throughout the student's program. The file includes formal admission letters, transcript analysis, identified deficiencies, student files that are incomplete, and check-off sheets confirming that the candidate has successfully completed graduation requirements.

C. Content of Initial Teacher Preparation Programs

4. General Education

The general education program at CSU is called the "All-University Core Curriculum" (AUCC). In the AUCC (38-39 credits), students are required to complete a first-year seminar and additional coursework related to core competencies (fundamental skills), coursework in foundations and perspectives (expanded key areas of knowledge), and coursework in depth and integration (intended to build on intellectual foundations and perspectives). A first-year seminar (2-3 credits) is required of all freshmen. Twelve credits are selected in the skill areas, which the college refers to as core competencies, and 24 credits in content areas, which the college refers to as Foundations

and Perspectives. Individual degree programs have specified the general education foundations courses that provide the knowledge needed by prospective teachers.

SKILLS		
First Year Seminar		2-3
Core Competencies		
COCC 150		
College Composition		3
SPCC 200	Public Speaking	3
MATH	College Mathematics	3
Logical and Critical Thinking		3
FOUNDATIONS AND PERSPECTIVES		
Biological & Physical Sciences		7
Arts & Humanities		3
Social and Behavioral Sciences		3
Historical Perspectives		3
Global & Cultural Awareness		3
U.S. Public Values and Institutions		3
Health and Wellness		2

DEPTH AND INTEGRATION

2. Content Major

The undergraduate curriculum of teacher education is designed so that teacher education candidates can complete their respective programs within four years with no program approved beyond 128 credit hours to complete both the major and the licensure requirements.

CSU is authorized to prepare teachers in the following degree programs. The licensure area is noted in parentheses.

- Agricultural Education (Agriculture and Natural Resources)
- Business Administration (Business)
- Business Administration (Marketing Education)
- Human Development & Family Studies (Early Childhood Education)
- Consumer & Family Studies (Consumer and Family Services)
- Language, Literature, and Culture Studies (Foreign Language(s))
- Art (Art K-12)
- Music (Music K-12)
- English (English)

- Speech Communication (Speech)
- Mathematics (Mathematics)
- Natural Sciences (Science)
- Liberal Arts (Social Studies)
- History (Social Studies)
- Technology Education & Training (Trades and Industry Secondary)
- Technical Education & Training (Technical Education)

3. Professional Knowledge

CSU's candidates enroll in a common set of education courses that are listed below. Only field experiences, student teaching, and content methods courses differentiate the various teacher licensure areas (e.g. an Agricultural Ed. major is placed in an experience with an agriculture teacher). Specific content methods courses are described below:

Core Education Courses

Course Number	Course Title	Credits
EDCC 275	Schooling in the United States	3
ED 331	Educational Technology	1
ED 340	Literacy and the Learner	3
ED 350 ED 386	Instruction I: Individualization/Management Seminar: Instruction I	3 1
ED 450 ED 486J	Instruction II: Standards/Assessment Seminar: Instruction II	4 1
ED/VE ***	Content Methods (See Table Below)	3-4
ED 485A-B-C VE 485	Student Teaching	11
ED 493A VE 492	Practicum: Professional Relations	1
ED 493B	Practicum: Assessment of Learning	1

Content Methods for Each Endorsement Area

Course Number	Course Title	Credit	Endorsement Area(s) Served
ED 425	Early Childhood Education I	4	ECE
ED 426	Early Childhood Education II	4	ECE
ED 460	Methods and Materials in Teaching Science	4	Science
ED 462	Methods and Materials in Teaching	4	Foreign Languages

	Languages		
ED 463	Methods and Assessment in English Language Arts	4	English, Speech
ED 464	Method and Materials in Teaching Mathematics	4	Mathematics
ED 465	Method and Materials in Social Studies	4	Social Studies
ED 466	Methods and Assessment inK-12 Art Education	4	Art
ED 475	Elementary School Music Methods	4	Music
ED 476	Choral Methods for Secondary Schools	2	Music
ED 477	Instrumental Methods for Secondary Schools	2	Music
VE 425	Methods/Materials in Agricultural Education	4	Agriculture
VE 431	Methods/Materials of Business Educating	4	Business
VE 441	Methods/Materials of Marketing Education	1	Marketing
VE 451	Methods-Consumer and Family Studies Education	4	Consumer and Family Studies
VE 465	Methods and Materials in Technology Education	3	Technology Education, Trade and Industry Education

D. Endorsement Areas

In addition to the initial teacher licensure areas, CSU is approved to offer a teaching endorsement in Linguistically Diverse: English As A Second Language (ESL). To obtain this endorsement, students enroll in the Master of Arts in English degree program.

E. Advanced Professional Programs

Licensure Area	Degree Program
Counselor (Elem., Sec., & K-12)	Education (MS)
Occupational Therapy	Occupational Therapy (MS)
School Principal	Education (M.Ed./Ph.D)
School Social Worker	Social Work (MSW)

F. Field Experience

1. The field experience requirements define the frequency, scope and intensity of the activities.

2. Students begin their field experience early in their degree program.

3. The Early Childhood Education program includes a minimum of 266 hours of field experience and 640 hours of student teaching. Student teaching is a semester-long experience: eight weeks in a pre-K setting and 8 weeks in a K-3 setting. Students are prepared in the college classroom prior to entering the early education classroom**.**

   During the field experience, Early Childhood Education teacher candidates begin individual and small group instruction in a partner school and have the opportunity to observe different early childhood education school structures and models. Teacher candidates work with students on literacy skills including reading, writing, speaking, listening and mathematics. Teacher candidates develop lessons, tutor, provide resource materials, instruct and prepare students for CSAP tests.

   During student teaching the candidate is the primary instructor and the focus is on classroom management, assessment of students, instruction, post assessment and modification of instruction techniques. Candidates are on site, working a teacher's schedule for eight weeks in a pre-school setting and eight weeks in an elementary (K-3) setting. Teacher work samples tied to student learning are used extensively during this experience.

4. The Secondary and K-12 programs include 270 hours of field experience and 600 hours of student teaching. Student teaching is a semester-long full-time experience. Students are prepared in the college classroom prior to entering their assigned classrooms.

   During the field experience, secondary and K-12 teacher candidates begin observations, tutoring and developing lessons. Teacher candidates provide individual and small group instruction in ~~a~~professional development and partner schools in the Poudre School district in the Fort Collins area or in the Thompson School district in the Loveland and Berthoud areas. Teacher candidates work with students on literacy skills including reading, writing, speaking, listening, and mathematics. Teacher candidates tutor, provide resource materials, instruct and prepare students for CSAP tests.

During student teaching the candidate is the primary instructor with focus on teacher work samples related to student learning, classroom management, delivery of instruction, assessment and modification of instruction techniques to fit student learning. Candidates are on-site, working a teacher's schedule for fifteen weeks for secondary programs and 16 weeks for P/K-12 programs (art, music, and early childhood education).

6. CSU exceeds the minimum 800 required field experience hours.

7. CSU's post-baccalaureate Project Promise program includes 850 – 1000 field hours over a ten-month period. The focus begins with observation, and then direct experience in individual instruction, group lessons, and culminates in the candidate as the primary instructor. The depth and breadth of the field experience is more extensive than in the traditional undergraduate and post bachelor program.

H. Assessment / Quality Improvement Plan

Colorado's assessment system is defined by five transition points where candidates must exhibit required proficiencies in order to proceed to the next step in the program.

Transition Point I: Admission into the Institution & Academic Major

- Attainment of a CCHE Index Score of 101.

Transition Point II: Admission into Professional Teacher Education Programs

- Sophomore Status or Above
- Enrollment in an approved academic major for teacher preparation.
- Attainment of 2.75 GPA
- Successful completion of oral and written proficiency.
- Successful completion of computer proficiency.
- Documented evidence of 20 hours of experience in teaching or supervising school-age children.
- Grade of 'C-' or better in General Education (All-University Core Curriculum- AUCC) courses.
- All professional education and content/discipline coursework must be completed with a minimum grade of C.

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TRANSITION POINT III: Admission into Student Teaching

- Successful completion of General Education (AUCC) requirements with a minimum grade of C-. All professional education and content/discipline coursework must be completed with a minimum grade of C.
- Completion of Academic Major Coursework: 41-53 semester credits
- Maintenance of a 2.75 cumulative GPA.
- Successful completion of selected Performance-Based Standards for Colorado Teachers at the "Proficient" level to remain in good standing.
- Successful completion of field experiences.
- Meeting state benchmark on national content exam (e.g., PLACE or PRAXIS II).

TRANSITION POINT IV: Completion of Program/Licensure Requirements

- Completion of Student Teaching
- Successful completion of all standards at the "Proficient" level or above
- Satisfactory evaluation of mastery of skills on final assessments of field experiences/student teaching.
- Meet state licensure requirements (non-academic).

TRANSITION POINT V: Post Graduation

- Placement in teaching positions.
- CCHE-conducted surveys of all 1st-Year teachers and their supervisors/ administrators
- CSU Teacher Licensure Survey

III. PERFORMANCE MODEL

Benchmark 1—Admission to the University

CANDIDATES

Age

Female	53%	2995
Male	47%	2625

Gender

Under 25	95.6%	5375
26-35	3.6%	199
36-45	.7%	38
46 +	.1%	38
Unknown	.1%	8

Program Area

Undergraduate	89.55%	5,033
Post Bachelor	9.97%	560
Project Promise	.25%	14
TEAM	.23%	13

Ethnicity

White	82.4 %	4634
Hispanic	6.0%	335
African Am.	2.1%	119
Asian Am	3.1%	173
Unknown	4.2%	235
Native Am.	1.4%	67
International	.8	44

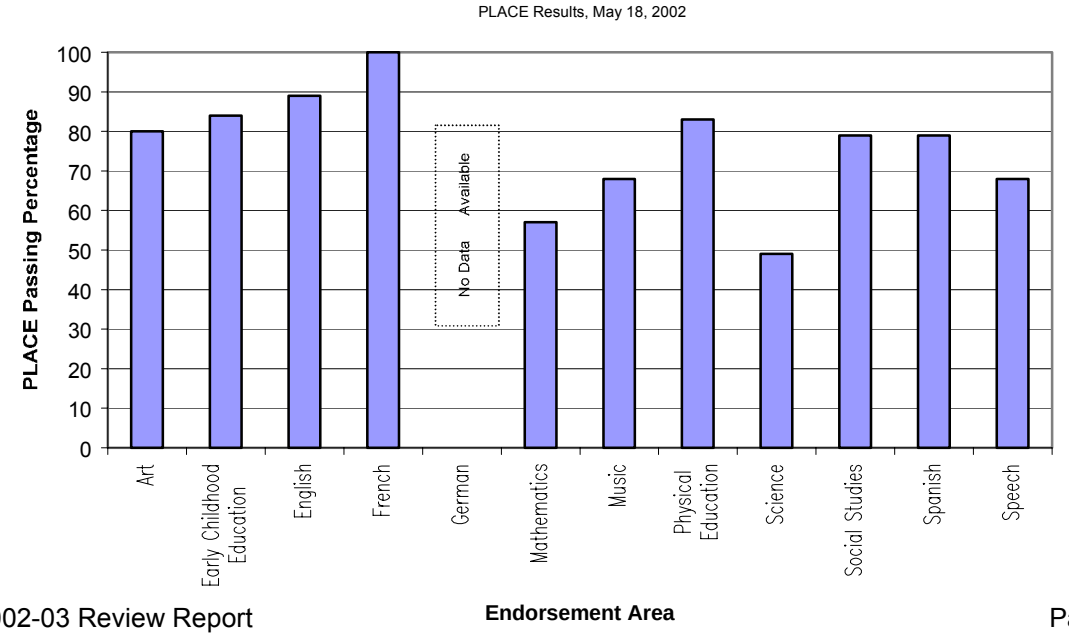
Benchmark 2 – Admission into Teacher Ed

Academic Year	**Undergraduate**		**Undergraduate**		**Post-Baccalaureate**	
2001-02	**Candidates**				**Licensure**	
	Admission GPA		Writing Competency		Pass PLACE	
ECE	23	3.30	100%		23	N/A
Secondary	406	3.35	100%		406	96%
K-12 and Other	81	3.51	100%		81	97%

Benchmark 3 – PLACE Test Summaries

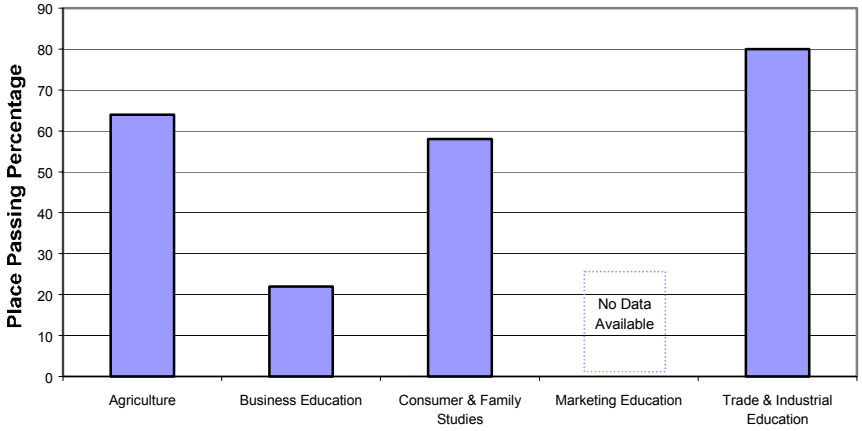
This data is used for illustrative purposes only. PLACE content test scores must be used with caution. Certain PLACE tests have item validity concerns that may account for low pass rates. Specifically, Agriculture, Business, Science, and Music tests were under development because of critical non-alignment with content.

PLACE Test Summary
Content Area Endorsement



PLACE Test Summary
Vocational Endorsements

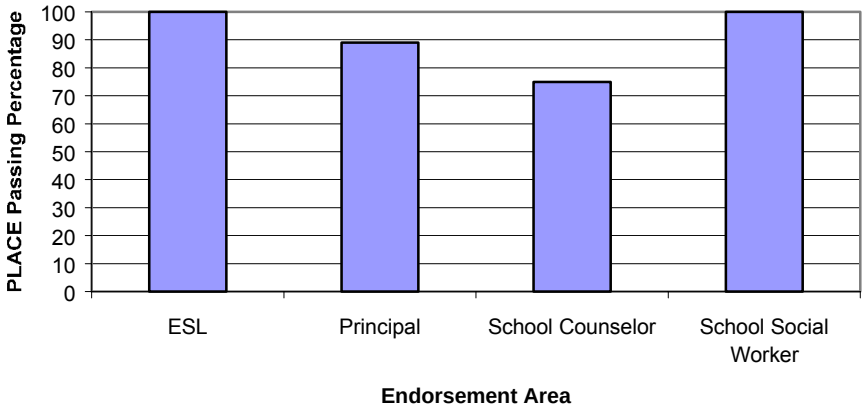
Place Results, May 18, 2002



Because of validity issues, these results may not adequately represent content knowledge for these endorsements

PLACE Test Summary
Advanced Endorsements

PLACE Results, May 18, 2002



Benchmark 4 – Program Completers

Gender

Female	91	69%
Male	41	41%

Age

Under 25	71	53%
26-35	47	36%
36-45	9	7%
46 +	4	3%
Unknown	1	1%

Program Area

Undergraduate	81	61
Post Bachelor	40	30
Project Promise	7	5%
TEAM	4	3%
White	123	93%
Hispanic	5	4%
African Am.	0	0%
Asian Am	3	2.2%
Unknown	1	0.8%

Race

Licensure Area	Undergraduate	Post-Baccalaureate	Graduate
2001-02			
K-12 Art	11	4	
K-12 Music	8	1	
Agriculture	4	2	
Business Ed	0	2	
Consumer and Family Services	3	2	
English	13	8	
Foreign Languages	5	1	
Marketing Ed	0	1	
Mathematics	6	4	
Science	3	18	
Social Studies	6	6	
Speech	0	0	
Technical Ed	3	2	
Trade and Industry Ed	0	0	

Benchmark 5: Employment Information

Currently employed as teacher

Yes	48	91%
No	5	9%

Teaching Assignment

Full Time	41	87%
Part Time	4	7%
Substitute	3	6%

Teaching in Licensed Area

Yes	44	94%
No	4	6%

IV. EVALUATION OF CLASSROOM TEACHER PREPARATION PROGRAMS

A. Quality of Content Preparation

1. Strengths:

- There is a strong science curriculum that is universally praised by the science education candidates, CSU science graduates, classroom science teachers in the mentor schools ("We interview all student teachers prior to accepting them to determine if they know science. This is not necessarily when a CSU science student teacher requests to student teach in my class."), and human resource personnel in the local school district ("A CSU graduate is our first choice for science teacher.") The CSU science education candidates talked about the content knowledge of the students they are teaching – what they need to know and what they do know.
- In other subjects, excluding science, classroom cooperating teachers reveal that they find CSU student teachers to have solid content knowledge.
- There is a successful collaboration between the liberal arts and sciences and education faculty and administration. The Teacher Education Council provides an appropriate dialogue and exchange of information across academic disciplines.
- Interviews with faculty and administrators from partner and professional development schools indicated that a significant training effort has been made in the integration of theory and practice.
- Each candidate's arts and science preparation related to pre-determined content standards.

2. Weaknesses:

- The two Consumer and Family Studies students who were observed did not exhibit understanding of content or have comparable technology skills to other CSU candidates.
- While informal communications between CSU education faculty and arts and science faculty appear to be collegial, there does not appear to be a regular formal process of communication with regard to joint supervision and advisement.

3. Sources of Evidence:

- PLACE content test data. All teacher education candidates are required by the Colorado legislature to pass a state approved content test prior to entry into student teaching. From 1998 through 2002, only the PLACE exam had state approval.

- Interviews with school principals

- Interviews with cooperating classroom teachers

- Observation of student teachers; interviews with cooperating teachers; and, interviews with students

- Interviews with 2002 graduates of CSU who are currently employed as teachers

4. Findings and Recommendations

CSU needs to evaluate the Consumer and Family Studies degree program and provide the Commission a report on its findings by April 15, 2004.

B. Quality of Field Experiences

Field experiences appear to be planned and sequential with candidates increasing their level of responsibility and accountability in each experience. With the exception of the Phase I experiences, criteria for placement of candidates with qualified site-based personnel is articulated. A variety of assessments of candidate performance appear to be in evidence in all phases of the field experience. Formal and informal feedback takes place, as well as procedures for assisting the candidate in developing the skills that align with the State Teacher Preparation Standards. Theory-to-practice experiences seem to increase in complexity and depth throughout the program. The work sample is introduced early in the program and developed over the course of the preparation experience.

- Joint supervision and evaluation of teacher candidates by CSU faculty and classroom master teachers in Practica II, III, and IV.
- In the advanced programs (TEAM and Project Promise), the field experience are planned to provide experience with diverse student populations and diverse school settings.
- Field experiences in the Counselor Education program consist of a 100-hour practicum and a 600-hour internship.
- The Ed. Leadership (school principal) licensure program includes a 300-hour internship.
- The K-12 faculty and administration are supportive of and demonstrate a continued desire to provide quality and meaningful experiences for the teacher education candidates of Colorado State University.

1. Strengths

A salient strength of the Initial Licensure program lies in the creation and use of the Professional Development School concept in Phase II and III

field experiences. All participants (candidates, CSU faculty assigned to the schools, and PDS teachers) appear to gain great benefit from in-depth and on-site experiences. PDS teachers report that they place a high value on the self-renewal and increased professionalism they gain through their participation. Candidates' experiences in junior high school and high school settings have enlarged their skill levels and seem to have widened their perceptions of their options for employment opportunities. The overriding impression from those involved is that the PDS model is a superior vehicle for teacher preparation.

Other field experience strengths include:

- Formal and informal communication between faculty, cooperating teachers, and candidates in Phases II, III, and IV.
- Handbooks, planning guides, evaluation forms and other printed materials relevant to the field experience components in initial and advanced licensure programs and counselor education.
- Collaboration between CSU and practitioners
- Supervision of candidates
- Integration of the candidate with the school culture
- Classroom cooperating teachers feel renewed and relieved to have capable candidates in the classroom. Most are convinced that the partnership with CSU and having onsite PDS faculty working with both the student teachers and the cooperating teachers to be the ideal model.
- School administrators observed that the district's strongest and most effective teachers participate as cooperating teachers, partially because of the candidates' solid knowledge of subject matter, standards, and assessment.
- Administrators affirm that the Project Promise candidates have optimum experiences in rural and urban areas that would be desirable for other candidates as well; if that experience could be managed, given the transportation and scheduling challenges.
- Teachers mentioned the value of their field experiences in Professional Development Schools. Several were employed by the school district in the same school as a result. Others were hired in other settings, yet found their induction program to be simple to complete as a result of their field experience expectations.
- The college faculty praise the professional development schools for the exceptional quality of mentor teachers and collaborative professional learning communities.
- Exceptional field experiences embedded in the advanced teacher preparation programs (TEAM and Project Promise).
- Some first year teachers are using the same work portfolio to demonstrate their skills to meet Colorado licensing standards.

5. Weaknesses (minor)

- While the partner school appears to provide an ideal learning environment for teacher candidates, there do not appear to be sufficient opportunities for candidates to participate in field experiences in diverse settings (economic, ethnic, with at-risk students). While transportation and scheduling may be problematic, candidates should be prepared for a range of settings in Colorado.
- While forms, guidelines, and checklists are plentiful, there is some question whether the criteria are consistent across settings.
- Seminars in Professional Development Schools appear to focus upon application problems with involvement of PDS teachers. However, there does not appear to be opportunity for candidates to de-brief their experiences with cooperating teachers immediately after class.
- Teacher candidates in Phase III need to be exposed to a full day in the PDS at least once during their field experience to enable them to experience a full teaching load. Students who have had this experience indicated that it is the most valuable part of the pre-student teaching field experience.
- Counseling candidates expressed frustration in their understanding of the internship expectations and placement criteria. In fact, what to look for in a field experience setting choice was not a part of the Counseling preparation program. One candidate indicated that she needed to finish counseling coursework prior to the field experience.
- There is a question about the nature of the off-campus Counselor Education program: does it have significant involvement of CSU faculty on-site or is it a CSU extension program utilizing University of Southern Colorado personnel and Pueblo-based adjuncts?

3. Sources of Evidence

- Observations at partner schools
- Interviews with principals of partner schools.
- Interviews with cooperating teachers
- Review of student work portfolios

4. Findings and Recommendations

The CSU teacher licensure programs provide candidates with fine opportunities for field experiences with master teachers in junior and senior high school settings. There is much evidence of collaboration between education faculty and school personnel. CSU should work to

completely implement curricular and programmatic changes in all areas and make the preparation of school personnel a university-wide endeavor, including possible implementation of the following:

- Limit choices for Phase I field experiences to schools where candidates can work with diverse populations. This may require candidates to engage in the field experience for a concentrated week in an urban, rural, or alternative setting similar to Project Promise.
- Review all checklists, observation forms, lesson plan forms for consistency and revise them accordingly.
- Review the scheduling of the Phase II experience to allow time for candidate-cooperating teacher de-briefing immediately following the classroom experience.
- Develop protocols for joint supervision of student teachers by education faculty and content area specialists.
- If the off-campus Counselor Education program is truly a CSU program, provide assurances that CSU faculty have a major involvement in the instruction and supervision of candidates.

C. Quality of Skills

Colorado Department of Education evaluated the demonstrated skill mastery. The competence of candidates' skills is demonstrated by an electronic portfolio. To complete the teacher education program, the electronic portfolio must be completed by providing artifacts that demonstrate proficiency in all of the teacher education standards and benchmarks. The required teacher work samples provide an opportunity to meet many of the requirements.

1. Strengths

- Evident throughout the review of plans, portfolios and meetings was preparation of students to meet the Colorado professional content standards.
- The Early Childhood Education, K-12 and secondary education licensure components have successfully addressed each of those components.

2. Weaknesses

- Comments of students from the Ed 275 class indicated that the course work was not as rigorous as in the content areas
- The time required outside of the course work is very difficult to complete due to scheduling and transportation

- There needs to be more organization to the overall program in terms of critical documents; i.e., academic content standards, legislation (No Child Left Behind), etc.
  - The students do not yet see the overall organization and would appreciate a "notebook" be developed on the web were they could get the big picture and utilize the documents as needed.
  - In the current situation, handouts are given independently on a day-to-day basis.

3. Sources of Evidence

Adherence to teaching of Standards

- Candidates, in field experiences and in student teaching, are universally expected to list on their lesson plans which standard(s) are to be included as part of the objectives of any lesson taught.
- Arts and Science faculty act as advisors to the School of Education, for dual advising in the areas of content and the other requirements. All content area advisors are familiar with School of Education requirements.
- Orientation of content coursework is toward passage of the State teacher content knowledge test, and includes contextual understanding of and ability to demonstrate that content.

Knowledge of literacy

CSU concentrates its literacy acquisition objectives into its early childhood education program (0-8 years old) with ED 340: Literacy and the Learner – diagnostic teaching of reading

- Included are all language arts skills, including, but not limited to, and with a heavy emphasis on, phonics and phonemic awareness
- Discussion with the ECE coordinator indicated focus on language development, i.e. reading, comprehension, writing, oral language, thinking, introduction to literature:
  - Learn skills → apply in classroom → reflect on other applications, in other subject areas → field notebook with data-driven intervention strategies for identified reading problems → meet one to one with cooperating teacher to determine demonstrations of proficiency.

In the secondary education preparation program, literacy is integrated across content areas with an emphasis on "reading across the curriculum."

- Secondary education teacher preparation emphasizes a wide background in literature; composition, including all necessary word usage skills; oral language skills; and, research skills.

- In addition, specific education-related language arts courses are related, including composition and public speaking.
- For an English/Language Arts major, 24 core courses are required and 12 elective credits.
- Evidence of the inclusion, in the candidate preparation program, of the teaching of the skills and concepts of literacy on the secondary level is verified through observation and analysis of lesson plans.

Math literacy (Observation: Integrated Algebra class)

- Good engagement of students in subject matter.
- Obvious expertise in subject area, i.e. in presentation of unfamiliar and complex concept (factoring).
    - Other experience noted was of an art teacher who was aware of standards and using mathematical concepts in measuring for interior design.
    - Candidates, in areas other than mathematics and English, incorporate literacy into their classes.

Assessment of Skills

- Field observations showed that in three high school classrooms (one school), with either student teacher or PDS candidates, there was evidence of a wide variety of ongoing student assessment, both informal and formal.
- Classroom assessment is being used to plan for future reinforcement and for instructional planning.
- There is not much evidence of *concrete* inclusion of *CSAP* references per se, during classes visited, or types or content of questions posed to students on class assessments. *Note:* Cannot determine, from any available evidence, if there *is* a direct link for candidates to CSAP preparation, despite emphasis on incorporation of content standards. (Music Education, however, does work with released items of CSAP, in its tie-in with Standards.)

Other content area literacy

- Heavy emphasis on the core competencies of *each* endorsement area.

Classroom and instructional management

- For the teacher candidate, at least 30 credit hours are required in professional knowledge.
- Spoke to group of PDS, new, and student teachers, who felt well prepared with a variety of strategies.
- Evidence of data-based instructional management not identified by administrative personnel, cooperating teachers, coordinating teachers, or candidates - though lesson planning seems to involve follow-up to classroom assessments.

Individualization of Instruction (ED 275)

- In each class observed, the candidate took time to ask for student questions regarding information presented.
- In each class observed, there was a small group break-out, with specific identified objectives related to the lesson plan, and each teacher walked around the room listening to the discussion and offering support, information, direction, guidance.
- In each class, the teacher offered assistance, several times, should it be needed.
- In each class, the material was presented in a variety of ways, with appropriate examples provided from "real life."

Technology

Teacher candidates are required to pass four technology proficiency assessments. These tests are on the more heavily used applications like MS Word, Excel, PowerPoint, and basic computer literacy. Assessors use a skills checklist and prior to the assessment, candidate can explore links to tutorial for each sub-test or take ED 331 to develop products and artifacts that demonstrate that the candidate meets Standard Seven. Candidates can retake an assessment, but must score 70% correct or better. Currently, 182 candidates have passed this formative assessment and 43 have taken a subtest for a second time and then passed.

Due to a PT3 grant, there is a laboratory for candidates with two teachers "on loan" from Thompson and Poudre school districts and two CSU faculty. In the course and lab, candidates prepare artifacts for their work sample and E-Portfolio. A template for later has been developed and shared through the ED 275 course and instructors. The E-Portfolio includes an application to student teach, philosophy statements, unit plans, and demonstrations of literacy knowledge. Methods course in music education were prototypes to provide models for candidates. Candidates have generated a number of practical products like brochures to introduce themselves to prospective PDS schools or even employers.

Using Dreamweaver website software, candidates review, edit or expand their E-portfolios any time throughout their program of students. Development of the E-portfolio has led to collaborative professional development for partner school faculty throughout the school district. Technology is embedded throughout various course syllabi and not packaged in separate courses other than the one applications course (ED 331). The PT3 grant provided the School of Education an opportunity to acquire the Intel Teach to the Teacher

curriculum materials for each candidate. However, modules of this curriculum have been moved into other courses.

The CCTEC website provides all CSU students access to training documents for MS Office applications software. Specifically, the TEP candidates have access to a teacher work sample guide, featured resources links identified by faculty and access to Project TRU—Technology Rich Units. The latter are units of instruction developed in one-on-one session with the teacher "on loan" and are opportunities for in-service teachers who are rewarded with substitute release and university course credit. Some Project TRU projects have received recognition and national awards.

- Use of calculators as a tool, in Algebra class, and disallowed at one point, to allow students the opportunity to learn the "how" and "why" of a calculation. (Good identification of calculator as a tool, but not to replace "thinking.")
- Website cited to chemistry class, at beginning of hour, in reference to homework and parent information, with request to contact teacher if there is a problem. (Many teachers have websites.)
- Lots of integration of power point presentations, overheads, appropriate research, especially among candidates. (Use is expected to grow, with increased familiarity.)
- Evidence of sophistication and comfort with computer as a tool in the classroom.
- Less evidence of administrative use of data, in planning for instruction or individualization of instruction, though it may be embedded.

Democracy, educational governance, careers in teaching

- Clear awareness of K-12 content standards and CSAP.
- Not clear awareness of other governing influences in education, today, i.e. NCLB, Legislature/laws.

4. Findings and recommendations:

- Increase cross-discipline integration of literacy.
- Field experience is strong, but calls for providing a wider-ranging variety, so that candidates can teach more "types" of learners.
- In Consumer Studies, knowledge of and use of technology is low. CSU needs to focus on technology weaknesses of this group of candidates in practicum.

D. Program Assessment Plan and Quality Improvement Plan

The Teacher Licensing Program collects data from multiple assessments to review data for making decisions for Instructional and Programmatic Improvement. Among this data is information from the General Admission applications and interviews, Candidate Performance Assessment, Electronic Inventory, PLACE data, Assessment of Student Teaching, Candidate Evaluations of Teacher Education Faculty and Advisory, Focus Group Interviews, Annual Program Evaluations, EBI, Title II Institution Reports. On top of these instruments, the Personal Student Teaching Expectations Checklist/Rubric, Work Sample, Candidate Portfolios and E-Portfolios, Professional Progress Report (PPR) course assessments/products and projects like the four proficiency tests and Technology Rich Units, grade point averages -- all provide insight into strengths and weaknesses of the preparation program. An Electronic Inventory has been developed to profile and record candidate progress. The mutations of assessments and their overlap and cyclical and cumulative natures are comprehensive. The organization of assessments across courses, endorsement areas, and programs begs for a system for decision-making, program review, instructional improvement, and candidate profiling.

1. Strengths:

- Milestone courses and experiences are assessed in a variety of qualitative and quantitative ways. The Licensure Committee, with broad membership, reviews the data and poses challenges to internal perspectives of effectiveness. Data on the perceived quality of instruction is shared and used to support faculty development and the Teacher Education Council systematically analyzes data on initial programs. The Student Teaching Expectation/Observation Checklist is cross-referenced with licensing standards.
- University supervisors observe student teachers a minimum of six times in 14 weeks and concurrently facilitate a seminar for collaborative study.
- The PPR is used to identify candidate strengths and weaknesses and to tailor interventions to support the candidate. Rating on the PPR is consistent due to attention to inter-rater standardization and collegial study.
- Advisory Councils for Advanced Programs provide input to program design and implementation. Attempts are made to provide various pathways to teacher preparation via traditional and alternative approaches.
- Multiple professionals form a collaborative triad to assess candidate performances and major demonstrations. Field experiences provide both contextual depth and breadth for teacher candidates and sustained professional development for their mentors. Partner

schools, cooperating and PDS faculty are vital sources of assessment data.

- The EBI benchmarking survey, analysis and comparability studies are supplying new insights into program impacts.
- CSU's leadership and partnership role in the statewide pilot with Just4theKids is exemplary.

2. Weaknesses:

CSU Assessment Plan is in the early development phase. The essential problem is the confusion between CDE standards (licensure of candidates) and CCHE (program approval standards). Consequently the assessment of licensure skills is well developed but the rest of the assessment plan is non-existent.

- Minimal consistency across programs regarding data collection and summarization.
- No clear indication as to how CSU plans to automate data collection, processing, and reporting across initial and advanced programs.
- No provisions for assurance that CSU will test and judge the quality and credibility of assessments to ensure that the assessments manifest fairness, accuracy, and avoidance of bias.
- CSU has not selected a general education assessment but is currently reviewing and analyzing several national tests to identify the test that measures general education curriculum.
- Lots of data are collected but little pattern analysis or plans for pattern analysis are evident. Sometimes the data collected are not particularly relevant
- Faculty interviews: 44 measures with a propensity to add additional measures but not delete existing non-useful measures.
- Student interviews: "too much measurement of same skills in teacher education methods classes and none in my content area."

3. Sources of evidence:

Data on grade point averages
Program for Licensing Assessments for Colorado Educators (PLACE) exam results,
Final performance evaluations
CCHE state reviews
Teacher education portfolios
Candidate work samples
Clinical and practicum evaluations
Student teaching evaluations

4. Recommendations:

- CSU is advised to prioritize its data collection system within the mastery of skills area and expand its data collection system to include performance indicators for content. The tendency has been to add more measures to the growing body of evidence collected and reviewed. CSU needs to determine where the gaps and the redundancy exists in its current evidence and summarize to an appropriate level.
- Prior to the North Central Accreditation visit, consider mapping the assessment system to outcomes for candidates.
- Streamline institutional assessments to support content and program standards.

E. Evaluation of Special Programs of State Interest

Early Childhood Program was approved after the November 2000 site visit. Therefore, the review team had a special interest in the student evaluations of the quality of this program. The ECE teachers explained the components of the program and the imbedded pedagogy that candidates develop in the context of the human development course content. ECE candidates are required to submit a self-evaluation and reflection on a weekly basis. Most have found this to be the most powerful aspect of all of their preparation. They are encouraged to share these with their peers in study teams and they debrief lesson planning and implementation. Some have researched interventions and literacy assessments.

Candidates are interning in preschool and primary classrooms at Putnam, Beattie and the CSU Lab School. Each is beginning to identify age/grade levels they prefer: everyday/all day kindergarten, first grade, and third grade. A post-baccalaureate candidate is simultaneously working in the CSU Child Care Center and has begun documentation of children and their developmental accomplishments. Likewise she is building a center portfolio and displaying components of it on the walls of the campus building the center occupies; it has drawn considerable interest in the program from other university staff and students. In addition, this candidate attends professional development workshops on CARE with the Poudre School District and has developed a photo album of the center's current preschool children and their modeled behavior for a variety of emotions. She described the impact that digital photos and teacher-made artifacts/books are having on youngsters, parents and other staff members.

CSU offers Counselor Education both at CSU and in Pueblo. Some Counselor candidates expressed frustration in their understanding of the

internship expectations and placement criteria. In fact, what to look for in a field experience setting choice was not a part of the Counseling preparation program. A candidate indicated a need to go back and finish their Counseling coursework prior to pursuing the teacher preparation courses/field experiences.

There is a question about the nature of the off-campus Counselor Education program regarding whether it has significant involvement of CSU faculty on-site or whether it is a CSU extension program utilizing University of Southern Colorado personnel and Pueblo-based adjuncts. If the off-campus Counselor Education program is truly a CSU program, provide assurances that CSU faculty have a major involvement in the instruction and supervision of candidates.

Principal Training. The Poudre High School administrative team supports four administrative/principal internships within the building.

ESL Administrators confirm that the faculty was somewhat overwhelmed when the district housed the "newcomer" ESL program for the district in their building 18 months ago. Extensive professional development was added after the fact to build a stronger context for initiating this program. ESL students enter the program at Poudre and complete three years there prior to transferring to a "home" school within their attendance area.

V. DIRECTIONS FOR THE FUTURE

A. Other Comments

- Develop program assessment plan.
- Maintain advising system. Former candidates, who are now first-year teachers, described the advising at CSU as clearly communicating information, even while the program transitioned to accommodate SB-154 during the 1999-2000 academic year.

B. Next State Review: 2008

TOPIC: **TEACHER EDUCATION AUTHORIZATION: UNIVERSITY OF NORTHERN COLORADO**

PREPARED BY: **VALERIE DOBBS**

I. SUMMARY

The Commission discussed the 2003 University of Northern Colorado teacher education review report at its April meeting. 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. The state review team as well as the NCATE review team recognized the excellence of UNC's program assessment system and how UNC used the data to make program improvements.

At the April meeting, the Commission discussed two areas of concern, specifically the counseling system for the elementary education program and poor performance by Social Science majors on the content examination. The Commission tabled any action until UNC prepared a formal plan to resolve these concerns in June 2003. The Commission also discussed some suggestions pertaining to English as a Second Language endorsement area. At the request of the State Board of Education, higher education is suspending any action on this topic until the final endorsement standards are approved.

In May 2003, UNC submitted a proposed plan to address the advising issues and the performance of Social Science majors on the Social Studies content exam. CCHE believe that the plans are focused to improve the performance in both areas.

CCHE staff recommend that the Commission reauthorize the University of Northern Colorado to offer teacher education programs in Early Childhood, Elementary Education, K-12 Art, Music, and PE, Special Education, and secondary programs in Math, Social Science, Biological Sciences, Chemistry, Communication, Earth Sciences, English, French, Geography, German, History, Physics, Spanish, and Theater Arts.

II. STAFF ANALYSIS

Quality of advising. UNC listed several actions to improve the quality of advising (Attachment A):

- Solicit student feedback of their counseling experiences.
- Establish a process to implement any changes resulting from this feedback.

- Double the number of faculty advisors to four, which will increase availability for students.
- Use the Internet and student email to publicize important dates, meetings, and basic advising information.
- Establish review of advising quality by liaison outside advising office.
- Establish a professional development program for elementary education advisors to improve the quality of student advising and ensure that all advisors have current information.

In addition, UNC will evaluate faculty advising as part of faculty evaluations to elevate faculty and staff commitment to quality advising. The elementary education advising staff is planning to meet regularly with Interdisciplinary Liberal Arts advising staff to share information and collaboratively resolve issues.

CCHE staff believe that the proposed changes outlined by UNC to address the quality and availability of advising options for Professional Teacher Education Program (PTEP) and Interdisciplinary Liberal Arts (IDLA) students will improve the counseling system for elementary education students. This will be monitored through the 1st and 3rd year surveys.

Social Science Performance on Content Tests

UNC also listed a number of actions to improve the performance of its Social Science candidates on content assessments (Attachment B).

- UNC has changed the curriculum in Social Sciences to increase history and higher level courses in the degree program for the Middle Grades Emphasis candidates and to bring the program into alignment with content standards.
- Implementation of PLACE review sessions for Social Science degree majors.
- Developed and implemented a Senior Seminar capstone course for Social Science majors to demonstrate a speaking and writing proficiency about history, social science issues, and research methods.
- Review of Social Science candidates' PLACE and PRAXIS II scores after each test administration to assess the effectiveness of the curriculum with a commitment to curriculum changes if necessary.

CCHE staff believe that the proposed changes outlined by UNC to the Social Science degree program will lead to an improvement in content exam pass rates of the UNC Social Science candidates. CCHE will also monitor the scores of Social Science majors.

III. STAFF RECOMMENDATION

That the Commission reauthorize the University of Northern Colorado to offer teacher education programs in Early Childhood, Elementary Education, K-12 Art, Music, and PE, Special Education, and secondary programs in Math, Social Science, Biological Sciences, Chemistry, Communication, Earth Sciences, English, French, Geography, German, History, Physics, Spanish, and Theater Arts, with the proposed changes.

Attachment A

UNIVERSITY of NORTHERN COLORADO

Colleges of Education and Arts and Sciences

Advising in the Elementary Education Program

Faculty members in the program to prepare elementary education teachers are committed to ensuring that students are provided with the highest quality advising possible. Both the College of Education and the College of Arts and Sciences are working together to provide advising to students that is accurate, current, accessible, and that reflects the commitment to caring described in our conceptual framework.

The following changes and improvements to advising in the Interdisciplinary Liberal Arts (IDLA) and Professional Teacher Education Program (PTEP) will be implemented during the 2003-2004 academic year:

--Students in both the IDLA and PTEP will have the opportunity to evaluate each advising session and faculty adviser by completing an anonymous questionnaire.

--Students who complete the IDLA will have the opportunity to participate in an exit interview. This interview will request that students provide opinions on the quality of their advising experiences.

--PTEP students will be included in focus groups to discuss the advising program, and to give feedback regarding their perception of its effectiveness.

--Information about the students' overall advising experience in the PTEP will be collected using the Electronic Survey administered at the conclusion of Block I and Block II.

--The number of faculty advisers for the undergraduate PTEP students will double (from two faculty advisers to four).

--New faculty will be given training in advising students in the PTEP program.

--The Elementary Program will develop a professional development program for all elementary education advisors. This will ensure that individuals acting in an advising capacity have accurate information.

--A designated student liaison from outside the program will be identified. This liaison will provide students with the opportunity to more freely express any concerns. This early warning system may prevent a problem from escalating.

--Quality of advising will continue to be included as a component of the faculty evaluation system.

--All PTEP students will be sent information for Initial PTEP, Block I and Block II application meetings by means of a personal email and PTEP Newsletter.

--All IDLA students will be sent program, advising, and enrollment information by email.

--More effective use will be made of the Internet. Important dates and links to useful web sites (e.g., PRAXIS) will be posted on web pages.

--The PTEP Coordinator will meet regularly with the IDLA advisers in A&S to discuss enrollment management, program standards and criteria for admittance to the program, strategies for supporting all students, and collaboratively resolving problems.

--Each semester, the PTEP Coordinator will provide all IDLA advisers with information regarding the status of students who apply for Block I and Block II so that students who have not met all requirements will receive support and pertinent information from both the PTEP and IDLA advisers.

These changes to the advising system should result in an enhanced advising experience for students in the elementary education programs. The inclusion of avenues by which students can evaluate the quality of advising (surveys, focus groups, exit interviews, and liaison) will provide Program

Coordinators and the Deans of Education and Arts and Sciences with systematic feedback about advising. This information will be analyzed in order to make refinements in the advising process as well as related programmatic decisions, which will support the academic and professional success of students and strengthen the program.

Attachment B

UNIVERSITY of NORTHERN COLORADO

Colleges of Education and Arts and Sciences

Quality of Social Science Program for Social Studies Licensure

CCHE Section I – Item D, p. 4: *Quality of Social Science program for Social Studies Licensure - Social Science degree majors did not pass the content exam. In contrast, History and Political Science majors passed the same exam. This pattern indicates that the curriculum while aligned on paper may not provide the depth of knowledge in social studies needed by prospective teachers.* The performance of our candidates taking the Social Science PLACE content exam is a matter of on-going concern; the pass rates of these candidates is carefully monitored, and, in the recent past, results have been used to inform program decisions. Revisions to the Social Science curriculum will be made if, as we continue to monitor PLACE/PRAXIS II pass rates, the performance of candidates is unacceptable.

The Social Science Program revised its Secondary Teaching Emphasis for the 1997-1998 catalog to bring secondary teaching curriculum in line with the Colorado Model Content Standards. The 42 credit hours of Required Major Credits and Elective Major Credits in the revised major include 12 credits in History, 6 in Economics, 9 in Geography, 9 in Political Science, with an additional 3 credits to be selected from any one of the above disciplines, and a 3-credit social science capstone course. No credits are required in Sociology, Psychology, or Anthropology other than 100-level courses that satisfy General Education requirements.

The Social Science Program has taken the following steps to improve the pass rate on the PLACE for Social Science majors who are first-time takers:

> In Fall, 1997, the Social Science Program changed the requirements for the Secondary Teaching emphasis to require additional upper-division course work in the standards-based content areas of History, Geography, Political Science, and Economics. The most recent report from UNC's Institutional

Research and Planning Office indicates that this change already has resulted in an 8.6% increase in the pass rate of Social Science majors in the secondary teaching emphasis.

The Social Science majors with the highest failure rate have been candidates enrolled in the Middle Grades Emphasis. Because of changes in licensure mandated by CDE, in the 2003-2004 UNC catalog, this emphasis will be merged with the Secondary Teaching emphasis and will therefore require more upper-division History, Geography, Political Science, and Economics course work.

Starting in the 2003-2004 academic year, Middle Grades students will follow the Secondary Teaching Curriculum. This should further boost the pass rate for Social Science majors.

In Fall 2002, the Social Science Program initiated a series of PLACE preparation review sessions for its majors. These sessions had an immediate and favorable impact. Eighty-three percent of the Social Science majors who took the October 2002 PLACE exam passed.

The Social Sciences Program faculty will annually review performance on the PRAXIS II and the PLACE. Changes to the curriculum will be made if they are indicated by the data and NCATE guidelines.

The College of Arts and Sciences conducted a rigorous review of the Social Science Program in 2001, which included a report by an external reviewer. It also collected and reviewed syllabi of courses required of its teaching emphasis majors in preparation for the December 2002 NCATE and CCHE accreditation visits.

As a result of these recent evaluations, the Program has designed a new Senior Seminar for Social Science majors: SOSC 400. A capstone course designed to permit students to demonstrate their knowledge of:

- Social science concepts and research methods
- Content in the disciplines of history, political science, geography, and economics
- Their ability to write and speak cogently about history and social science issues and problems.

Student performance in this course is used to assess the overall Social Science major and to provide guidelines for program revision.

With the middle grades social science curriculum integrated into the standards-based Secondary Teaching emphasis, instituting a series of

PLACE preparation sessions to help candidates prepare for this assessment, and the new Senior Seminar, we are confident that these will further strengthen the content preparation of Social Science teacher candidates and lead to further increases in PLACE/PRAXIS II pass rates. We will continue to monitor carefully candidates' performance on the PLACE/PRAXIS II, and, as indicated earlier, if pass rates do not continue to improve, we will revise our curriculum accordingly.

TOPIC: **TEACHER EDUCATION AUTHORIZATION: JOHNSON AND WALES — CONSUMER AND FAMILY STUDIES**

PREPARED BY: **VALERIE DOBBS**

I. SUMMARY

Johnson and Wales has requested teacher education authorization for its new *Consumer and Family Studies* baccalaureate degree program leading to licensure in Consumer and Family Studies.

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.

With the curriculum revisions (Attachment A), the staff recommend that the Commission authorize Johnson and Wales to offer baccalaureate teacher education in Consumer and Family Studies with the condition that Johnson and Wales (1) revise its classroom field experience; and (2) develop a full assessment plan by June 2003, including the capacity to provide annual teacher education data files to CCHE, prior to implementing the teacher education programs.

II. BACKGROUND

The protocol for private institutions differs somewhat from that of public colleges and universities. While the six statutory performance standards are the same, the Colorado Department of Education has primary responsibility for the analysis and summary of the findings for the private institutions. The Commission reviews performance measures regarding (d) the quality of the field experience and (f) assessment plan while CDE analyzes (a) admission standards, (b) advising, (c) content of the major, and (e) mastery of skills and professional knowledge. The Commission is responsible for the final approval authority for both public and private institutions.

Johnson and Wales University's main campus is in Rhode Island. In September 2000, it opened the Denver, Colorado campus, which offers two- and four-year degrees in culinary arts and business programs, as well as the "Garnish Your Degree" accelerated associate

degree program. It added three new programs in September 2002, in Marketing, Sports/Event/Entertainment Management, and Baking & Pastry Arts programs. In September 2002, Johnson and Wales submitted a proposal requesting teacher education authorization in three vocational degree programs – Business Education, Marketing Education, and Family and Consumer Studies. The Commission approved the Business and Marketing programs at its April 2003 meeting.

Johnson and Wales baccalaureate programs are offered on the quarter system. For comparative purposes, both semester and quarter credits are listed. The B.S. curriculum entails:

a. 13 general education courses (70.5 quarter credits or 42 semester credits)
b. 20 courses in consumer and family studies equaling 69.5 quarter credits or 42 semester credits
c. 13 courses in professional knowledge equaling 71 quarter credits or 43 semester credits that include the student teaching requirements, and
d. The total graduation credits equal 211 quarter credits or 127 semester credits

The on-site review for Johnson and Wales occurred February 22, 2003, which included meetings with faculty, college administrators, and a tour of the physical facilities.

The State Board of Education has reviewed Johnson and Wales' admissions and counseling system, content, and mastery of skills at its March 6, 2003, meeting. The State Board of Education recommended that CCHE consider this proposal. Johnson and Wales revised the curriculum to align with standards in March. Representatives met with CCHE to discuss assessment plans on April 28, 2003.

III. STAFF ANALYSIS

The following section summarizes the analysis of Johnson and Wales proposed field experience and assessment plan, including strengths and weaknesses.

Field Experience

General Comments:

(1) Classroom field-based experiences account for 500 hours. However Johnson and Wales is in the process of changing the field experience to meet the 800 hour requirement.

(2) Eleven courses require 15-20 hours in the field. Approximately 20 percent of the field experiences occur in the third year of the program.

(3) Student teaching, which contains 80 percent of the contact hours, occurs in year four.

Strengths of field experience:

- Clear criteria for field experience sites and for cooperating teachers.

Weaknesses of the Field Experience:

- Field experiences begin late in the program. CCHE staff suggests that Johnson and Wales consider providing substantive field experiences earlier in the program sequence.
- The first 10 field experiences appear to be observational rather than classroom based.

NOTE: Johnson and Wales have committed to address this issue by June 2003.

Assessment Plan

The design of the assessment plan must insure that data will be gathered, reported, and utilized for program analysis and improvement.

General Comments:

Johnson and Wales identifies specific assessment duties for its Consumer and Family Studies faculty, including the creation of performance assessment tools, administration of performance assessments, the measurement of student progress, documentation of student grades, administration of standardized tests, management of grade books, and provision of student recommendations.

Strengths of the Assessment Plan

Johnson and Wales has moved quickly to address the assessment needs since the April 2003 Commission meeting, including specifying that the candidate must pass the content exam in the senior year. The actions indicate that Johnson and Wales will have met this requirement prior to June 2003.

Weaknesses of the Assessment Plan

The challenge for Johnson and Wales will be to submit data in required format as it begins its preparation of Business and Marketing teachers.

IV. STAFF RECOMMENDATION

That the Commission approve the authorization for Johnson and Wales' baccalaureate program leading to Consumer and Family Studies 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.

Attachment A

Institution: JOHNSON & WALES UNIVERSITY

Program: CONSUMER AND FAMILY STUDIES B.S.

Licensure: CONSUMER & FAMILY STUDIES SECONDARY EDUCATION

Grade Levels: 6 –12 inclusive

CURRICULUM	**Credits**
General Education	70.5
Consumer and Family Studies Major	69.5
Professional Knowledge	71
GRADUATION REQUIREMENTS	**211**

CURRICULUM:
Students who complete a Consumer and Family Studies degree are required to enroll in19 core classes (69.5 credits)

Sanitation Management
Introduction to Consumer and Family Studies
Human Development
Textiles
Consumer Economics
Personalized Nutrition Management
Stocks and Sauces
Essentials of Dining Service
Continental Cuisine
Introduction to Baking and Pastry
Individual and Family Wellness
Principles of Foodservice Production
American Regional Cuisine
Housing and Interior Design
Nutrition and Sensory Analysis
Storeroom Operations
Skills of Meat Cutting
Perspectives on Parenting
Interpersonal Relationships

Content Analysis:

The Consumer and Family Studies content standards include:

- **Knowledge of goal setting, decision making, communication, leadership and teamwork skills, negotiation, and coping strategies** (Interpersonal Relationships, Human Development)

- **Knowledge of nutrition and skills in food preparation** (Stocks and Sauces, Sanitation Management, Essentials of Dining Service,

Continental Cuisine, Introduction to Baking and Pastry, Principles of Foodservice Production, American Regional Cuisine, Skills of Meat Cutting, Nutrition and Sensory Analysis, Storeroom Operations, Personalized Nutrition Management)

- **Knowledge of textiles and skills in clothing construction** (Textiles)

- **Knowledge of principles of interior design and skills in designing housing spaces** (Housing and Interior Design)

- **Understanding the theories, principles, and sequences of development, prenatal through late adulthood; family structure and functions as they support and/or interfere with human development** (Individual and Family Wellness, Perspectives on Parenting)

- **Understanding consumer resource management skills integrating and evaluating values and goals, community resources, decision making, information, technology, and human resources** (Introduction to Consumer and Family Studies, Consumer Economics

An institution seeking licensure in this area must meet all the standards by aligning the content of the major/degree program to these standards. The proposed program provides in-depth knowledge and advanced skills in food preparation. It provides general knowledge in human development, textiles and clothing, interior design, and consumer resource management skills.

Assessment:

Students seeking this licensure must PASS the Praxis Consumer & Family Studies Test (0120) prior to student teaching.

Conclusion:

Johnson & Wales' Consumer & Family Studies degree program provides students seeking secondary Consumer & Family Studies licensure with the content knowledge and skills defined by the Colorado Content Standards.

TOPIC: **PROPOSAL FOR LINGUISTICALLY DIVERSE ENDORSEMENT AT THE UNIVERSITY OF COLORADO AT COLORADO SPRINGS**

PREPARED BY: **SHARON SAMSON**

I. SUMMARY

The Regents of the University of Colorado request Commission approval for a teacher education endorsement – Linguistically Diverse. The institution designed this proposal to meet the new linguistically diverse standards that the Colorado Department of Education has proposed (Attachment A). The difference between a Bilingual endorsement and Linguistically Diverse endorsement is that a candidate with a Bilingual endorsement must be able to teach a subject (e.g., Math, Science, Social Science) using a language other than English. Linguistically diverse licensed professionals assist students in making the transition to English as the primary language. Each endorsement area requires that a student hold either an elementary, early childhood or secondary license.

The proposed program will be available as a post-baccalaureate program -- second endorsement – or as an emphasis area within UCCS's current Curriculum and Instruction masters' degree program.

CCHE staff recommend approving the request for a Linguistically Diverse endorsement at the University of Colorado at Colorado Springs at the post-baccalaureate and graduate level.

II. BACKGROUND

The State Board of Education is currently reviewing all the special endorsement standards. The standards require that a candidate has earned a baccalaureate degree and completed an approved teacher education program. Completing an approved Linguistically Diverse program of not less than 24 credits, a licensed teacher will receive this endorsement. An approved Linguistically Diverse program must ensure that the candidate has acquired knowledge in:

- All aspects of linguistics and the acquisition of language.
- The fundamental reading, writing and speaking functions of the English language.
- Literacy.

The revised standards are in line with the No Child Left Behind federal legislation that affects the hiring of all teachers holding a Linguistically Diverse endorsements.

III. STAFF ANALYSIS

Analysis of Teacher Education Performance Criteria

Teacher education review of endorsement areas focuses primarily on the alignment of the curriculum to the performance standards since the individual seeking an endorsement must already hold initial licensure, including passing a state-approved content exam, and completing an 800 hour field experience. CDE reviews the proposal for evidence that graduates would master the skills identified in SBE Licensure performance standards.

Admission Standards
The student must be licensed in Early Childhood, Elementary or Secondary Education.

Content

Post-baccalaureate Endorsement: Undergraduate students and Licensed Elementary Education Teachers

T Ed 370	3	Introduction to ESL	Theory
T Ed 371	3	Materials and Methods	Field Based
T Ed 372	3	Literacy for Linguistically Diverse	Methods
T Ed 373	3	Methods, Materials & Theories of Assessment for ESL	Theory & Methods
T Ed 374	3	Practicum in ESL/Multicultural Ed	Field Based (150 field experience hours)
T Ed 375	3	Second Language Acquisition: Capstone	Theory course
T Ed 377	3	Pro-seminar: Parent and Community Involvement	Field-based
	21	**Credits Total (150 field experience hours)**	

Emphasis in Master's Degree in Curriculum and Instruction

In addition to the 7 courses required for the post baccalaureate endorsement, masters' candidates must successfully complete 3 courses:

T Ed 5708	3	Research Issues in ESL/Multicultural Education
T Ed 5709	3	Theories of Learning and Development
Or		Education and Sociolinguistics
T Ed 5710	3	Introduction to Research and Statistics
Or	_	Ethnographic Methods in Educational Research
	30	**Credits Total**

Assessment

Each candidate for the endorsement will be required to pass a state approved exam.

UCCS will evaluate the candidates' mastery of skills throughout the program. A major component of the assessment profile will include a Teacher Work Sample that provides clear evidence of gains in English for the Linguistically Diverse academic performance levels, the context of instruction, and addresses the required licensure performance standards. Students recommended for this endorsement will have ratings of PROFICIENT or ADVANCED on all standards and standard elements.

IV. STAFF RECOMMENDATION

That the Commission authorize the University of Colorado at Colorado Springs to offer an English for the Linguistically Diverse endorsement at the post-baccalaureate or Masters' degree level.

Attachment A

STATE BOARD OF EDUCATION LICENSURE STANDARDS

8.22 Linguistically Diverse Education: To be endorsed in Linguistically Diverse Education, K-12, an applicant shall have completed a Bachelor's degree or higher from a four-year accredited institution of higher education; an approved teacher preparation program; an approved program for the preparation of an Educator of Linguistically Diverse Students; and have demonstrated the competencies specified below.

8.22 (1) The Educator of Linguistically Diverse Students shall know and understand first and second language acquisition and learning, including the nature of bilingualism and multilingualism, and the relationships and implications of each in the teaching of second language learners CONTENT. The applicant shall be able to:

> 8.22 (1) (a) Provide perspectives related to the historical, legal, social, and educational background of, and issues related to, the education of linguistically diverse students, in the State of Colorado, and in the United States.
>
> 8.22 (1) (b) Identify aspects of cross-cultural communication, included within one's own culture, as well as the culture(s) and the language(s) of the students.
>
> 8.22 (1) (c) Describe informal and formal types of language discourse found in a variety of situations, and the regional and social factors that influence and/or reinforce them.
>
> 8.22 (1) (d) Maintain and enhance linguistic skills and participate in professional development activities.

8.22 (2) The Educator of Linguistically Diverse Students shall understand the foundations of the English language and the principles of English language acquisition, including linguistics, psycholinguistics, and sociolinguistics, and the contrast between the features and styles of English with other languages CONTENT. The applicant shall demonstrate the ability to:

> 8.22 (2) (a) Demonstrate proficiency in the functions, structures, and use of the English language, including reading, writing, and oral communication skills.
>
> 8.22 (2) (b) Communicate effectively within the structure of another language, supported by experiences requiring study, cultural involvement, and extensive use of that language.
>
> 8.22 (2) (c) Implement teaching strategies which include a wide variety of linguistic experiences for second-language students.

8.22 (3) The Educator of Linguistically Diverse Students shall know and understand language teaching methodology and instructional techniques for teaching a wide range of linguistically diverse students, K-12, founded on scientifically-based research and proven applications; content based strategies; identification, selection, evaluation, design and adaptation of appropriate instructional materials; and child and adolescent literature from various cultures MASTERY OF SKILLS. The applicant shall demonstrate the ability to:

> 8.22 (3) (a) Teach the functions of the English language to second language learners in support of their development of basic interpersonal communication and cognitive academic language skills.
>
> 8.22 (3) (b) Utilize a variety of effective instructional techniques, methodologies, and strategies to develop English language literacy, to meet the diverse needs of second language learners, including those with learning disorders.
>
> 8.22 (3) (c) Plan and implement instruction so that it is systemic, sequential, well-articulated, and delivered in an engaging environment.
>
> 8.22 (3) (d) Select and use instructional materials and resources that are age, grade level, and language proficiency appropriate, aligned with the curriculum, English Language Proficiency Standards, and English Language Arts Standards, to maintain and/or improve student achievement.
>
> 8.22 (3) (d) Maintain and support high academic performance standards and expectations for students.

8.22 (4) The Educator of Linguistically Diverse Students shall know and be able to apply a practical understanding of assessment practices and applications in the instructional process MASTERY OF SKILLS. The applicant shall demonstrate the ability to:

> 8.22 (4) (a) Utilize a variety of formal and informal assessment instruments and tools, consistent with instructional strategies and standards, to measure second language acquisition and proficiency.
>
> 8.22 (4) (b) Utilize assessment data to determine the effect of English language instruction on student performance in content area subject matter, on standardized assessments, and in the planning for individual and group instruction.
>
> 8.22 (4) (c) Determine appropriate methods of collecting, analyzing, interpreting, and reporting assessment results and progress to students, parents, other educators, the school district, and to other entities which require data about student achievement.

8.22 (5) The Educator of Linguistically Diverse Students shall be knowledgeable about communication strategies and availability of resources MASTERY OF SKILLS. The applicant shall demonstrate the ability to:

> 8.22 (5) (a) Work with interpreters/translators, when appropriate, to assess students' language and content skills and foster communication with the home and community.

8.22 (5) (b) Communicate and collaborate with other educators, service providers, and family members to identify and assist in meeting the social, academic, and linguistic needs of linguistically diverse students, including family literacy, in support of student achievement.

8.22 (5) (c) Encourage heritage language speakers who are learning English to maintain an expertise in their first language, to maintain family and community traditions, enhance life choices, and provide greater academic and career flexibility.

8.22 (5) (d) Demonstrate respect for the wide variety of backgrounds, languages, and cultures that students bring into a linguistically diverse classroom.

8.22 (5) (e) Advocate for the academic and related needs of linguistically diverse students.

8.22 (5) (f) Be aware of issues faced by linguistically diverse students, their families, and communities.

8.23 Linguistically Diverse Education Specialist: Bilingual Education To be endorsed as a Linguistically Diverse Education Specialist: Bilingual, K-12, an applicant shall have completed a Bachelors or Masters degree or higher, from an accredited institution of higher education; an approved teacher preparation program for the preparation of an Educator of Linguistically Diverse Students; and have completed an approved Foreign Language Education program; or have demonstrated the competencies specified below. CONTENT

8.23 (1) The Linguistically Diverse Education Specialist: Bilingual Education shall demonstrate:

8.23 (1) (a) A high level of proficiency in the structure and use of a language other than English including reading, writing and oral communication skills.

8.23 (1) (b) The ability to deliver content instruction in the student's native language.

8.23 (1) (c) A high level of proficiency in English language use and functions including reading, writing and oral communication skills.

TOPIC: **PROPOSAL: MASTER OF SCIENCE IN NURSING AT THE UNIVERSITY OF SOUTHERN COLORADO**

PREPARED BY: **WILLIAM G. KUEPPER**

I. SUMMARY

The Board of Governors of the Colorado State University System has submitted a proposal for a Master's of Nursing (MSN) degree program at the University of Southern Colorado. The program is intended to prepare Acute-Care Nurse Practitioners. Graduates will be prepared to assume primary responsibility for the direct care in a variety of settings of patients with acute and chronic conditions. They will be eligible for certification through the American Nurses Credentialing Association as an Acute-Care Nurse Practitioner.

The program requires a minimum of 50 credits for graduation, including a thesis or practicum as a capstone activity. The curriculum is designed for nurses with a BSN and meets the core requirements prescribed by the American Association of Colleges of Nursing.

According to the most recent Colorado State Board of Nursing study, the need for nurse practitioners is severe in southern and southeastern Colorado areas served by USC. This includes substantial staffing shortfalls at the major correctional institutions in the southern part of the state. Compounding the staff shortage are the completed or planned expansions of two of Pueblo's medical centers.

The institution has addressed the issues raised by the Commission at the concept paper stage, including Commission concerns that the introduction of a new graduate program will not negatively affect the university's BSN program. The university plans to increase the capacity of the BSN program by 37 percent in 2004. Current BSN enrollment is 214. If USC meets its goal, the projected enrollment in 2004 will be 293.

Centura Health Systems has committed $360,500 over the next two years to assist in the implementation of the proposed program. The Board of Governors of the Colorado State University System considered the implementation plan for the program before it gave its approval and has provided assurances that it will provide the necessary funding to sustain a quality program.

Commission staff recommends approval of the proposed MSN degree at the University of Southern Colorado.

II. BACKGROUND

USC currently offers a Bachelor of Science degree in Nursing, enrolling 185 students and graduating 32 nurses annually on average.

The primary track to be offered in the MSN will be the Acute-Care Nurse Practitioner (ACNP). This track is a relatively new professional focus in nursing education in which students may emphasize in areas such as critical care, cardiology, pulmonary, neurology, oncology, or trauma. Graduates are prepared to assume primary responsibility in hospitals, clinics, emergency rooms, urgent-care centers, and other health care settings for the direct care of patients with acute and chronic conditions. No other Colorado institution of higher education currently offers a Master's Degree in Nursing with an acute-care nurse practitioner emphasis.

Need for the Program

The need for the MSN-ACNP is strong in southeastern Colorado. In the Latest Colorado State Board of Nursing Study (2000) the average patient load per nurse practitioner in Pueblo County was 36 percent greater than in the northern Colorado urban areas. More broadly, there is a shortage in all categories of health care professionals in southern Colorado. While the proposed Acute-Care Nurse Practitioner program will directly reduce the shortage of nurse practitioners, it also will provide health care resources to address needs created by the critical shortage of physicians. The ACNP program can fill the void when physicians are not available, thus providing quality care to the residents of Colorado. Centura Health Care Systems, a health management organization for 10 hospitals and over 100 clinics in Colorado, has identified a significant need for ACNP throughout their system and has committed support to the proposed program. The Department of Corrections, which has over 75% of its facilities in southern Colorado, has more than a 40% vacancy rate for nurse practitioners. In addition, 40% of the nursing faculty positions at area community colleges are in critical status because they are filled with bachelor prepared staff rather than the required master's prepared nurses.

Student Demand

Student demand for the proposed program also appears to be strong. Surveys distributed to the approximately 500 nurses working in acute care and inpatient settings at three local hospitals indicated that half of the respondents planned to pursue the MSN and 75% of these would choose USC's proposed ACNP program. Seventy-six percent of the respondents were employed full-time, emphasizing the need for a locally-based program. A recent study of Pueblo County's educational needs conducted by the National Center for Higher Education Management Systems also reported a high, unmet need for locally offered higher education programs to meet the health care needs of the community.

The significant increase in enrollment in the BSN program will support enrollments in the proposed master's program. A majority of the University's undergraduate students state a desire to continue their education and complete a MSN offered by USC. This pattern could provide a steady stream of students for the MSN program into the future.

Learning Outcomes

The MSN ACNP Program is designed to prepare the graduate to:

1. Demonstrate competence and caring in advanced clinical practice to improve the quality of the health care of clients in a variety of settings.
2. Synthesize and analyze advanced knowledge using theories, research, concepts, and principles from nursing, behavioral, social, physiological and pharmacological disciplines in the area of advanced clinical practice.
3. Communicate and collaborate with health care consumers, professionals, managed care, governments, and other groups to manage care and enhance the health and wellness needs of clients.
4. Integrate the roles of educator, researcher, consultant, provider, leader, and manager into advanced clinical nursing practice.
5. Integrate ethical and legal dimensions confronting the health care environment and the nursing profession.
6. Use scientific methods to assess, analyze, and diagnose the complex clinical or non-clinical health care needs of clients, related to their wellness, health, and illness.
7. Use theory and research in understanding clinical needs and in determining nursing interventions, therapeutics, and clinical management options.
8. Incorporate standards of professional nursing practice, personal values, caring, integrity, research, and commitment to life-long learning to insure quality of care for the client.
9. Evaluate and use appropriate educational technologies and resources for making clinical decisions and promoting health maintenance and disease prevention.

Curriculum

Built on a core of physiology, pathophysiology and pharmacology, the educational program will consist of advanced clinical practice and nursing science. The program requires a minimum of 50 credits to graduate, including a capstone requirement of either a thesis or Practicum. The curriculum meets the core requirements prescribed by the American Association of Colleges of Nursing. Upon the advice of the external reviewer, changes have been made in course content or course descriptions to address clearly common acute-care problems and ethical issues. Graduates will be eligible for certification through the American Nurses Credentialing Association as an Acute-Care Nurse Practitioner.

Number	Title	Credits
NSG 506	Roles and Issues	3
NSG 592	Research	3
NSG 508	Theory	3
NSG 550	Health Policy	3
NSG 551	Health and Well Being	3
NSG 552	Advanced Pathophysiology	3
NSG 561	Advanced Pharmacology	3
NSG 562	Advanced Assessment	3
NSG 585	Acute/Chronic/Emergent Health Needs I	8
NSG 588	Management of Pediatric Clients	4
NSG 586	Acute/Chronic/Emergent Health Needs II	8
NSG 593	Thesis Seminar	3
NSG 599	Thesis	3-6
	and/or	
NSG 587	Synthesis Practicum	3-9

Clinical sites have been identified in urban settings, and several additional rural sites are being developed. Preceptors in various clinical settings will help prepare students to:

- Conduct comprehensive health assessments.
- Appraise health risks and behaviors.
- Order and interpret diagnostic (radiology, laboratory) tests.
- Diagnose and manage commonly occurring acute, critical and chronic health problems, and disease-related symptoms.
- Prescribe and evaluate drugs and other treatments.
- Coordinate care during transitions in settings from acute to long term to community.
- Provide guidance and counseling to restore, promote, and maintain health and quality of life.
- Work independently and collaboratively to enhance access to quality care for clients and families.
- Achieve a cost-effective, quality and outcome-oriented practice.

Admission Requirements

Requirements for admission to the MSN program include:

- Hold a baccalaureate degree in nursing from an accredited college or university in the USA or its equivalent from a foreign institution with a minimum grade point average of 3.0 on a 4.0 scale for the last 60 graded semester credits.

- Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS) certification.
- Completion of a three-semester credit course in descriptive and inferential statistics with a grade of at least a C.
- Competitive scores on the Graduate Record Examination (GRE) General Test taken within a five-year limit.
- Three letters of recommendation: one academic, one clinical, and one other.
- A resume of professional and volunteer experience.

III. STAFF ANALYSIS

When analyzing a program proposal, Commission staff consider issues such as role and mission, program duplication, program need and student demand, and the ability of the institution to support the proposed program. Important also are the institution's responses to specific issues raised by the Commission at the concept paper stage and by the external reviewer. The Commission did raise several issues about the proposed program. The most significant were those about the need for this specific program focus, funding necessary to implement and sustain the program, and the impact of the program on the existing BSN program at USC.

Professor Sandra Haack of the University of Utah served as the external reviewer of the program. Her report is appended as Attachment A. The institution's response to the report is included as Attachment B.

Role and Mission and Program Duplication

The mission of USC includes offering "selective graduate programs" especially those serving southeastern Colorado. Three institutions, UC Health Sciences Center, UNC, and Regis, currently offer masters' degrees in nursing, although none has the acute-care specialization. The development of a MSN degree is cited as a goal in the University's 2002-2007 Strategic Plan and its 2002 Academic Planning Report.

Curriculum

The external reviewer found the curriculum to have a solid core but raised questions about certain aspects of program content. Most importantly, she noted a lack of prominence of the common problems of acute care, e.g., fever, pain, and shock. In addition, she suggested more attention be given to ethical, human diversity, and social issues. The university agreed with those concerns and has modified course content accordingly and included with the proposal new course syllabi.

Both the Commission and the external reviewer raised questions about alternative delivery systems suitable for the non-traditional students who will comprise a major part of the enrollment in the program. The university, in response, noted that the program will include web-based courses and "hybrid" courses, i.e., a combination of web-base and face-to-face instruction. In addition, courses will be scheduled at times which will be convenient to both students and to the adjunct faculty that the program will use.

Program Need and Student Demand

The institution has provided extensive responses to issues raised about demand and need. Commission staff are satisfied that a need exists in southeastern Colorado for the nurse practitioners produced by the proposed program. Also, there appear to be an initial student demand sufficient to make the program viable. The latter may be, in part, a pent-up demand that would be substantially satisfied after a cycle or two of the program is offered and then surface again later. This observation is not to say that there could not be a steady stream of students. The NCHEMS's survey showed that most of the respondents who indicated an interest in enrolling in the MSN are recent graduates of USC's BSN program. This suggests that the USC's BSN program could provide a continuing source of MSN students. The potentially cyclical nature of enrollment, however, makes the university's strategy of hiring non-tenure Nursing faculty a wise one in the view of Commission staff.

It is useful to note that recognizing their employees' need for locally-based educational programs as two of the three major nursing employers have indicated that they will offer tuition reimbursement and flexible scheduling for employees enrolled in the program.

A serious shortfall in MSN-trained instructors for the nursing programs in area community colleges exists. In 1999 a study showed that 40% of the instructors held only the BSN and recent conversations between the university and the community colleges confirm this to be a continuing problem. Graduates of this proposed MSN degree program could fill this shortage area as well.

Enrollment projections for the program are contained in Attachment C. Initial enrollment is projected to be 15 headcount and 7.50 FTE students. The enrollment will increase to 35 headcount within five years. The program is projected to produce 15 graduates per year at full implementation.

Space Requirements

Estimates of physical facilities needs are shown in Attachment D. While no new space will be constructed, the program requires renovation of existing space. The renovations will create administrative and faculty office space as well as updating laboratories. All of the renovations described in Attachment D are to be funded through a gift from Centura Health.

Expenses and Revenues

Projected expenses and revenue estimates are appended as Attachment E. One particularly important element of the revenue is the substantial amount of the start-up costs during the first two years, which is being covered by corporate donations. The grant of $360,500 over two years from Centura Health Systems will not only cover one-time costs but also cover the salaries of the additional faculty needed to implement the program.

After the second year, the continuing costs no longer covered by the grant are projected to be covered by increased tuition revenue and reallocation. Since there may be uncertainty about those sources of additional funds, the Commission has asked for and received written assurances from the governing board that the necessary resources will be made available to sustain the program.

The implementation of the program will require an additional 1.5 FTE faculty positions. As noted earlier, these will be filled with non-tenure track appointments. USC-Pueblo is confident they have available, well-qualified instructors who will fill these positions. As noted earlier, retaining maximum staffing flexibility in the developmental years of a program depending substantially on a local student market has considerable merit.

Impact on Existing Programs

The Commission expressed concern that the proposed graduate program might negatively affect the BSN program at USC, especially if it were to reduce the capacity of the undergraduate program. In response to that concern, the university notes that, in fact, the BSN program increased its enrollment by 37 percent this year and will do so again next year. The university is projecting and planning for a pre-nursing and BSN enrollment of 400 students by 2005, a 100 percent increase over 2001.

Quality Assurances

The design of the curriculum meets content standards set by the American Association of Colleges of Nursing. The proposal states that the proposed curriculum, clinical experiences, faculty support, and facilities are consistent with accreditation standards. The program plans to submit a self-study to the National League of Nurses Accreditation Committee in the fall of 2006, with an accreditation site visit a year later.

Conclusion

CCHE staff believe that 1) the proposed program is academically sound, 2) the regional need and demand for the program have been adequately demonstrated, and 3) the university has appropriately responded to issues raised and suggestions made by the Commission and the external reviewer. In addition, the governing board has provided the Commission with

assurances in its transmittal letter that 1) it considers the implementation plan of the program during its deliberations, and 2) it accepts responsibility for providing the resources necessary to implement and sustain a quality program.

IV. STAFF RECOMMENDATION

That the Commission approve the request of the Board of Governors of the Colorado State University System's request for a Master of Science in Nursing (MSN) to be offered at the University of Southern Colorado.

Attachment A

Sandra W. Haak, APRN, PhD
External Review of University of Southern Colorado Program Proposal for Approval of a Masters of Science in Nursing Degree: Acute Care Nurse Practitioner

Protocol for External Review of New Degree Program Proposals

External reviewers are asked to respond to each item.

I. Assess the quality of the proposed program.

A. If the proposed program is in a well-defined traditional field of study, does the curriculum provide generally accepted content in the field? Alternatively, if the proposed program is in a new or less traditional field of study, does the proposal demonstrate that the curriculum represents the cutting edge in the field? Is this field of study sufficiently defined to warrant the awarding of a degree?

The American Association of Colleges of Nursing (AACN) document The Essentials of Master's Education for Advanced Practice Nursing (1996) has defined core curriculum content for the graduate core and the advanced practice nursing core. The tables below reflect the AACN core expectations and the courses containing that content in the proposed curriculum.

AACN Essentials of Master's Education Graduate Core Curriculum Content	**USC MSN Acute Care Nurse Practitioner Course**
Research	NSG 592: Research
Policy, Organization, and Financing of Health Care	NSG 550: Health Policy
Ethics	Embedded in NSG 585: Acute/Chronic/Emergent Health Needs I (ethically sensitive care, legal/ethical considerations); NSG 586: Acute/Chronic/Emergent Health Needs II (legal/ethical considerations); NSG 588: Management of Pediatric Clients (ethical issues)
Professional Role Development	NSG 506: Roles and Issues
Theoretical Foundations of Nursing Practice	NSG 508: Theory
Human Diversity and Social Issues	Embedded in NSG 506: Roles and Issues (cultural competence); NSG 550: Health Policy (vulnerable populations); NSG 585: Acute/Chronic/Emergent Health Needs I (culturally sensitive care); NSG 586:

	Acute/Chronic/Emergent Health Needs II (culturally sensitive care)
Health Promotion and Disease Prevention	NSG 551: Health and Well Being

AACN Essentials of Master's Education Advanced Practice Nursing Core Curriculum	**USC MSN Acute Care Nurse Practitioner Course**
Advanced Health/Physical Assessment	NSG 562: Advanced Assessment
Advanced Physiology and Pathophysiology	NSG 552: Advanced Pathophysiology
Advanced Pharmacology	NSG 561: Advanced Pharmacology

Clearly the core expectations of the Master's Essentials are met. However, the USC core curriculum would be strengthened by giving ethical and human diversity and social issues more prominence in course objectives, units of study, and topical outlines.

The American Nurses Association Scope and Standards of Advanced Practice Registered Nursing (1996), American Nurses Association and American Association of Critical-Care Nurses Standards of Clinical Practice and Scope of Practice for the Acute Care Nurse Practitioner (1995), and American Nurses Certification Corporation Certification Catalog (2003, page 5) provide guidance as to the curriculum specific to the Acute Care Nurse Practitioner. The certification examination topics include: system-specific health problems, common problems of acute care, ethics and scope of practice, health promotion and disease prevention. The course outlines provided clearly plan content related to system specific health problems, ethics and scope of practice, and health promotion and disease prevention. However, a majority of the common problems of acute care are not mentioned in the course objectives, units of study, or topical outlines. Specifically these include: fever, pain, psychosocial issues, altered mental status, shock, nutritional imbalances, fluid-electrolyte and acid-base imbalances, poisoning and drug toxicities, wound management, co-morbidities, immobility, infections, palliative care, management of rapidly changing situations, and transplantation. In my opinion these topics need to be more prominent in the proposed course of study.

In summary, I believe the acute care nurse practitioner role has become a "well-defined traditional field of study" and the proposed curriculum provides most of the generally accepted content in the field. Content related to the common problems of acute care needs to be increased and more clearly outlined in the course objectives and topical outlines. I applaud the faculty for including pediatrics in the program of study. The field of study is indeed sufficiently defined to warrant the awarding of a degree.

B. Assess how the methods of delivering instruction support and enhance program quality.

The teaching strategies listed in the course outlines are appropriate to the course. The use of instructional technology and distance delivery methods which are efficient will be well received by the students and will allow them to spend more time learning. The response to the CCHE concerns included reference to alternate delivery methods. More specific

information would be helpful.

II. Assess the capacity of the institution to offer the proposed program.

A. Is the number of faculty and the academic preparation and experience of members of the faculty consistent with a high quality program? If there are other programs at the institution that support the proposed program, are the size of the facilities and the qualifications and experience of the members of those supporting faculties consistent with a high quality program?

Teaching assignments were not included in the Existing Faculty section of the proposal. I will assume faculty will be assigned to teach in their area of expertise. The existing faculty are well qualified for the core curriculum. A concern is their familiarity with acute and critical care. I was glad to see the proposal identified additional faculty needs as 1.5 faculty with PhD degrees and acute-care nurse practitioner certifications. Apparently the existing seven full-time and six adjunct faculty and will continue teaching the BSN program and will add responsibilities for the MSN program with the help of the 1.5 FTE new faculty. This should be adequate once the program is established. However, the first round of the new courses will be a strain. I hope no changes are made in the BSN program until the first cohort of MSN students have graduated.

The affiliation with the Southern Colorado Family Residency Program should prove to be a rich resource in providing clinical educational opportunities including development of collaborative relationships with physicians. This aspect is important to the success of any advanced practice nursing role and is crucial to the acute care nurse practitioner. I hope that in addition to primary care this collaboration will prove to be helpful with learning secondary and tertiary specialty care.

B. Are the other resources necessary for a high quality program either currently available or assured? (Resources include library material, computer equipment, and laboratories and may include other types of support for certain programs.)

In my opinion, the planned renovations and new construction will provide a very adequate physical plant for the program.

The discussion of the "Resource Impact of the Program on Instructional Technology and Library Resources" explained the technology available to the entire campus and it seemed quite robust. Missing were comments about availability specific to nursing students and capacity for the added enrollment of the MSN program. The paragraph on the library did not include general information about the holdings of the library nor did it discuss holdings specific to nursing. The literature needed to support advanced nursing practice is different from the literature which supports basic nursing practice. The budget projects $5,000 as a start-up cost for library acquisitions but I was not able to find what volumes are needed or planned in the proposal.

C. Are the costs budgeted by the institution realistic for the delivery of the minimum hours of instruction required for the degree? Is the budget by the institution a realistic assessment of the costs of a high quality program?

The budget presented seems reasonable. Areas of concern are that the start-up Equipment Acquisitions budget seems quite modest and Equipment and Library Acquisitions are only listed as start-up costs. In my estimation, some equipment will need to be replaced before year 5 and many textbooks publish new editions more frequently than on a five year cycle.

III. Comment upon the level of interest and demand by students for a degree in this field.

As described in the proposal there is sufficient interest and demand by students. The program's response to the students' need for efficient time management will be critical in maintaining the applicant pool.

IV. Assess the demand and need for graduates in this field:

A. The employability of graduates, currently and in the future;

Nationwide there are numerous vacancies which could be filled by graduates of this acute care nurse practitioner program. In addition, as was pointed out in the proposal, the nation's nursing faculty shortage is at a critical level. Review of job postings includes numerous opportunities for acute care nurse practitioners in practice and educational settings. I believe these graduates will be very employable immediately and in the future.

B. National degree production and need for graduates.

The American Association of Critical-Care Nurses lists 70 universities offering acute care nurse practitioner education. However, only 15 are west of the Mississippi River and at present there are only two programs in the four corners states. As the only program of its kind in the state of Colorado and considering the propensity of graduates to practice near their educational location, the creation of an ACNP program in southern Colorado would meet a demonstrated need.

V. If possible, comment on the potential economic impact that could be expected to result from the establishment of this program in Colorado.

Unfortunately, I do not feel qualified to comment specifically on the potential economic impact in Colorado. However, I do believe that access to care will be enhanced and the quality of health care available to residents of Colorado will be improved by the graduates of the program. This may result in less taxpayer expense for Medicaid and health care of under-insured residents.

VI. Additional Reviewer Comments.

The Commission will hold proposals for graduate degrees to the following standards:

1. **For master's degrees, proposals will have to illustrate how the programs will meet the identifiable needs of the modern, technologically oriented market place.**

2. **For doctoral programs, compelling evidence needs to be provided of potential program excellence, national recognition, or a unique contribution to statewide need and program array.**

Remarks addressed to how the proposal meets these standards will be appreciated.

The Master of Science in Nursing Degree with Acute Care Nurse Practitioner emphasis program proposed by the University of Southern Colorado will meet several needs of the modern, technologically oriented market place. Specifically, it will

- provide the only program of its kind in the state of Colorado,
- respond to student demand for advance practice education close to home in southern and southeastern Colorado,
- increase the number of advance practice registered nurses available to the people of Colorado, especially southern Colorado,
- supply physician replacements to areas where the physician supply is not adequate, and
- begin to address the higher education system's need for nursing faculty.

Delivery of the education via alternate technology-based means such as the internet and other distance education methods will meet the needs of the current working student population.

Reviewer Conclusion

The Master of Science in Nursing Degree with Acute Care Nurse Practitioner emphasis program proposed by the University of Southern Colorado is well grounded and will meet the needs of students and employers. Areas that need to be addressed prior to implementation are:

- content related to common problems of acute care, and
- adequacy of instructional technology and library resources.

Thank you very much for the opportunity to review this proposal. I wish all the participants well.

Attachment B

Institutional Response to the Concerns Presented in the External Review

Curriculum

The reviewer recommends giving ethical, human diversity and social issues more prominence in course objectives, units of study, and topical outlines. She makes a similar, even stronger recommendation concerning common problems of acute care (e.g., fever, pain, psychosocial issues, etc.). These are important topics in the proposed curriculum that, while included in our course planning, were not explicitly mentioned in the submitted course materials. We appreciate the value of the reviewer's suggestion, and we have now modified the course materials, as noted in the attached tables, to reflect the inclusion of the concepts. Copies of the new syllabi will be substituted in the proposal.

Methods of Instruction

The reviewer stated that more information would be helpful about the planned use of alternative delivery methods. These alternative methods will include web-based courses and hybrid courses, which will combine face-to-face instruction with web-based instruction, thereby allowing students to do a substantial amount of work at home. USC nursing faculty have actively participated in the Title III grant-funded Instructional Technology Center (ITC) programs, which support faculty exploration and implementation of creative distance technology methods. A number of faculty have developed web-based courses, and so have experience with the medium's capabilities. If this proposal is approved, faculty will begin immediately using their experience and the resources of the ITC to develop distance and hybrid graduate courses. Given the time it takes to develop such courses, the plan is to gradually add them to the schedule of offerings over the next few years.

Nursing programs in Colorado were among the first in the country to utilize distance education telecommunications systems for the delivery of off-campus courses. Consistent with this distinctive history, the USC Nursing program is developing web-based materials and interactive video course work delivery plans to reach under served and rural area students who are place-bound but who need graduate nursing degrees. Currently, the Nursing department has three faculty members who have been granted summer stipends from the Instructional Technology Center to develop five courses for online delivery next year.

Program Instructional Technology, Equipment and Library Resources

The reviewer asked that more information be given concerning the availability of instructional technology resources specifically for nursing students and accommodating the increased enrollments that will result from the MSN. Current nursing students have access to all campus computer labs on campus. In the Technology building, which houses the Nursing department, there are three computer labs with over 100 computers for the nursing students to use. Nursing software is available on all of the computers. Current use patterns will easily accommodate the anticipated 30 additional MSN students. Also, there are four Technology classrooms equipped with computer projection systems

and plans for smart boards to be installed. The University just received $900,000 from the federal government to improve the technology infrastructure across the campus, and some of those funds will be used to update equipment and infrastructure in the Technology building, including areas that MSN students will use. With regard to other equipment, the budget for the program includes $14,500 for new equipment as part of the start-up phase of the program. Thereafter, a five-year equipment plan will be implemented that will be augmented by grants and external gifts. Local hospitals and other regional health providers provide approximately 80 percent of the Nursing Department's equipment needs, making the five-year equipment replacement policy possible.

The reviewer requested more information about current library holdings and funds for future library acquisitions. The current library literature is well developed in pre-medical and pre-dental areas, and many faculty are currently using this literature to do medical research. Currently, the University Library subscribes to four online relevant databases (Ebsco's CINAHL, ScienceDirect, Ebsco's PsychInfo, and FirstSearch). Additionally, the Library subscribes to 51 relevant journals and allocates annually for new book acquisitions. The total current acquisitions budget for Nursing is $42,684. This will be increased by $45,300 if the MSN is approved by reallocating resources within the Library budget that have been used to support recently discontinued programs. The University Library also manages St. Mary Corwin Medical Center's medical library, which has an extensive list of advanced nursing practice journals and literature, which supports the family practice residency program, the hospital staff, physicians and nurses. The annual acquisition budget for St. Mary Corwin's library to support nursing materials is $41,467. These materials are fully available to our faculty and students.

The community and the nursing program also have access to two other major medical facilities that have medical libraries. This includes the Colorado State Mental Health Institute and Parkview Medical Center. The Nursing Department works very closely with all of the area medical libraries to maintain and update library holdings and other resources. The department is a member of the Medical Education Board, which has a collaborative effort between the three hospitals in the area to evaluate and enhance educational resources to support the medical and nursing fields in the community.

Finally, the program budget includes $5,000 as a start-up cost for library acquisitions to cover immediate new needs. The Nursing Department will be using the standard for medical and nursing holdings to enhance the present campus library holdings with these funds. With the enhanced University Library holdings and support of area medical centers' resources, the MSN will be capable of supporting the literature needs of the students and faculty.

Table 1:
Modifications to Course Materials to Describe Ethical, Human Diversity and Social Issues

AACN Essentials of Master's Education Graduate Core Curriculum Content	**USC MSN Acute Care Nurse Practitioner Course**
Human Diversity and Social Issues	Embedded in NSG 506: Roles and Issues (cultural competence); NSG 550: Health Policy (vulnerable populations); NSG 585: Acute/Chronic/Emergent Health Needs I (culturally sensitive care); NSG 586: Acute/Chronic/Emergent Health Needs II (culturally sensitive care); NSG 592 Nursing Research; NSG 551 Health & Well Being
Ethics	Embedded in NSG 585: Acute/Chronic/Emergent Health Needs I (ethically sensitive care, legal/ethical considerations); NSG 586: Acute/Chronic/Emergent Health Needs II (legal/ethical considerations); NSG 588: Management of Pediatric Clients (ethical issues); NSG 592 Nursing Research; NSG 506: Roles and Issues: NSG 550: Health Policy: NSG 551 Health & Well Being

Table 2:
Modifications to Course Materials to Describe Common Problems of Acute Care

AACN Essentials of Master's Education Graduate Core Curriculum Content	**USC MSN Acute Care Nurse Practitioner Course**
Fever	NSG 552 Pathophysiology; NSG 585: Acute/Chronic/Emergent Health Needs I; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Pain	NSG 552 Pathophysiology; NSG 585: Acute/Chronic/Emergent Health Needs I; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Psychosocial issues	NSG 506: Roles and Issues (cultural competence); NSG 550: Health Policy (vulnerable populations); NSG 585: Acute/Chronic/Emergent Health Needs I (culturally sensitive care); NSG 586: Acute/Chronic/Emergent Health Needs II (culturally sensitive care); NSG 592 Nursing Research; NSG 551 Health & Well Being; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Altered Mental Status	NSG 552 Pathophysiology; NSG 586: Acute/Chronic/Emergent Health Needs II
Shock	NSG 552 Pathophysiology; NSG 586: Acute/Chronic/Emergent Health Needs II
Nutritional imbalances	NSG 561 Advanced Pharmacology; NSG 585:

	Acute/Chronic/Emergent Health Needs I; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Fluid-Electrolytes & Acid Base Balance	NSG 552 Pathophysiology; NSG 585: Acute/Chronic/Emergent Health Needs I; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Poisoning	NSG 561 Advanced Pharmacology; NSG 586: Acute/Chronic/Emergent Health Needs II; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Drug Toxicities	NSG 561 Advanced Pharmacology; NSG 586: Acute/Chronic/Emergent Health Needs II; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Wound Management	NSG 552 Pathophysiology; NSG 585: Acute/Chronic/Emergent Health Needs I; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Co-Morbidities	NSG 552 Pathophysiology; NSG 586: Acute/Chronic/Emergent Health Needs II; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Immobility	NSG 552 Pathophysiology; NSG 586: Acute/Chronic/Emergent Health Needs II; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Infections	NSG 552 Pathophysiology; NSG 585: Acute/Chronic/Emergent Health Needs I; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Palliative Care	NSG 585: Acute/Chronic/Emergent Health Needs I; NSG 551 Health & Well Being; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Management of Rapidly Changing Situations	NSG 585: Acute/Chronic/Emergent Health Needs I; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)
Transplantation	NSG 586: Acute/Chronic/Emergent Health Needs II; Embedded in NSG 588 Management of Pediatric Clients (management of acute, chronic and changing states)

Attachment C

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: Masters of Science in Nursing
Name of Institution: University of Southern Colorado

Projected number of credit hours students will be typically enrolled in per year: **15**

		Yr 1 2003-04	Yr 2 2004-05	Yr 3 2005-06	Yr 4 2006-07	Yr 5 2007-08	Full Implementation 2006-07
1-a	In-state Headcount	10.00	19.00	20.00	23.00	23.00	23.00
1-b	Out-of-state Headcount	5.00	9.00	10.00	12.00	12.00	12.00
2	Program Headcount	15.00	28.00	30.00	35.00	35.00	35.00
3-a	In-state FTE	5.00	9.50	10.00	11.50	11.50	11.50
3-b	Out-of-state FTE	2.50	4.50	5.00	6.00	6.00	6.00
4	Program FTE	7.50	14.00	15.00	17.50	17.50	17.50
5	Program Graduates	0.00	10.00	12.00	13.00	15.00	15.00

Enrollment projections are based on the following assumptions:

- The average retention and graduation rates for the USC's Nursing Department have been over 85 percent, and this rate is expected for the MSN.
- 65 percent of the undergraduate students have been residents of Colorado, and this rate is expected for the MSN.
- The majority of MSN students will be working full-time so the average load per student will be 15 credit hours per year.
- 100 percent of the baccalaureate graduates were offered employment, and this rate is expected for the MSN.

In years one and two of the MSN program, a minimum of five graduating USC BSN students and 10 community students are expected to enroll in the program. With a retention rate of approximately 85 percent, the program would have a head count of 28 for year two. After receiving accreditation during year two and with a population of over 200 students enrolled in the BSN program, the MSN program should readily maintain a head count of 35 students by year four.

Attachment D

PHYSICAL CAPACITY ESTIMATES

Name of Program: Masters in Science in Nursing
Name of Institution: University of Southern Colorado

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

Governing Board Capital Construction Officer

Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAIL-ABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed.	Future	Immed.	Future		
Classroom		870	870					
Instructional Lab	2,664	1,794	870					GIFT
Offices	1,675	1,031	644					GIFT
Study								
Special/General Use								
Other:		508	508					
TOTAL	4,339	4,203	2,892	0	0	0	0	

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Renovation includes adding two walls, four doors, demolition of paint air exchange room, adding two sinks to lab area, rewiring of the room T217B, and renovation of storage area. The renovation will provide administration and storage space, as will as update lab areas and add three offices to the

present nursing area. Also included is office furniture and equipment. Funding for all of these requirements is assured as a gift from Centura Health therefore no contingency plan is anticipated.

Attachment E

PROJECTED EXPENSE AND REVENUE ESTIMATES

Purpose: This table documents what the program will cost and how the institution plans to cover the costs. All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT in DOLLARS				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Operating Expenses:						
1	Faculty	72,000	123,000	123,000	123,000	123,000
2	Financial Aid specific to program	19,200	19,200	19,200	19,200	19,200
3	Instructional Materials					
4	Program Administration	3,000	3,000	3,000	3,000	3,000
5	Rent/Lease					
6	Other Operating Costs	5,064	8,234	5,624	5,624	5,624
7	Total Operating Expenses	$99,264	$153,434	$150,824	$150,824	$150,824
Program Start-Up Expenses						
8	Capital Construction	25,000				
9	Equipment Acquisitions	14,500				
10	Library Acquisitions	5,000				
11	Total Program Start-Up Expenses	$44,500	$0	$0	$0	$0
TOTAL PROGRAM EXPENSES		$143,764	$153,434	$150,824	$150,824	$150,824
Enrollment Revenue						
12	General Fund: State Support		20,920	39,748	41,840	48,116
13	Cash Revenue: Tuition	35,240	64,462	70,480	83,546	83,546
14	Cash Revenue: Fees	1,125	2,100	2,250	2,625	2,625
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations	197,540	162,960			
17	Other fund sources*					
18	Institutional Reallocation*			38,346	22,813	16,537
TOTAL PROGRAM REVENUE		$233,905	$250,442	$150,824	$150,824	$150,824

*If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

DEFINITIONS for TABLE 3: PROJECTED EXPENSES AND REVENUE ESTIMATES

COST DEFINITIONS:

Faculty:	Compensation for instructional faculty (salaries and benefits).
Financial Aid:	The total amount of grants, scholarships, teaching assistantships, and work-study dollars that are designated for students enrolled in the proposed program.
Instructional Materials:	The total dollars budgeted for instructional materials, computer support for the proposed program.
Program Administration:	Compensation for secretarial staff and the department chair, travel, and non-instructional program materials. Do not include the costs attributed to executive management costs, i.e., governing board or general institution administration costs.
Rent/Lease:	The actual costs associated with renting space necessary for the program.
Other Operating Costs:	Any other operating costs that are program related that are not included elsewhere.
Total Operating Expenses:	The sum of the annual expenses associated with delivering the proposed program, including Equipment, Faculty, Financial Aid, Instructional Materials, Program Administration, Rent/Lease, and Other Operating Costs.
Capital Construction:	The estimated capital construction costs for program space needs identified in Table 2.
Equipment Acquisitions:	The capital expenditures for new equipment necessary to deliver the program as proposed (one-time costs), excluding maintenance and upgrades.
Library Acquisitions:	The additional dollars in the library budget that will support the proposed degree program's needs.
Total Program Start-Up Expenses:	The sum of all one-time expenditures associated with implementing the program, including capital construction, equipment acquisitions, and library acquisitions.
Total Program Expenses:	The sum of Total Operating Expenses and Total Program Start-Up Expenses.

REVENUE DEFINITIONS:

General Fund:	The state funds that will be generated using the current higher education funding formula State Support (average state appropriation per resident FTE times by projected program FTE).
Cash Revenue: Tuition	Cash generated from the tuition charged to students who enroll in the program.
Cash Revenue: Fees	Cash generated from program or course fees charged to students who enroll in the program.
Federal Grants	The portion of revenue received from federal grants programs that will directly support the program or the program's students.
Corporate Grants/ Donations	Corporate grants, endowments, or donations that will support the academic program teaching or research activities.
Other Fund Sources	Outside funds not included above that will support the program if approved.
Institutional Reallocation	The funds that the institution has committed to support the program to meet expenses.
Total Program Revenue	The total of General Fund, Tuition, Fees, Federal Grants, Corporate Grants, Institutional Reallocation, and Other Revenue.

Resource Impact of Program on Instructional Technology and Library Resources

Support staff for the BSN presently include a nine-month lab coordinator (75%). Funding for the MSN program will increase the position to full-time at a cost of $15,000. This cost was added to the faculty costs in Table 3 beginning in year 2. This addition will accommodate the students and increase access to the lab coordinator and to the skills lab. USC's Nursing Department has one full-time administrative assistant, who will serve both the undergraduate and graduate programs.

The university maintains a fiber optic Gigabit campus network backbone. In addition, the campus computer network is being upgraded to replace older wiring in buildings with Category 5E wiring to support teaching and learning applications that include interactive video or Internet and video streaming of educational materials are to be installed. These building infrastructure upgrades are the result of a $900,000 federal appropriation that will also provide building network switches so that each workstation will be upgraded from shared 10 Mbps connectivity to dedicated 100 Mbps. The university Information Technology Services Department supports over 28 servers on the campus for a variety of administrative and academic uses as well as for student electronic mail and student web page servers and support. The campus currently supports over 1450 workstations with Microsoft Windows 2000 and Mac operating systems. The Internet may be accessed from any classroom and a number of wireless networking areas are installed on the campus. Due to the technology workload, the department will seek funding to support the addition of a part- time technical support staff person.

The campus has 27 classrooms that are equipped with multimedia and computer projection capabilities. In addition, mobile multimedia carts that contain Pentium computers and high-resolution projectors are available to support instructional technology in classrooms across the campus. A student technology fee that generates over $200,000 per year provides ongoing funding for classroom technology. These funds have been used to upgrade technology, to create student computer laboratories, and to create computer technology classrooms on campus.

The university library is available to all students. Student nurses also have access to all medical institution libraries in Colorado Springs and Pueblo and on the Internet through ACLIN, a statewide library network. Also USC has formed an alliance with the St. Mary Corwin Medical Center library in Pueblo that benefits both institutions.

TOPIC: **PROPOSAL: DOCTOR OF PHYSICAL THERAPY AT THE UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER**

PREPARED BY: **WILLIAM G. KUEPPER**

I. SUMMARY

The Regents of the University of Colorado have submitted a proposal for a Doctor of Physical Therapy (DPT) degree at the UC Health Sciences Center. The proposed degree is intended to prepare students for licensure and practice as physical therapists and replace the M.S. in Physical Therapy currently offered at UCHSC.

The program will require 116 credits, of which 76 are didactic credits and 20 are clinical credits. It is designed to be completed in three years, one more than the current master's degree. The curriculum meets or exceeds the content considered essential in the field of physical therapy, and the three-year program is of typical length for the DPT. Forty students will be admitted each year with 38 graduates per year expected when the program is fully implemented. The number of graduates would approximate the number currently graduating from the existing master's degree program.

The proposed DPT would be the only such degree to be offered at a public institution in Colorado. It would have the considerable advantage of being offered at an institution with its own clinical settings and with substantial experience in offering professional doctorates. The UCHSC has a distinguished 55-year record of preparing physical therapists, and the move to the doctorate is a logical next step in the evolution of that program. The absence of a DPT will handicap UCHSC in recruiting students and result in the institution is quickly becoming an unattractive option for physical therapy students.

UCHSC has addressed three concerns CCHE staff had about the move to a professional doctorate in physical therapy at UCHSC: the extra cost to students; the extra cost to the state; and the extra cost to clients. Most notably, the DPT will be funded entirely by tuition, i.e., UCHSC will not claim FTE funding for the program.

CCHE staff recommends the approval of the Doctor of Physical Therapy at the University of Colorado Health Sciences Center.

II. BACKGROUND

The University of Colorado graduated its first class in physical therapy in 1948, the year following the program's initial accreditation. In 1985, it replaced its bachelor's degree with an M.S. in Physical Therapy. This change anticipated the general move to the master's as the entry-level degree in physical therapy. The accrediting society for

physical therapy programs has decreed that by 2002, any physical therapy program wishing to be accredited must offer a minimum of a master's-level degree.

A similar move to the doctorate (DPT) as the entry-level degree is currently underway. While the discussion about the change is vigorous within the profession, most educators, according to the proposal, now consider the DPT as the appropriate degree to prepare students for a practice in physical therapy. Reasons advanced for such a change include: the need for additional training in PT that would be available in the longer doctoral program; and the greater recognition of PT as a profession that a doctoral degree would provide.

Many of the institutions with which the UCHSC competes for students have initiated, or will initiate, a DPT degree program. Without the DPT, the Health Sciences Center will increasingly be at a recruiting disadvantage for physical therapy students.

Program Design and Curriculum

The proposed doctorate degree program will be three years in length, one year longer than the current M.S. in Physical therapy, with the additional year being used to prepare graduates for "expanded responsibilities as primary care providers; patient managers; and health, wellness and fitness experts." A principal theme of the curriculum will be physical therapy care that can be provided in community practice settings. The program is designed not only to prepare new physical therapists, but also to practicing clinicians with a bachelor's or master's degree who wish to complete a doctorate.

The program is designed to enhance the learning environment by offering a unique course of study, which emphasizes not only the acquisition of new knowledge but also the skills necessary to apply this knowledge to clinically relevant problems in realistic practice environments. To sustain a leadership position within the profession of physical therapy, to meet the increasing expectations of the marketplace, and to promote a culture of excellence, the Physical Therapy Program must provide its students with the type of progressive education that the DPT program entails and that will become the norm for physical therapy education nationwide. The curriculum for the DPT:

- is based on demonstrated performance of cognitive, psychomotor, and professional competencies;
- includes problem solving learning modules;
- emphasizes clinical reasoning including patient care seminars focused on care for patients with increasing medical complexity;
- emphasizes use of evidence based projects and a scholarly project;
- incorporates service learning;
- includes a series of web based modules and guidance in self reflection and self assessment;

- emphasizes active adult learning within the curriculum and development of skills needed for life long learning within physical therapy.

The didactic portion of the Program will be delivered on-site, except for the web-based modules and independent projects. Clinical education will take place both on-site through simulated patient interactions and off-site under the supervision of licensed physical therapy clinical instructors in the field. Forty weeks are planned for clinical rotations; 4 weeks part time and 36 weeks full time. Forty weeks is the mean for current DPT programs with the range from 28 to 52 weeks. It is expected that the additional weeks will provide adequate time for students to prepare to enter the work force in the current health care environment

The curriculum is conceptually and structurally different from the current MSPT curriculum. None of the current courses were retained in their entirety for the new curriculum. Each of the courses was developed specifically for this curriculum. Several important aspects of the curriculum are intended to enhance the learning experience for students and differentiate this program from the current MS program. Some of the differences and the rationale are the following:

- To provide critical content necessary for independent practice that is currently allowed by law, the DPT adds courses and modules in pharmacology, radiology, differential physical therapy diagnoses, prevention and health promotion, health care systems, service learning, and care of individuals with complex medical conditions. The curriculum also includes additional content in legal and ethical aspects of health care.
- To assure that graduates are ready to assume roles as independent practitioners, the DPT will add 17 weeks of supervised clinical education. The current MSPT program has 23 weeks of supervised clinical time. The DPT program will have 40 weeks of supervised clinical time. Also new is a series of patient care seminars, which emphasize students' ability for independent critical thinking, clinical reasoning and ability to convey information both through oral and written media.
- To meet federal goals outlined in the Healthy People 2010 Workforce Report, the curriculum is expanded in the areas of health promotion and disease prevention so that graduates will be positioned to assume roles as health professionals in the provision of population-based preventive health care.
- To meet the goals outlined in the National Commission on Allied Health, educational preparation will include consumer education, wellness programs, and disease state management.

The external reviewer notes in his review (see Attachment A) that the curriculum meets or exceeds the content considered essential in the field of physical therapy and that the three-year program is of typical length for the DPT.

A sample three-year curriculum is appended as Attachment B.

Quality Control

The program has identified competencies in three critical areas: 1) professional practice expectations, 2) patient/client management expectations, and 3) practice management expectations. The methods of assessing student learning in these areas are extensive. They include oral, psychomotor, and written examinations; special projects, student learning portfolios, periodic comprehensive assessments, use of standardized patients, and a comprehensive exam at the conclusion of the program. Several measures external to the program will also be utilized to assess program quality and performance of graduates: exit interviews of graduates at the end of the educational program; alumni surveys at one and three years post graduation; employer satisfaction surveys two years post-graduation; and patient satisfaction surveys during clinical rotations and one and three years post-graduation. In addition, performances of graduates on the National Physical Therapy Licensure Examination will be used as a measure of program quality. Finally, the current physical therapy program at UCHSC is accredited by the Commission on Accreditation in Physical Therapy Programs (CAPTE), having been reviewed most recently in 2001.

Admissions and Enrollment

Admission requirements for students not already practicing as physical therapists will include an undergraduate degree in an appropriate field, prerequisite course work in basic and social sciences, a GPA of 3.0 overall and in the prerequisite sciences, GRE scores of at least 1000 on the verbal and quantitative portions and 3.5 on the analytical writing, and volunteer field experience with a licensed physical therapist.

It is projected that 40 students per year will be admitted into the doctoral program. This projection approximates the number currently admitted being into the master's program, which the new program will replace. Although this number is well under the long-term average for the master's program, enrollments in the master's program have stabilized and the projection for the doctorate is based on those current enrollments.

A decrease in student demand for physical therapy programs over the last few years, a phenomenon that has been national in scope, is often attributed to limitations on Medicare payments for physical therapy. Colorado Department of Employment data suggest that the state has an oversupply of physical therapists. Colorado has a very high ratio of physical therapists to the general population when compared to national data. UCHSC, in the concept paper, projects that the surplus will dissolve in 10 years.

III. STAFF ANALYSIS

In reviewing concept papers and degree proposals, Commission staff consider institutional role and mission, program duplication, student demand for the program, need for program graduates, and the institution's ability to support the program.

Role and Mission and Program Duplication

Clearly, a Doctor of Physical Therapy is the type of program central to the mission of the Health Sciences Center, both because of the field and because of the institution's focus on and experience with graduate programs. The only existing DPT in Colorado is at Regis University, so the proposed program would be the only such degree at a public university in the state.

Student Demand

One concern the Commission expressed at the concept paper stage is the increased cost to the students over the mater's degree in physical therapy currently being offered at the UCHSC. While the extra year will increase the cost to the students by 50 pecent, one factor ameliorating that increase is the reduced need for graduates to do professional development work in the early years of practice. Results of surveys of its physical therapy students by UCHSC show that the students strongly support moving to the DPT believing it will give graduates an initial edge in the job market and that the costs will be rather quickly recovered after they begin practicing.

Projected enrollments for the program are contained in Attachment C. The program, if approved, will be inaugurated in 2004-2005. The first, and succeeding classes, will have an enrollment of 40 students. Twenty-seven are projected to be in-state students and 13 from outside of Colorado. This estimate approximates the number of students currently entering the master's program. With the attrition expected (two per class), the enrollment at full implementation will be 116. The program is projected to produce 38 graduates per year. In the view of Commission staff, the projections have been calculated correctly and are consistent with the evidence used.

Need for Program Graduates

Staff considered three factors in reaching the conclusion that the graduates of this program will find employment in Colorado or elsewhere. First, the nationwide decline in employment of physical therapists that resulted from changes in health insurance policies has been arrested. Second, state labor statistics show physical therapy is a field where the work force will show future growth. Third, evidence provided by the Colorado APTA suggest that the current demand for physical therapists in Colorado is being met by the numbers being produced. Since the proposed DPT is projected to supply roughly the

same number of physical therapists as currently graduating from the Master's degree program it will replace, the job market for graduates appears to be a sound one.

A second issue raised by the Commission and related to the need for graduates holding the DPT, is the potential increase in cost to the client. As Commission staff assessed this issue, two seemingly conflicting arguments surfaced. The first is the higher income levels projected for therapists holding the doctorate rather than the bachelors or masters degrees. The second is the argument that market rather forces than degree level of provider is the determining factor in cost to clients. After reviewing the material prepared by the external reviewer and discussing the cost to client issue with the Executive Director of the American Physical Therapy Association in Colorado, Commission staff believe the market force argument is the compelling one. If so, a shortage of qualified physical therapists would have a much greater impact on increasing costs to the client than the degree held by the practitioner.

Physical Capacity

Physical facilities for the program will be adequate when the move is made to the Fitzsimons campus. That move will not take place before July 2006. Because the program will be implemented in 2004, and the move may not occur on schedule, a contingency plan is being developed for needed space on the 9th Avenue campus. The proposal notes that the necessary 1500-1800 square feet of instructional laboratory space will be made available at that location (Attachment D).

Projected Revenues and Expenses

Attachment E includes estimates of expenditures and revenues. A major concern of the Commission has been the potential extra cost to the state of programs moving to the professional doctorate as the entry-level degree. Commission staff have confirmed, with both institution and the governing board staff that the proposed DPT program will not require state funds for implementation. The Board of Regents has provided assurances that 1) it has reviewed the implementation plan for the proposed DPT, and 2) it will ensure the funding necessary for a quality program.

Conclusion

On the basis of the institution's adequate responses to issues raised by the Commission, a positive report from the external reviewer, student demand for the program and an anticipated need for program graduates, that no state funds will be used to implement or sustain the program, and assurances of support from the Board of Regents, Commission staff make the following recommendation:

IV. STAFF RECOMMENDATION

That the Commission approve the request of the Regents of the University of Colorado for a Doctor of Physical Therapy degree program at the UC Health Sciences Center.

Attachment A

External Review for New Degree Program Proposal:
University of Colorado Health Sciences Center
Doctor of Physical Therapy (DPT)

Reviewer

Carl DeRosa PT, PhD
Professor and Chair
Physical Therapy Program
Northern Arizona University

Review

Thank you for providing me the opportunity to review the proposal for the Doctoral Degree in Physical Therapy at the University of Colorado Health Sciences Center. I will respond to the items asked for in the order they appear on the *Protocol for External Review of New Degree Program Proposals*.

I. Quality of Proposed Program.

The proposed program is in a well defined field of study and the curriculum that has been described meets and exceeds the content considered essential for the field of physical therapy. The curricular changes to the currently offered masters degree that have been described in the document (enhancement of several curricular areas and expansion of clinical education around a theme of critical reasoning and evidence based practice) are commensurate with clinical doctorate education. The length of time for the professional program (3 years), coupled to the credit hours necessary to earn this degree which only commences after completion of a baccalaureate degree is considered typical for such a clinical doctorate. Thus the breadth and depth of the curricular content and prerequisite academic preparation warrants the doctoral degree.

The document provided me for review did not appear to be intended to detail methods of delivery instruction, yet it was fairly easy to ascertain that the faculty has looked at traditional as well as emerging models for delivery instruction. Simple changes such as using smaller cohorts of students in different course, to more complex changes such as incorporating community resources to provide educational experiences for the students suggest that the faculty have carefully assessed, and are prepared to take advantage of, all available resources including emerging technologies.

II. Assess the Capacity of the Institution to Offer the Proposed Program.

To the credit of past faculty and administration and present faculty and administration, it is apparent that the program has had a rich and successful history of excellence as measured by the surveys of program graduates and employers. In addition, there has no break in accreditation for nearly 60 years. These facts alone suggest that the institution is committed to graduate excellence and accountability to the communities it serves. In addition, the proposed program has a distinct advantage over other programs offering a clinical doctoral degree as a result of being housed in an academic health sciences center. The ability of this program to draw from the numerous resources available in such an environment not only ensures that the institution has the ability to

offer the proposed program, but potentially positions the institution to be a clinical and scholarly leader amongst academic institutions educating future physical therapists.

The documentation provided suggests that the resources available are adequate to effectively and successfully carry out the proposal. The documentation provided to me did not detail individual faculty qualifications, however as noted above, the program has had a successful history of accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) which closely monitors faculty qualifications for all educational programs. The program has identified that the clinical doctorate, a professional degree is the intended outcome upon successful completion of the curriculum, rather than an academic doctorate.

The proposal has also noted that additional resources that will facilitate the transition to a new campus (Fitzsimmons Campus) have been requested. It also appears that the faculty and administration have made such requests with the intent of having these additional resources augment the existing resources for the new degree. In the event that the move does not occur in the proposed time frame, it appears that the faculty and administration already have a contingency plan in place.

As a program director and administrator for the past 15 years, this consultant understands the conflicting tensions inherent with budget analysis. It appears that CAPTE had recommended enhancement of resources in the last accreditation cycle which the institution promptly remedied. In these times of limited budgets, creative management of limited resources often becomes more important than simply the sum total of budget provided. My analysis of the budget information provided me in the documentation suggest that the proposed program is properly funded, and when coupled to the managerial experience of the faculty and administration at the University of Colorado suggest that the financial resources will serve the program well.

III & IV. Comment on Level of Interest and Demand by Students and Demand and Need for Graduates in this Field.

The most impressive aspect of this proposal in the documentation supplied me was the exhaustive research by the faculty and administration in answering these two questions. They have not only analyzed professional documents, but appear to have carefully gathered information from graduates, employers, clinical educators, and the public and private sectors of physical therapy practice. In addition, they have tied this proposal to the relevant aspects of the physical therapy practice act for the state of Colorado. The market analysis provided is current and accurate.

The assessment of student interest is also very accurate. There is clear and overwhelming evidence nationally and in this immediate geographic locale, that students accepted to physical therapy programs are not only basing their decisions to attend a physical therapy program upon the availability of the institution to offer the doctoral degree, but the decision to actually apply to the program is often made on doctoral degree availability. It is a reasonable expectation that the cohort of students applying to the University of Colorado will be even stronger if this degree is available.

V. Comment on the Potential Economic Impact Expected to Result from the Establishment of this Program in Colorado.

I am unable to assess the impact of this program on the state of Colorado, but it is worth noting that a redundancy of physical therapy programs does not exist in the state of Colorado and there does not appear to be duplication of physical therapy education resources in the public institutions. This is obviously an efficient use of limited state wide

resources. Positioning a doctoral program in physical therapy in a public institution and housing it in an academic health sciences environment appears logical from this perspective. As a consultant I will offer that when analysis of the numerous clinical environments throughout the United States in which physical therapists with doctoral degrees are practicing is carried out, there is no evidence of increased costs to the patient. These factors are almost entirely market driven rather than influenced by academic degree.

VI. Additional Comments.

The support information provided by the faculty and administration is extremely thorough, accurate, and relevant to the proposal. They have correctly interpreted professional documents noting that physical therapy education is now at and will continue to be at the clinical doctoral level. The location of the proposed program and its unique position in the health sciences center strongly suggest that it is appropriately positioned for excellence, and statewide and national recognition.

Respectfully submitted,

_____
Carl DeRosa PT, PhD

Attachment B

SAMPLE CURRICULUM

Course Title	Semester Credit Hours
Orientation	
First Professional Year	
Summer Semester	
Essentials in Physical Therapy	2
Anatomy I	4
Examination and Evaluation I	1
Histological Basis and Medical Diagnostics for Physical Therapy	2
Fall Semester	
Biomechanics / Kinesiology	2
Fieldwork I	1
Clinical Physiology	3
Examination and Evaluation II	2
General Therapeutic Intervention	4
Motor Control/Learning I	1
Patient Care Seminar I	1
Psychosocial Aspects of Care I	1
Scientific Inquiry I	1
Fall Intersession (2 weeks)	
Health Care Delivery I	1
Pharmacology and Radiology	2
Spring Semester	
Clinical Education I	3
Functional Movement I	2
Growth & Development	1
Neuroscience I	2
PT Management: Musculoskeletal (MS) Conditions I	3
PT Management: Medical Conditions I	2
Interprofessional Ethics	1
Service Learning	1
	43 credits
Second Professional Year	
Summer Semester	
Anatomy II	2
Functional Movement II	1
Health Care Delivery II	3
Motor Control/Learning II	1
Neuroscience II	2
Patient Care Seminar II	1
PT Management: MS Conditions II	3
PT Management: Neuromuscular (NS) Conditions I	1
Fall Semester	
Fieldwork II	1
Educational Methods	1
PT Management: Medical Conditions II	3
PT Management: MS Conditions III	4
PT Management: NM Conditions II	3
Prosthetics/Orthotics	1
Psychosocial Aspects of Care II	1
Scientific Inquiry II	2

Spring Semester

Clinical Education II	3
Applied Exercise Science	2
Geriatrics	2
Patient Care Seminar III	1
Pediatrics	3
PT Management: NM Conditions III	2
	43 credits

Third Professional Year

Summer Semester

Alternative Therapies	1
Evidence Based Practice Project	1
Health Care Delivery III	2
Scientific Inquiry III	3
Electives	1

Fall Semester

Clinical Education III	6
Differential Physical Therapy Diagnoses	1
Patient Care Seminar IV	1
Health Care Delivery IV	1
PT Management: MS Conditions IV	1
Leadership	1
Scientific Readings	2
Electives	1

Spring Semester

Clinical Education IV	6

Spring Intersession (2 weeks)

Patient Care Seminar V	1
Professional Development	1
	30 credits

Doctorate of Physical Therapy Program
School of Medicine
February 2003

TABLE 1 – ENROLLMENT PROJECTIONS

Name of Program: Physical Therapy Program

Name of Institution: University of Colorado Health Sciences Center
School of Medicine
Department of Rehabilitation Medicine

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTE:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours students will be typically enrolled in per year and divide by 30.

The data in each column is the annual unduplicated number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1 2004-05	**Yr 2 2005-06**	**Yr 3 2006-07**	**Yr 4 2007-08**	**Yr 5 2008-09**	**Full Implementation**
1-a	In-State Headcount	27	65	103	103	103	103
1-b	Out-of-State Headcount	13	13	13	13	13	13
2	Program Headcount	40	78	116	116	116	116
3-a	In-State FTE *	35	85	134	134	134	134
3-b	Out-of-State FTE	17	17	17	17	17	17
4	Program FTE	52	102	151	151	151	151
5-a	Program Graduates DPT	0	0	38	38	38	38

* On Average students will be expected to enroll for 39 semester credit hours per year.

Attach a brief description explaining the specific source data for projecting the program headcount (e.g. actual enrollment in a similar program at a comparable college).

Doctorate of Physical Therapy Program
School of Medicine
February 2003

Signature of Person who completed the Enrollment Table	Title
Signature of Governing Board Information Officer	Date

TABLE I. PROGRAM ENROLLMENT PROJECTIONS

A1. Underlying general premises for enrollment projections.

It is projected that the DPT Program will admit 40 new students each year with an anticipated attrition rate of five percent over the three-year course of the program; students will complete 116 semester credit hours (or 174 quarter credit hours); 67% of the incoming students will be residents of the state of Colorado; it is anticipated incoming non-resident students will become residents in year two; and the Program anticipates a 95% graduation rate.

A2. Validity of premises and source of data.

The enrollment projections are based on historical student demand for the physical therapy degree program currently offered as well as comparative data from peer institutions.

Historical student demand for the program's physical therapy degree program has been strong over the past 5 years. During this period, there has been an average of 230 applications per year for an average of 51 positions.

A3. Determination of annual headcount, in-state and out-of-state headcount enrollment and FTE.

Calculated according to directions in the technical appendices.

Doctorate of Physical Therapy Program
School of Medicine
February 2003

TABLE 2: PHYSICAL CAPACITY ESTIMATES

Name of Program: Physical Therapy Program

Name of Institution: University of Colorado Health Sciences Center
School of Medicine
Department of Rehabilitation Medicine

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

_____ _____
Governing Board Capital Construction Officer Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAIL-ABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed.	Future	Immed.	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/General Use								
Other								
TOTAL								

*Capital Construction Fund (CCF), Research Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

_____ _____
Signature of Person who completed the Institutional Physical Capacity Table Title

_____ _____
Governing Board Capital Construction Officer Date

Doctorate of Physical Therapy Program
School of Medicine
February 2003

PHYSICAL CAPACITY ESTIMATES

No additional resources for the Program will be needed other than those already requested for the move to the Fitzsimons Campus scheduled for July 2006.

If the DPT program starts prior to the move to the Fitzsimons campus or if the move to Fitzsimons is delayed, additional instructional laboratory space of approximately 1,500-1,800 square feet is needed on the 9th and Colorado Boulevard Campus. This need has been recognized and space will be made available on the 9th Avenue campus.

Doctorate of Physical Therapy Program
School of Medicine
February 2003

TABLE 3 - PROJECTED EXPENSE AND REVENUE ESTIMATES

PURPOSE:

This table documents what the program will cost and how the institution plans to cover the costs.
All cost and revenue projections should be in constant dollars (do not include an inflation factor).

			Estimated Amount in Dollars				
			Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:							
1		Faculty	$ 522,240	$ 957,440	$ 1,131,520	$ 1,131,520	$ 1,131,520
2		Financial Aid specific to program	$ 9,000	$ 18,000	$ 22,000	$ 22,000	$ 22,000
3		Instruction Materials	$ 49,000	$ 49,000	$ 150,000	$ 150,000	$ 150,000
4		Program Administration	$ 177,420	$ 369,517	$ 478,997	$ 478,997	$ 478,997
5		Rent/lease	$ -	$ -	$ -	$ -	$ -
6		Other Operating Costs	$ -	$ -	$ -	$ -	$ -
7		***Total Operating Costs***	$ 757,660	$ 1,393,957	$ 1,782,517	$ 1,782,517	$ 1,782,517
Program Start-Up Expenses:							
8		Capital Construction	$ -	$ -	$ -	$ -	$ -
9		Equipment Acquisitions	$ 81,711	$ -	$ -	$ -	$ -
10		Library Acquisitions	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
11		***Total Program Start-Up Expenses***	$ 84,211	$ 2,500	$ 2,500	$ 2,500	$ 2,500
TOT			$ 841,871	$ 1,396,457	$ 1,785,017	$ 1,785,017	$ 1,785,017
Enrollment Revenue:							
12		General Fund: State Support	$ -	$ -	$ -	$ -	$ -
13		Cash Revenue: Tuition	$ 816,871	$ 1,354,457	$ 1,729,517	$ 1,729,517	$ 1,729,517
14		Cash Revenue: Fees	$ 10,000	$ 19,500	$ 29,000	$ 29,000	$ 29,000
Oth							

15		Federal Grants	$ -	$ -	$ -	$ -	$ -
16		Corporate Grants/Donations	$ 8,000	$ 8,500	$ 8,500	$ 8,500	$ 8,500
17		Other Fund Sources *	$ 7,000	$ 14,000	$ 18,000	$ 18,000	$ 18,000
18		Institutional Reallocation *	$ -	$ -	$ -	$ -	$ -
TOT			$ 841,871	$ 1,396,457	$ 1,785,017	$ 1,785,017	$ 1,785,017
			-	-	-	-	-

* If revenues are projected in this line, please attach an explanation of the specific source of funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

Note: Tuition is based on actual credits per year in current dollars.

Signature of Person who completed the Expense/Revenue Table

Title

Preliminary Detailed Budget - For Internal Review Only
Revised 2/6/03

		Year 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:		**04-05**	**05-06**	**06-07**	**07-08**	**08-09**
1	Faculty	**$ 870,400**	**$ 957,440**	**$ 1,131,520**	**$ 1,131,520**	**$ 1,131,520**
	10 faculty at $68,000	680,000	680,000	680,000	680,000	680,000
	Year 2 - Professor		68,000	68,000	68,000	68,000
	Year 3 - Professor			68,000	68,000	68,000
	Year 3 - Professor			68,000	68,000	68,000
	Total Salaries	$ 680,000.00	$ 748,000.00	$ 884,000.00	$ 884,000.00	$ 884,000.00
	Benefits at 28%	$ 190,400.00	$ 209,440.00	$ 247,520.00	$ 247,520.00	$ 247,520.00
2	Financial Aid specific to program	**$ 9,000**	**$ 18,000**	**$ 22,000**	**$ 22,000**	**$ 22,000**
3	Instruction Materials	**$ 49,000**	**$ 49,000**	**$ 150,000**	**$ 150,000**	**$ 150,000**
	Faculty Development	15,000	15,000	20,000	20,000	20,000
	Laboratory Equipment & Supplies					
	Consultants/Preceptors	15,000	15,000	80,000	80,000	80,000
	Standardized Patients	6,000	6,000	25,000	25,000	25,000
	Web Courses	8,000	8,000	10,000	10,000	10,000
	Laboratory Supplies (Computer/Didactic)	5,000	5,000	15,000	15,000	15,000
4	Program Administration	**$ 295,700**	**$ 369,517**	**$ 478,997**	**$ 478,997**	**$ 478,997**
	Program Chair	107,000	107,000	107,000	107,000	107,000
	Classified Staff - 2 FTE	73,000	73,000	73,000	73,000	73,000
	Professional Exempt	10,000	10,000	10,000	10,000	10,000
	Year 2 - Technology Coordinator .50 FTE		30,000	30,000	30,000	30,000
	Year 2 - Clinical Education Coordinator .50 FTE		20,000	40,000	40,000	40,000
	Year 3 - Classified Staff 1.0 FTE			40,000	40,000	40,000
	Total Salaries	190,000	240,000	300,000	300,000	300,000
	Benefits at 28%	53,200	67,200	84,000	84,000	84,000
	Total Salaries and Benefits	243,200	307,200	384,000	384,000	384,000
	Student Services	15,000	15,000	20,497	20,497	20,497
	General Operating	18,000	25,000	30,000	30,000	30,000
	Faculty Recruitment Costs	6,500	9,317	9,500	4,500	4,500
	Marketing / Preceptor Training	5,000	5,000	25,000	25,000	25,000
	Travel	8,000	8,000	10,000	15,000	15,000
	Non-Institutional Program Materials	52,500	62,317	94,997	94,997	94,997
5	Rent/lease	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
6	Other Operating Costs	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
7	***Total Operating Costs***	**$ 1,224,100**	**$ 1,393,957**	**$ 1,782,517**	**$ 1,782,517**	**$ 1,782,517**
Program Start-Up Expenses:						
8	Capital Construction	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
9	Equipment Acquisitions	**$ 81,711**	**$ -**	**$ -**	**$ -**	**$ -**
10	Library Acquisitions	**$ 2,500**	**$ 2,500**	**$ 2,500**	**$ 2,500**	**$ 2,500**
11	***Total Program Start-Up Expenses***	**$ 84,211**	**$ 2,500**	**$ 2,500**	**$ 2,500**	**$ 2,500**
TOTAL PROGRAM EXPENSES		**$ 1,308,311**	**$ 1,396,457**	**$ 1,785,017**	**$ 1,785,017**	**$ 1,785,017**

**

** These expenses are not reflected at 100% during year one on Table 1 due to the MSPT.

For Internal Review and Planning Purposes Only
Version 1 - Dated 2/6/03

Physical Therapy Program
Doctorate of Physical Therapy - Tuition Projections
Semester Hours

2004-05 Year 1

Type of Student	Year	Student Count	Credits	Price per Credit	Tuition Revenue	DPT Revenue w/o WICHE
DPT In-stat	1	27	43	$ 329	$ 381,969.00	
DPT Out of	1	13	43	$ 778	$ 434,902.00	$ 816,871.00
MS level In	2	39	58	$ 163	$ 368,706.00	
Track-in In-	3	8	15	$ 329	$ 39,480.00	
		87			$ 1,225,057.00	
	1	1 WICHE			$ 8,100.00	DPT
	2	1 WICHE			$ 8,100.00	MS
	3	No WICHE			$ -	
					$ 16,200.00	
		Total Tuition Revenue			$ 1,241,257	

2005-06 Year 2

Type of Student	Year	Student Count	Credits	Price per Credit	Tuition Revenue	DPT Revenue w/o WICHE
DPT In-stat	1	27	43	$ 329	$ 381,969.00	
DPT Out of	1	13	43	$ 778	$ 434,902.00	
DPT In-stat	2	38	43	$ 329	$ 537,586.00	$ 1,354,457.00
Track-in In-	3	8	15	$ 329	$ 39,480.00	
		86			$ 1,393,937.00	
	1	1 WICHE			$ 8,100.00	DPT
	2	1 WICHE			$ 8,100.00	DPT
	3	0 WICHE			$ -	
					$ 16,200.00	
		Total Tuition Revenue			$ 1,410,137	

2006-07; 2007-08 and 2008-09

Type of Student	Year	Student Count	Credits	Price per Credit	Tuition Revenue	DPT Revenue w/o WICHE
DPT In-stat	1	27	43	$ 329	$ 381,969.00	
DPT Out of	1	13	43	$ 778	$ 434,902.00	
DPT In-stat	2	38	43	$ 329	$ 537,586.00	$ 1,729,517.00
DPT In-stat	3	38	30	$ 329	$ 375,060.00	
		116			$ 1,729,517.00	
	1	1 WICHE			$ 8,100.00	DPT
	2	1 WICHE			$ 8,100.00	DPT
	3	1 WICHE			$ 8,100.00	DPT
					$ 24,300.00	
		Total Tuition Revenue			$ 1,753,817	

For Internal Review and Planning Purposes Only
Version 1 - Dated 2/6/03

Physical Therapy Program
Doctorate of Physical Therapy - Tuition Sensitivity

% Increase	Type of Student	Actual 2002-03 Tuition	Inflation & Diff 1.8% IS & OS / 4% IS only	Proposed 2003-04 Tuition	Inflation & Diff 4% IS & OS / 4% IS only	2004-05 Tuition	Tuition Increase DPT	Proposed Tuition	Rounded Tuition Rate	Credit Hours	Tuition	Annual Tuition
*	MS, PT	$ 142.000	$ 150.338	$ 150.338	$ 162.606	$ 162.606	$ -	$ 162.61	$ 163	119	$ 19,397	9,698.50
35%	DPT Instat	$ 213.000	$ 225.507	$ 225.507	$ 243.909	$ 243.909	$ 85.368	$ 329.28	$ 329	116	$ 38,164	12,721.33
30%	DPT Instat	$ 213.000	$ 225.507	$ 225.507	$ 243.909	$ 243.909	$ 73.173	$ 317.08	$ 317	116	$ 36,772	12,257.33
28%	DPT Instat	$ 213.000	$ 225.507	$ 225.507	$ 243.909	$ 243.909	$ 68.294	$ 312.20	$ 312	116	$ 36,192	12,064.00
25%	DPT Instat	$ 213.000	$ 225.507	$ 225.507	$ 243.909	$ 243.909	$ 60.977	$ 304.89	$ 305	116	$ 35,380	11,793.33
20%	DPT Instat	$ 213.000	$ 225.507	$ 225.507	$ 243.909	$ 243.909	$ 48.782	$ 292.69	$ 293	116	$ 33,988	11,329.33
*	MS, PT Ou	$ 490.000	$ 498.820	$ 498.820	$ 518.773	$ 518.773	$ -	$ 518.77	$ 519	61	$ 31,659	10,553.00
20%	DPT Out o	$ 735.000	$ 748.230	$ 748.230	$ 778.159	$ 778.159	$ 155.632	$ 933.79	$ 934	43	$ 40,162	
10%	DPT Out o	$ 735.000	$ 748.230	$ 748.230	$ 778.159	$ 778.159	$ 77.816	$ 855.98	$ 856	43	$ 36,808	
0%	DPT Out o	$ 735.000	$ 748.230	$ 748.230	$ 778.159	$ 778.159	$ -	$ 778.16	$ 778	43	$ 33,454	

MS, PT Non Resident (convert after year 1) / 0% Non Resident Tuition / Variable Instate Increases

Instate Increase	Out to In	1st Year QCH	0% Increase to Non Res Tuition	Sub Total No Res Tuition	In State Tuition	2nd Yr QCH	Sub Total Res Tuition	Total
*	MS, PT Ou	61	$ 519.00	$ 31,659.00	$ 163	58	$ 9,454	$ 41,113.00

DPT Non Resident (convert after year 1) / 20% Non Resident Tuition / Variable Instate Increases

Instate Increase	Out to In	1st Year SCH	20% Increase to Non Res Tuition	Sub Total No Res Tuition	In State Tuition	2nd & 3rd Yr SCH	Sub Total Res Tuition	Total
35%	DPT Out to	43	$ 934.00	$ 40,162.00	$ 329	73	$ 24,017	$ 64,179.00
30%	DPT Out to	43	$ 934.00	$ 40,162.00	$ 317	73	$ 23,141	$ 63,303.00
28%	DPT Out to	43	$ 934.00	$ 40,162.00	$ 312	73	$ 22,776	$ 62,938.00
25%	DPT Out to	43	$ 934.00	$ 40,162.00	$ 305	73	$ 22,265	$ 62,427.00
20%	DPT Out to	43	$ 934.00	$ 40,162.00	$ 293	73	$ 21,389	$ 61,551.00

Non Resident (convert after year 1) / 10% Non Resident Tuition / Variable Instate Increases

Instate Increase	Out to In	1st Year SCH	10% Increase to Non Res Tuition	Sub Total No Res Tuition	In State Tuition	2nd & 3rd Yr SCH	Sub Total Res Tuition	Total
35%	DPT Out to	43	$ 856.00	$ 36,808.00	$ 329	73	$ 24,017	$ 60,825.00
30%	DPT Out to	43	$ 856.00	$ 36,808.00	$ 317	73	$ 23,141	$ 59,949.00
28%	DPT Out to	43	$ 856.00	$ 36,808.00	$ 312	73	$ 22,776	$ 59,584.00
25%	DPT Out to	43	$ 856.00	$ 36,808.00	$ 305	73	$ 22,265	$ 59,073.00
20%	DPT Out to	43	$ 856.00	$ 36,808.00	$ 293	73	$ 21,389	$ 58,197.00

Non Resident (convert after year 1) / 0% Non Resident Tuition / Variable Instate Increases

Instate Increase	Out to In	1st Year SCH	0% Increase to Non Res Tuition	Sub Total No Res Tuition	In State Tuition	2nd & 3rd Yr SCH	Sub Total Res Tuition	Total
35%	DPT Out to	43	$ 778.00	$ 33,454.00	$ 329	73	$ 24,017	$ 57,471.00
30%	DPT Out to	43	$ 778.00	$ 33,454.00	$ 317	73	$ 23,141	$ 56,595.00
28%	DPT Out to	43	$ 778.00	$ 33,454.00	$ 312	73	$ 22,776	$ 56,230.00
25%	DPT Out to	43	$ 778.00	$ 33,454.00	$ 305	73	$ 22,265	$ 55,719.00
20%	DPT Out to	43	$ 778.00	$ 33,454.00	$ 293	73	$ 21,389	$ 54,843.00

TOPIC: **NEW MEXICO/COLORADO RECIPROCITY AGREEMENT**

PREPARED BY: **WILLIAM G. KUEPPER**

I. SUMMARY

Colorado and New Mexico have had a reciprocity program since 1981-82 to increase educational opportunities for students of both states. A specific number of full-time equivalent students from New Mexico may attend participating institutions in Colorado at the institutions' in-state tuition rates. Likewise, the same number of FTE Colorado students may attend specified New Mexico institutions at the in-state rate of those institutions. Participating students are treated as in-state students both for tuition and FTE funding purposes. Since the program is a reciprocal one, no state funds are exchanged between the two states

The agreed upon FTE limit for the past several years has been 300. In 2001-2002, 285 FTE students from New Mexico were enrolled in Colorado and a comparable number of Colorado students enrolled in New Mexico under the agreement. While final data are not yet available for this year, it appears that the figures for this year will be close to those numbers. Thus, the program is truly a reciprocal one.

The current agreement expires June 30, 2003. The proposed new agreement (Attachment A) basically is an extension of the existing agreement for the three-year period July 1, 2003, to June 30, 2006. We had proposed a three-year agreement last year but New Mexico was undertaking a review of its reciprocity agreements and preferred a one-year extension only. Now that the study has been completed, New Mexico also wishes to have a three-year agreement.

Commission staff recommend approval of the attached Reciprocity Agreement with New Mexico.

II. BACKGROUND

The initiation of the reciprocity agreement with New Mexico came about primarily as a result of educational needs of New Mexicans living in the northern extremities of that state. For many of these people, the nearest post-secondary institution is in Colorado. The most obvious example is the close proximity of Raton, NM to Trinidad, Colorado and its junior college while the nearest New Mexico institution is about 100 miles away.

After initiation of a limited exchange program, it became quickly apparent that many more New Mexico students were crossing into Colorado under the agreement than Colorado students going the other way. Early in 1985, a new agreement was reached between the two

states that expanded the number of Colorado border institutions participating and opened up virtually all New Mexico colleges and universities to Colorado reciprocity students. At that time, the program accommodated slightly over 200 FTE students.

The agreement has remained in much the same form since that time. Currently four Colorado baccalaureate institutions, and four two-year colleges participate: Adams State College, Fort Lewis College, the University of Southern Colorado, Western State College, Lamar Community College, Pueblo Community College (at its Southwest Center), San Juan Basin Technical College, and Trinidad Junior College. All of New Mexico public colleges and universities are participants except for the University of New Mexico's Schools of Medicine and Law, and the New Mexico Military Institute. The reciprocity is now undergraduate only.

Table One shows recent enrollments in the program by academic year. The sharp drop in New Mexico participation in 1999-2000 and 2000-2001 is attributed substantially to the initiation of that state's "lottery" scholarships. These scholarships must be used at a New Mexico institution and must be taken up at initial enrolment following high school graduation. Despite that, reciprocity enrollments are rebounding and are projected to continue to do so.

FTE Enrollment in CO/NM Reciprocity
Table I

Year	In Colorado	In New Mexico
1995-1996	291	268
1996-1997	298	290
1997-1998	276	272
1998-1999	271	282
1999-2000	239	269
2000-2001	227	278
2001-2002	285	283

Each participating institution in Colorado is given an FTE allocation by CCHE staff from the total FTE's. Allocations were modified a year ago to see if overall enrollment could be increased. Historically, the two institutions that are located on the Colorado-New Mexico border -- Trinidad Junior College and Fort Lewis College -- have accounted for three quarters of the overall enrollments. After a significant drop-off in enrollments at Trinidad during the 1999-2000 and 2000-2001 academic years, the allocations were adjusted. Table Two shows the allocations for 2002-2003 assuming the increase in FTE's and the addition of two Colorado institutions to the agreement.

FTE Allocations for 2002-2003
Table 2

Institution	2001-2002 Enrollment	2002-2003 Allocation
Adams State College	28	28
Fort Lewis College	82	84
Lamar Community College	16	22
Pueblo Community College	2	3
San Juan Basin Tech Center	25	25
Trinidad State Junior College	130	142
University of Southern Colorado	---	8
Western State College-	---	8
Total	283	320

While the total allocations exceeded the 300 maximum, this was done under that assumption that New Mexico would agree to an overall increase to 320 FTEs. This agreement did not materialize, but, at the request of the institutions, staff chose not to alter the individual allocations. If maintaining the numbers results in Colorado actually exceeding the 300 FTE limit, appropriate adjustments will be made for 2003-04.

III. STAFF ANALYSIS

The New Mexico/Colorado reciprocity continues to be a quiet success story. Approximately thirty-five hundred students from the two states have been afforded additional educational opportunities over the twenty years the program has been in place.

While the numerical balance has not always been as close as desired, the exchange of students has remained sufficiently in balance to maintain a truly reciprocal exchange program. The current and proposed agreements call for a monitoring of the enrollment balance each year and adjustment, if necessary.

In sum, Commission staff believe that the program continues to provide the educational opportunities to students of both Colorado and New Mexico that it was established to do, and that it does so in an efficient and cost-effective manner.

IV. STAFF RECOMMENDATION

That the Commission approve the proposed Reciprocity Agreement between Colorado and New Mexico.

Appendix A

STATUTORY AUTHORITY

Authority for the Commission to enter into reciprocal agreements is given in 23-1-112, C.R.S.

"…the commission shall identify those circumstances where the waving of the nonresident differential in tuition rates, on a reciprocal basis with other states, would enhance educational opportunities for Colorado residents. Relative to such identified circumstances, the commission shall negotiate with the other states involved with the objective of establishing reciprocal agreements for the waiving of the nonresidential differential for Colorado residents attending state institutions of higher education in other states in exchange for Colorado state institutions of higher education waiving the nonresident differential for residents of the other states. Agreements negotiated between Colorado and other states shall provide for an equal number of resident and nonresident students to be exchanged between the states. The commission shall establish regulations for the administration of this section, based on the application of the closest college concept…"

Attachment A

New Mexico-Colorado Tuition Reciprocity Agreement

THIS AGREEMENT is made by and between the New Mexico Commission on Higher Education (hereinafter referred to as the Commission), an "agency" of the State of New Mexico and the Colorado Commission of Higher Education (hereinafter referred to as the CCHE), an "agency" of the State of Colorado. The purpose of this Agreement is to establish a tuition reciprocity program (hereinafter referred to as the Program) to enable selected students from New Mexico to enroll at designated institutions of higher education in the State of Colorado with authorization to pay Colorado resident tuition rates, and to enable an equal number of selected students from the State of Colorado to enroll at selected institutions in New Mexico with authorization to pay New Mexico resident tuition rates.

Statement of Purpose

A. In order to improve educational opportunities for the students in their respective states, the Commission and the CCHE have identified circumstances in which students from each state would have authorization to pay resident tuition rates.

B. The Commission is authorized to enter into this Agreement pursuant to Section 21-1-6, NMSA, 1978, and the CCHE is authorized to enter into this agreement pursuant to 23-1-112.5, C.R.S.

Agreement

In consideration of the mutual promises contained herein, the Commission and the CCHE agree to the following:

1. The term of this agreement shall be for three academic years, commencing on July 1, 2003 and will terminate on June 30, 2006. If a new Agreement has not been completed prior to that date, this Agreement may be extended if mutually acceptable to both states. An annual performance review by the Commission and the CCHE shall be conducted at the end of each year. During each annual review, either agency may request amendments to the Agreement or terminate the Agreement at any time, provided that a minimum of ninety (90) days prior notice is given.

2. Selected Colorado residents attending accredited public colleges in New Mexico and selected New Mexico residents attending accredited public colleges in Colorado that offer the program of study desired by the resident, will be granted a waiver of the non-resident tuition differential and will be charged the in-state tuition rate at the college in which they enroll. For New Mexico participants, preference will be given to New Mexico residents attending the college in Colorado that is the shortest distance by passable road from the resident's place of residence.

    a. The selected Colorado residents attending New Mexico colleges must be residents of Colorado; and must be enrolled in, or have applied to a program of study that leads to a certificate, baccalaureate, or graduate degree program, and must meet other criteria established by the Commission and the CCHE.

b. The selected New Mexico students who attend designated Colorado institutions under terms of this agreement, must be New Mexico residents, and must be enrolled in, or have applied to enroll in, a program of study leading to a certificate, associate, or a baccalaureate degree, and must meet such other criteria as may be established by the Commission.

3. Designated institutions in New Mexico are state supported post secondary education institutions with the exception of New Mexico Military Institute (NMMI), The University of New Mexico School of Law, and The University of New Mexico School of Medicine. These institutions are specifically excluded from this Program.

4. Designated institutions in Colorado are: Lamar Community College, Pueblo Community College, Trinidad State Junior College, Fort Lewis College, Adams State College, San Juan Basin Area Vocational-Technical School, Western State College, and the University of Southern Colorado (also known as Colorado State University at Pueblo).

5. The state of New Mexico will accept up to three hundred (300) FTE students and the state of Colorado will accept up to three hundred (300) FTE students. An FTE student shall mean enrollment of 30 semester hours or 45 quarter hours of credit during the academic year and preceding summer.

6. No money shall be paid by either state to the other state in exchange for the waiver of the non-resident tuition differential.

7. An official designated by the Commission and the CCHE will annually review the Program and this agreement and recommend desirable changes to the Commission and the CCHE.

8. The Commission and the CCHE, each, will fulfill the following requirements:

   a. designate an official to be responsible for communication about and reporting for the Program;

   b. determine the eligibility and selection criteria to be used in determining which residents living in their own state may participate in the Program;

   c. develop such rules for selection of students for participation, as it may desire subject to the requirements that the procedures make it possible to limit the number of participants;

   d. inform each other and designated institutions in each state of Program requirements in a timely manner;

   e. refrain from discrimination on the basis of race, sex, national origin, religion, age, or disability in the administration of the Program;

   f. designate an official from each participating higher education institution with the responsibility to:

      1) accurately evaluate students' eligibility for the Program, according to the criteria specified in the Rules of this Program;

2) limit the number of participants to the specified level;

3) charge the selected participants the in-state tuition rate of the institution they are attending;

4) maintain records of the program/residents at their higher education institution; and

5) provide the Commission and the CCHE the following information on or before October 15 of each year:

   a) name, social security number, and permanent mailing address of each student participant for each academic period;

   b) program of study and degree objective of each student participant;

   c) number of hours attempted each academic period by each student participant;

   d) number of hours completed each academic period by each student participant; and

   e) the cumulative grade point average of each student participant.

9. The Commission and the CCHE will cooperate to the greatest extent possible in order to effectively manage the Program.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the _____ day of _____, 2003.

New Mexico Commission on Higher Education,

By:_____
Elizabeth Jenkins, Acting Executive Director

Colorado Commission on Higher Education,

By:_____
Timothy E. Foster, Executive Director

TOPIC: **UTAH/COLORADO TUITION RECIPROCITY AGREEMENT**

PREPARED BY: **WILLIAM G. KUEPPER**

I. SUMMARY

In order to expand educational opportunities for students from the two states, Commission staff propose the re-establishment of a limited tuition reciprocity program between Utah and Colorado.

Colorado and Utah previously had two tuition reciprocity agreements, one involving Colorado Northwestern Community College, the other Mesa State College. These permitted students from one state to attend specified institutions in the other at in-state tuition rates.

The programs were intended to be reciprocal, i.e., the same number of students from each state participating in the program. Because of an imbalance in the number of students participating, the two states agreed to terminate both agreements. They also agreed that, at the appropriate time, they would work to negotiate a new agreement that would incorporate elements of the previous agreements and allow for expansion if that became desirable.

A single agreement has been developed by CCHE staff with the assistance of the Colorado institutions designated for program participation, and is currently being considered by the Utah System of Higher Education. That draft agreement is appended as Attachment A. It is proposed that forty (40) FTE students from Utah be permitted to attend a participating Colorado institution and pay the in-state tuition rate of that institution. Likewise, the same number of FTE Colorado students may attend participating Utah institutions at the in-state rate of those institutions. Since the program is intended to be a reciprocal one, no state funds are to be exchanged between the two states

The proposed agreement is for three years and would take effect as soon as approved by the Commission and the Utah System of Higher Education. The new agreement is patterned after the very successful tuition reciprocity program Colorado has with New Mexico, although the program with Utah will be much smaller.

1. Participating Colorado institutions will be Mesa State College and Colorado Northwestern Community College campuses/centers at Rangely, Craig, Meeker, Hayden, and Oak Creek.

2. Participating Utah institutions will be Utah State University and the College of Eastern Utah campuses in Price, Moab, and Blanding.

3. The FTE limit will be 40 for the initial year and will be reviewed each year.
4. The program will be limited to undergraduate students.

With benefits for students from both states and at no additional cost to either state, the recommendation to the Commission is that it authorize by the Executive Director to negotiate and execute a reciprocal tuition program agreement between Colorado and Utah.

II. BACKGROUND

CCHE previously has approved two tuition reciprocity agreements between institutions in Colorado and Utah. In October 1996, the Commission approved an agreement between all locations of Colorado Northwestern Community College and outlying campuses of Utah State University at Logan and the Uintah Basin. A second agreement was approved in June 1998. It allowed Utah students to attend Mesa State College and Colorado students to attend the College of Eastern Utah at its campuses in Price, Moab, Blanding, and Green River.

Like that with New Mexico, these agreements were based on the closest college concept. For some students in Eastern Utah, the nearest institution with the academic program they wished to pursue was in Colorado rather than Utah. Ideally, a mirror image of that situation would be ideal but such was not the case. Both programs developed an imbalance in participation, with more Utah students coming to Colorado. Data from Mesa State for the final year of the program showed a ten to one ratio, a condition that was far from reciprocal. With enrollments severely out of balance, the two states agreed to terminate the agreements.

The Utah System of Higher Education, after concluding a study of Utah's reciprocity agreements and other tuition discounting programs, has indicated an interest in proceeding with a new agreement with Colorado. CCHE staff are in contact with staff of the Utah System of Higher Education and have discussed the draft agreement with them. While some issues need further discussion, consensus has been reached on the basic structure of the new agreement and on the value of implementing it as soon as possible.

III. STAFF ANALYSIS

A tuition reciprocity program that is truly reciprocal not only creates important educational opportunities for students from both states but also is essentially revenue neutral. The proposed agreement addresses a critical element in making it so. The opening of other Utah colleges or universities, e.g., the main campus of Utah State University, to students from Colorado participating in the program, will be essential to achieving a balance between inbound and outbound students in the two states.

A related issue is the number of students that will be allowed to participate initially. Our goal is to have the largest number of participants to which Utah would agree. We have suggested forty FTE students. Utah may wish to reduce that number due to concerns about achieving enrollment balance. Both Colorado institutions have agreed that the number can be smaller and still have a viable program.

The draft agreement identifies two Colorado institutions for initial participation. These are the two that participated in the earlier programs with Utah, and limiting the number of participating Colorado institutions keeps the initial agreement as simple as possible. It may very well be that other Colorado institutions will wish to be included. For example, a similar access problem may occur for students in Southeastern Utah. If so, an expansion of the agreement to include San Juan Basin Vocational-Technical School and Fort Lewis College may be appropriate. Commission staff is supportive of such an expansion if and when the two states believe it useful. Our goal is to have the largest number of participants to which Utah would agree.

The benefits to Utah and Colorado of a successful tuition reciprocity program warrant its timely implementation. Because of that, and because some issues remain to be resolved, the following recommendation is made to the Commission.

IV. STAFF RECOMMENDATION

That the Commission authorize the Executive Director to negotiate and execute a Tuition Reciprocity Agreement between Colorado and Utah.

Appendix A

STATUTORY AUTHORITY

Authority for the Commission to enter into reciprocal agreements is given in 23-1-112, C.R.S.

"…the commission shall identify those circumstances where the waving of the nonresident differential in tuition rates, on a reciprocal basis with other states, would enhance educational opportunities for Colorado residents. Relative to such identified circumstances, the commission shall negotiate with the other states involved with the objective of establishing reciprocal agreements for the waiving of the nonresidential differential for Colorado residents attending state institutions of higher education in other states in exchange for Colorado state institutions of higher education waiving the nonresident differential for residents of the other states. Agreements negotiated between Colorado and other states shall provide for an equal number of resident and nonresident students to be exchanged between the states. The commission shall establish regulations for the administration of this section, based on the application of the closest college concept…"

Attachment A

DRAFT **DRAFT** **DRAFT**

Utah-Colorado Tuition Reciprocity Program Agreement

THIS AGREEMENT is made effective on the 1st day of July 2003, by and between the Utah System of Higher Education, an "agency" of the State of Utah (hereinafter referred to as the **USHE**) and the Colorado Commission of Higher Education (hereinafter referred to as the **CCHE**), an "agency" of the State of Colorado. The purpose of this Agreement is to initiate a tuition reciprocity program (hereinafter referred to as the **Program**) to enable selected undergraduate students from Utah to enroll at designated institutions of higher education in the State of Colorado with authorization to pay Colorado resident undergraduate tuition rates, and to enable an equal number of selected undergraduate students from the State of Colorado to enroll at selected institutions in Utah with authorization to pay Utah resident undergraduate tuition rates.

Statement of Purpose

A. In order to improve educational opportunities for the students in their respective states, the **USHE** and the **CCHE** have identified circumstances in which **undergraduate** students from each state would have authorization to pay resident **undergraduate** tuition rates.

B. The **USHE** is authorized to enter into this Agreement pursuant to (insert here appropriate Utah statutes or policies), and the **CCHE** is authorized to enter into this agreement pursuant to 23-1-112.5, C.R.S.

Agreement

In consideration of the mutual promises contained herein, the **USHE** and the **CCHE** agree to the following:

A. This agreement shall be for three years and terminate on June 30, 2006 and may be renewed on the agreement of the **USHE** and the **CCHE**. A review by the **USHE** and the **CCHE** shall be conducted annually. Either agency may request amendments to the Agreement or terminate the Agreement at any time, provided that a minimum of ninety (90) days prior notice is given.

In the event that either the **USHE** or the **CCHE** decide to downsize or terminate the Agreement, both agencies will ensure that students currently in this **Program** will be allowed sufficient time to complete their program of study, or degree.

B. Selected Colorado residents attending participating accredited public colleges or universities in Utah and selected Utah residents attending participating public colleges or universities in Colorado, will be granted a waiver of the non-resident tuition differential and will be charged the in-state undergraduate tuition rate at the college in which they enroll. Preference will be given to Utah students who live in the eastern part of that state and Colorado students who live in the western part of that state.

C. The selected Colorado participants attending Utah colleges or universities must be residents of Colorado; and must be enrolled in, or have applied to, a program of study which leads to an undergraduate degree, and must meet other criteria established by the **USHE** and the **CCHE.**

D. The selected Utah participants attending Colorado colleges or universities must be residents of Utah; and must be enrolled in, or have applied to, a program of study which leads to an undergraduate degree, and must meet other criteria established by the **USHE** and the **CCHE**.

E. In the State of Utah, the institutions authorized to participate in this Agreement are: Utah State University and the College of Eastern Utah campuses in Price, Moab, and Blanding.

F. In the State of Colorado, the institutions authorized to participate in this Agreement are: Mesa State College and Colorado Northwestern Community College campuses/centers at Rangely, Craig, Meeker, Hayden, and Oak Creek.

G. In order to participate in the **Program**, the Utah residents admitted to attend Colorado institutions of higher education must meet the criteria established by the **USHE** and the **CCHE**.

H. In order to participate in the **Program**, the Colorado residents admitted to attend institutions of higher education in Utah must meet the criteria established by the **USHE** and **CCHE**.

I. Procedures:

1. Applications for the waiver shall be submitted to the Financial Aid Office.

2. Applications must be received by March 1 to assure consideration for the next academic year. (For the first year of the **Agreement**, the application deadline will be 30 calendar days following approval of this agreement or September 1, 2003, whichever date is earlier.

3. The process of selection will be determined by each participating institution.

4. Students will be notified in writing of the decision.

5. Waivers will normally be awarded for one year. If a recipient is unable to complete the year, the waiver may be re-awarded for less than the academic year.

6. A student who has received a waiver and who fails to meet the minimum requirements of the **Program** while on the waiver will lose eligibility for any succeeding semester.

J. The number of students exchanged between the two states shall be equal, as follows:

1. The **USHE** and **CCHE** shall agree on a maximum number of students to be exchanged. For the initial year of this agreement, the State of Utah will accept up to forty (40) Fulltime Equivalent (FTE) students; and the State of Colorado will accept up to forty (40) FTE students. An FTE student is one who is enrolled for thirty (30) semester hours or forty-five (45) quarter hours of credit during the academic year and preceding summer. At the conclusion of each year of the agreement, a decision will be made by the two states as to whether the limits should be maintained or modified.

2. During each academic year of this Agreement, the total credits earned by students participating in the **Program** from each state shall be reviewed. Should one state have more FTE students than the other, the difference may be adjusted accordingly for subsequent years.

K. The **USHE** and the **CCHE** each will fulfill the following requirements:

1. determine the eligibility and selection criteria to be used in determining which undergraduat**e** residents living in their own state may participate in the **Program**;

2. develop the eligibility criteria to be used in determining which undergraduate residents living in the other state may participate in the **Program**;

3. inform each other of **Program** requirements/criteria developed by each state in a timely manner;

4. refrain from discrimination on the basis of race, sex, national origin, religion, age, or disability in the administration of the **Program**;

5. designate an official from the agency who will coordinate the **Program** for that state;

6. designate an official from each of its participating higher education institutions with

the responsibility to:

a. evaluate students' eligibility for the **Program**;
b. limit the number of participants to the number specified in H.1 of this Agreement;
c. charge the selected undergraduate residents the undergraduate resident/in-state tuition rate;
d. maintain records of the program/residents at their higher education institution; and
e. provide the **USHE** and the **CCHE** the following information on or before September 1 of each year:

    1. names and SSN of students in the **Program** for each academic period;
    2. program of study and degree objective of each student in the **Program**;
    3. number of hours attempted each academic period by each student in the **Program**;
    4. number of hours completed each academic period by each student participant.

L. No money shall be exchanged between the State of Utah and the State of Colorado for the waiver of the non-resident tuition differential.

M. Time accrued while participating in this **Program** will not contribute toward the length of residence required for residency status in either state.

N. The **USHE** and the **CCHE** will cooperate to the greatest extent possible in order to effectively manage the **Program**.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the _____ day of _____, 2003.

Utah System of Higher Education,

By:_____
Cecelia H. Foxley, Commissioner of Higher Education

Colorado Commission on Higher Education,

By:_____
Timothy Foster, Executive Director

TOPIC: **REVISIONS TO ACADEMIC DEGREE APPROVAL POLICY**

PREPARED BY: **SHARON M. SAMSON**

I. SUMMARY

This agenda item presents revisions to CCHE's Degree Approval Policy (Attachment A). The Commission requested that staff streamline the approval process in August 2001. While some revisions are patterned after the language contained in the Colorado School of Mines Performance Contract legislation, in general, the policy shifts from shared responsibility between the Commission and governing boards to more autonomy as well as accountability for the governing boards. The specific changes contained in the revised policy include:

- Elimination of the concept paper submission.
- Greater emphasis on role and mission and duplication in the Commission review.
- Holding the institution to meeting its enrollment and graduation projections in the third year of the Annual Follow-Up Report to assess bona fide program demand.
- Inclusion of a statement of assurances that the governing board will support the degree program as present in the proposal.

The elements of the Degree Approval Policy that have not changed include:

- Commission's role to determine if a degree program supports an institution's role and mission.
- Commission's role to determine if a proposed degree program is unnecessarily duplicative.
- Annual Follow-Up Report for Newly Approved Degree Programs.

CCHE staff recommend that the Commission approve the proposed revisions to the Degree Approval Policy.

II. BACKGROUND

Under Colorado statute, the Commission is responsible for degree approval. When the Commission was originally constituted in 1965, degree approval was one of its original responsibilities. In 1985, the Colorado General Assembly strengthened the degree approval responsibilities. Legislative declarations do not have the force of law – "to avoid and eliminate needless duplication of programs in state-supported institutions of higher education." The Commission's express responsibility for degree approval is to insure that

for any new degree program is consistent with the statewide goals and expectations specified in C.R.S. 23-13-104 (Appendix A).

III. STAFF ANALYSIS

During the past four years, the Commission approval process included a preliminary notification of the institution's intent to plan a degree. This information was contained in a two-page concept paper from which CCHE staff identified role and mission and duplication issues and listed the statewide expectations specified in statute that the governing board needed to address if it choose to proceed with developing a full degree proposal. This stage was advisory. After the governing board had reviewed the degree proposal for quality, capacity, and cost-effectiveness, it was submitted to the Commission for approval. While the process relied on governing board decisions about the quality and capacity, CCHE staff looked for evidence that the governing board substantively addressed the statewide concerns.

The governing board role in degree approval varied based on governing board approval policies. Some governing boards (e.g., Trustees for The State Colleges) played a strong role in reviewing new degree proposals; some governing boards' approval processes delegated the review to the institutions. These differences are significant since the governance of Colorado's public higher education system is evolving to a system with multiple single institution governing boards.

To ensure that the Commission's degree approval policies and the resulting governing board actions required under statute focus on the timely, efficient, and effective achievement of the statewide expectations and goals, the characteristics of the revised Degree Approval Policy include:

- Single submission of proposal materials.
- Emphasis on role and mission, duplication, and statewide expectations, including the approval of the Commission review.
- Emphasis on the governing board's role to evaluate the quality and capacity of the institution to offer this degree program.
- A statement of assurances that the governing board will support the degree program as presented in the proposal, emphasizing its responsibility to understand the fiscal implications.
- Holding the institution to meeting its enrollment and graduation projections in the third year of the Annual Follow-Up Report to assess change in the way of bona fide program demand.

IV. STAF RECOMMENDATION

That the Commission approve the revisions to the Degree Approval Policy.

Appendix A

STATUTORY AUTHORITY

C.R.S. 23-13-104. (1) It is the general assembly's intent in this section to clearly define the state's expectations for the statewide system of higher education by establishing the following specific statewide expectations and goals that each institution, in accordance with its role and mission, shall work toward achieving:

(a) A high quality, efficient, and expeditious undergraduate education, consistent with each institution's statutory role and mission. In achieving this goal, each institution shall demonstrate the following:

(I) Delivery of a degree program in the number of credit hours specified in the course catalogue; except that the institution may make exceptions to accommodate students who are pursuing double majors and other students with special circumstances. To meet this goal, each institution shall, at a minimum:

(A) Provide frequent and convenient scheduling of required and core courses;

(B) Ensure that no student's graduation is delayed due to lack of access to or availability of required and core courses;

(C) Schedule courses to accommodate working students; and

(D) Ensure that students who change degree programs lose only those credit hours that clearly and justifiably cannot apply in the degree program to which the student transfers;

(II) (Deleted by amendment, L. 99, p. 1227, § 3, effective June 2, 1999.)

(III) Progress to improve and attain high student achievement levels through curriculum review, development of new programs, solicitation and consideration of employer and student input and faculty evaluations, and increased availability of small classes and clinical learning experiences;

(IV) Implementation of a student advising system that includes, at a minimum: That institutions create and maintain an advising record for each student; that institutions must offer freshman and transfer student orientation programs; that advisors must provide information about potential employment opportunities relevant to degree choices or provide direction as to where such information may be accessed. In addition, institutions shall assign each student to a faculty or staff member, or both, from whom that student may seek advice concerning course study, scheduling, potential employment opportunities relevant to degree choices, and information about instructional policies, procedures, and requirements.

(V) Attain and reward high quality or improved faculty instruction and student learning by, at a minimum:

(A) Ensuring that the faculty members in each department or college spend, in the aggregate, a specified, appropriate percentage of time teaching and, if such faculty member's workload includes advising students, an appropriate percentage of time advising students;

(B) Basing a high proportion of each faculty member's rating and evaluation on the amount of time the faculty member spends teaching and, if applicable, advising and the quality of the instruction provided; and

(C) Developing a system of instructional supervision and evaluation to ensure quality of instruction;

(VI) Implementing programs for faculty and staff development, including but not limited to training in:

(A) Advising and counseling skills; and

(B) Teaching skills and methods.

(b) Assistance to elementary and secondary education in achieving systemic reform and creation of appropriate linkages between elementary and secondary education and higher education. To meet this goal, each institution shall demonstrate, consistent with its role and mission, the following:

(I) Alignment of higher education admission requirements with the achievement levels adopted for students in elementary and secondary education, including, at a minimum, precise articulation and effective communication of the skills and abilities that a freshman student must have to be successful at the institution;

(II) Improvement in the enrollment, retention, and graduation of economically disadvantaged students and students from traditionally underrepresented groups by, at a minimum, implementing pre-college programs coordinated with an effort to retain and graduate an increasing number of economically disadvantaged students and students from traditionally underrepresented groups who are qualified to enter postsecondary education;

(III) Cooperation with secondary schools to enable students to complete programs of postsecondary education quickly and efficiently and to encourage and allow twelfth grade students to take postsecondary courses; and

(IV) (Deleted by amendment, L. 99, p. 1227, § 3, effective June 2, 1999.)

(V) Successful preparation and professional development programs for educators and principals.

(VI) (Deleted by amendment, L. 99, p. 1227, § 3, effective June 2, 1999.)

(c) Work force preparation and training programs. To achieve this goal, each institution shall, at a minimum:

(I) Provide students with information concerning potential employment opportunities for each major and degree as freshmen and before students are required to declare a major;

(II) Prepare graduates who possess the basic abilities and skills necessary in a variety of careers, integrating classroom and real world experiences for students;

(III) (Deleted by amendment, L. 99, p. 1227, § 3, effective June 2, 1999.)

(IV) Provide opportunities for cooperative education and internships;

(V) Cooperate with employers to assess their level of satisfaction with the preparation of graduates; and

(VI) Develop work force training programs and research needed for economic development with Colorado businesses.

(d) Technology integration to lower the institution's capital and administrative costs and improve the quality and delivery of education and provide effective stewardship of existing assets, recognizing that all technology changes may not result in lower costs in the academic arena. To meet this goal, each institution shall:

(I) Integrate technology to reduce the institution's cost per unit of education;

(II) Integrate technology to improve the marketability of graduates in the workplace;

(III) Improve student access and continuing education through increased distance learning;

(IV) Improve learning productivity.

(e) Increased operational productivity and effectiveness in providing services to students. To meet this goal, each institution shall:

(I) Show improvement in student achievement, consistent with each institution's statutory role and mission, including but not limited to student retention, student transfers, graduation rates, and job placement or participation in further education by graduates;

(II) Provide instruction, student services, and administrative services using an efficient and productive delivery system;

(III) Direct state- and tuition-funded academic research toward projects that benefit Colorado's economy, student learning, and environment.

(2) In determining achievement of the statewide expectations and goals, in applying the quality indicators developed pursuant to section 23-13-105, and in allocating any moneys appropriated to reward achievement of the statewide expectations and goals, the commission and the governing boards shall ensure that the expectations for each institution are in accordance with the institution's role and mission and that application of the statewide expectations and goals and of the quality indicators do not result in an expansion or limitation of any institution's role and mission.

(3) Each state-supported institution of higher education shall achieve or make substantial and measurable progress toward achieving the statewide expectations and goals by fall semester 1999 and shall continue to operate in conformance with and work toward further achievement of the statewide expectations and goals after that date.

(4) The commission shall ensure that performance of all duties assigned to it and adoption of all policies required under this title shall be focused to the greatest possible extent on the timely, efficient, and effective achievement of the statewide expectations and goals.

(5) The commission shall annually review the statewide expectations and goals and shall recommend to the general assembly appropriate changes.

(6) The commission and each governing board shall consider the balance between instruction, research, and community service at the institution that is appropriate for the faculty members of each institution managed by the governing board.

PART B POLICY AND PROCEDURES FOR THE APPROVAL OF NEW ACADEMIC PROGRAMS IN STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION IN COLORADO

1.00 Introduction

No degree may be offered at a state postsecondary institution unless approved by the Commission. The public higher education system is intended to provide differentiated access to degree programs, specifically broad geographic access to undergraduate programs, access to master's degree programs based on market demand, and unique access to doctoral degree programs. The criteria that applies to academic degree approval, including Associate of Arts, Associate of Science, baccalaureate and graduate degree programs[1], are role and mission, duplication, quality, capacity, bona fide need and consistency with statutory requirements. The Commission does not consider or approve certificate programs offered by four-year institutions.

2.00 Statutory Authority

By statute, the Colorado Commission on Higher Education has the responsibility to review and approve proposals for new programs. The statute (C.R.S. 23-1-107(1)) reads:

> **The commission shall review and approve, consistent with the institutional role and mission and statewide expectations and goals, the proposal for any new program before its establishment in any institution and transmit its decision to the institution within a reasonable time after receipt of such proposal. No institution shall establish a new program without first receiving the approval of the commission. As used in this subsection (1), "new program" includes any new curriculum that would lead to a new vocational or academic degree. The commission shall further define what constitutes an academic or vocational program and shall establish criteria or guidelines that define programs and procedures for approval of new academic or vocational program offerings**.
>
> **Establish such academic and vocational education planning as may be necessary to accomplish and sustain system wide goals of high quality, access, diversity, efficiency, and accountability (C.R.S. 23-1-108 (b)).**

1 Proposals for Associate of Applied Science degree programs follow the process outlined in *An Agreement on the Process and the Principles for Approval of A.A.S. Degree Programs*

3.00 Goals, Principles, and Terminology

3.01 Policy Goals

The goals of CCHE's approval policy for academic degree programs include:

- Fostering high quality, innovative degree programs that offer quality learning opportunities for students.
- Coordinating the degree approval process to ensure that all programs support the statutory role and mission responsibilities of Colorado public higher education institutions and protect against unnecessary duplication.
- Assisting the governing boards in ensuring program quality, prudent use of resources, and the program's capacity to meet the needs of its students.

3.02 Principles

The policy is based on the following principles:

1. The Commission, the governing boards, and the institutions are accountable to the General Assembly and the taxpayers of Colorado for wise stewardship of state resources.
2. The Commission is accountable to protect the rights of students who pursue degree programs in the public system of higher education, including implementing the Student Bill of Rights.
3. All degree programs approved under this policy are program and institution specific. An institution may not extend its degree granting authority to other institutions.
4. The Commission approval process applies to all curriculum regardless of funding method, including cash-funded or programs offered under enterprise status.
5. The Commission-established criteria include role and mission, bona fide need, and consistency with statutory requirements. The governing boards will evaluate the program quality and institutional capacity to offer the proposed degree.
6. Bona fide need is measured by the program's intrinsic value, i.e., the graduation requirements are within statutory limits and provide real value to students, and its extrinsic value, i.e., student demand for the program and state need for the graduates. Duplication is measured by number of degree programs available in Colorado and the cost of delivery.

4.00 Process and Procedures

The academic degree approval involves:

- Review of state issues (role and mission, duplication, bona fide need).
- Governing board approval.
- Post-approval review.

4.01 Review of State Issues

4.01.01 Prior to governing board action to approve a new academic degree, a governing board shall forward to CCHE an electronic copy of the proposal materials prepared for the governing board, including:

- Curriculum design, including course descriptions and prerequisites.
- Table 1: Enrollment and Graduation Projections
- Table 2: Physical Plant Needs
- Table 3: Revenue and Expense Projections
- External consultant's review if the institution is proposing a graduate degree program.

4.01.02 CCHE will respond within 60 calendar days from the data that all required material is submitted. It will review the proposal in the context of role and mission, duplication, consistency with the Student Bill of Rights and other statutory requirements.

4.01.02.1 If CCHE determines that the proposed program does support an institution's statutory role and mission, is non-duplicative, and meets statutory requirements, it will inform the governing board and the institution may proceed to act on the proposal.

4.01.02.2 If CCHE determines that the proposed program is inconsistent with role and mission or duplicative, it shall communicate the concern in writing to the requesting governing board. No new degree will be approved or implemented if CCHE determines the program is inconsistent with role and mission or duplicative.

4.02 Governing Board Approval.

4.02.01 The governing board shall review the quality of the degree and the capacity of the institution to offer the proposed degree program. If the governing board accepts the responsibility for delivering the degree program, including providing the financial support as needed to maintain a quality curriculum, it shall vote on this action in a public meeting and forward its approval decision to CCHE.

4.02.02 The governing board shall forward a Statement of Assurances that states that the governing board accepts the fiduciary responsibility for the degree program and will provide the necessary resources to support the degree.

4.02.03 CCHE shall report the governing board approval actions semi-annually as part of the Commission agenda.

4.03 Post-Approval Review

Commission staff will report annually to the Commission on the student enrollment and completion data of degree programs (*Annual Follow-Up Report of Newly Approved Degree Programs)*. The third and fifth years following program implementation are accountability milestones in the degree approval process.

4.03.01 If a degree program fails to meet its enrollment projections, graduation projections, or the students' progress toward a

baccalaureate degree indicates that it will not meet projections or state benchmarks, the Commission will take appropriate action including discontinuing the degree program. This action will occur when the institution's program is in third year of the *Annual Follow-Up Report of Newly Approved Degree Programs*. Discontinuance means the institution may not admit new students and has two years to teach-out the enrolled students. The governing board has a right to testify at the Commission meeting, documenting its appeal with validated data on student demand.

4.03.02 If a program meets its enrollment and graduation projections and the state benchmarks, the Commission will grant full approval to the degree program at the end of the fifth year. It will be placed in the normal governing board review procedures.

4.03.03 If the institution does not implement the degree within two years, the approval to offer the program shall expire.

4.03.04 The approval is valid under the condition that the institution maintains accreditation by Higher Learning Commission, a commission of the North Central Association of Colleges and Schools (NCA). An institution shall inform the Commission in advance of any NCA comprehensive or focused visit and provide the Commission with a copy of the NCA final report. CCHE will send a representative to the NCA exit interview as an observer.

4.04 Changes to existing approved programs.

4.04.01 Proposals that involve expanding the academic scope of an approved degree, program "restructuring," or substantive academic changes shall follow the approval process outlined in the section 4.01 of this policy and the governing board review procedures that apply to this type of program request.

4.04.02 Program name changes and "new programs" that involve the consolidation of several existing programs into one program or renaming an existing program may be approved by CCHE staff. The governing board needs to forward requests in a letter.

Appendix A:

Definition of Terms

An academic degree program consists of an approved curriculum that meets academic standards that are consistent with an accredited institution and comply with statutory requirements.

Academic year is the period of time extending from July 1 of one year and ending June 30 of the succeeding year.

Degree level refers to the level of degree/certificate conferred upon the student for successful completion of a program (for example, certificate, associate, baccalaureate, doctorate).

Degree title is defined as the specific academic designation that is awarded upon completion of the curriculum. Additional degree titles may not be appended to the approved program without Commission approval, since the degree title is part of the approval process.

- Associate of Arts (A.A.). A two-year academic degree designed to transfer to a four-year degree program, limited to 60 credits.
  - An Associate of Arts without distinction is designed to transfer into liberal arts programs.
  - An Associate of Arts degree with a program distinction is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

- Associate of Science (A.S.). A two-year academic degree designed to transfer to a four-year degree program, limited to 60 credits.
  - An Associate of Science without distinction is designed to transfer into math and science degree programs.
  - An Associate of Science degree with a program distinction is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

- Associate of General Studies (A.G.S.). A two-year academic degree not designed to transfer, limited to 60 credits.

- Bachelor Degree. A four-year academic degree, limited to 120 credits, with one of the following degree titles.
  - Bachelor of Arts (B.A.) and Bachelor of Science (B.S.)
  - Bachelor of Fine Arts (B.F.A.) A visual or performing arts degree that meets accreditation for the studio arts.
  - Bachelor of "specific field" (e.g., Social Work, Nursing, Business Administration). An accredited professional degree program. Professional degree programs that are required to meet external accreditation requirements may be approved by the Commission to exceed the 120 statutory baccalaureate degree limit.

- Master's Degree. A graduate degree that requires the successful completion of a program of study of at least 1 but not more than 2 academic years of work beyond the bachelor's degree.
    - Master of Arts (M.A.) and Master of Science (M.S.) A 30 to 60-credit degree program that requires a thesis or research project.
    - Master in a "specific field" (e.g., Social Work, Nursing, Business Administration). A course only degree program.

- First Professional Degree. An entry-level degree in one of the 11 nationally designated fields of study.
    - Chiropractic (D.C., D.C. M.)
    - Dentistry (D.D.S.)
    - Law (L.L. B., J.D.)
    - Medicine (M.D.)
    - Optometry (O.D.)
    - Osteopathic Medicine (D.O.)
    - Pharmacy (Pharm. D)
    - Podiatry ((D.P.M.)
    - Veterinary Medicine (D.V.M.)
    - Rabbinical and Talmudic Studies (M.H.L, Rav)
    - Divinity Ministry (M. Div)

- Doctoral Degree. An award that requires advanced work beyond the master's degree at the graduate level, including the preparation and defense of a dissertation based on original research or the planning and execution of an original project involving applied research. A award has one of the following degree titles.
    - Doctor of Philosophy (Ph.D).
    - Doctor of Education (Ed.D)

Program name is the official designation, determined by the institution and approved by the Commission that describes the program, for example: Sociology, Biochemistry, or Nursing. The approved program name is the only descriptor that may be used to identify a program in publications or on a diploma. While the diploma may not list program options or tracks, a transcript may provide such information.

APPENDIX B

The Academic Degree Approval Policy specifies three tables that each institution is required to submit with the program proposal. They provide program demand and capacity information necessary for the governing board and the Commission to assess the cost effectiveness and program demand for the proposed program.

- Enrollment and graduation projections will be used to monitor actual student demand for the degree program.

- When the governing board signs the statement of assurances, it accepts the responsibility for providing the resources as stated in Table 3.

- While the governing board may add additional signatures to these forms, the current signatures are required.

Statement of Assurances, signed by governing board president.

The letter shall state in effect that

"In conveying this proposal, the governing board makes the following assurances:

1. The governing board has thoroughly reviewed the implementation plan for the proposed [name of degree program] and finds it of high quality and with appropriate funding.
2. The governing board commits to ensuring that the quality and funding stay at appropriate levels into the future.

The governing board voted to approve this degree program on [date of board meeting] with an implementation date beginning [month, year]."

TABLE 1: ENROLLMENT PROJECTIONS

Name of Program: _____

Degree Title _____

Name of Institution: _____

DEFINITIONS:

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

SPECIAL NOTES:

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount						
1-b	Out-of-State Headcount						
2	Program Headcount						
3-a	In-state FTE						
3-b	Out-of-state FTE						
4	Program FTE						
5	Program Graduates						

_____ _____

Signature of Governing Board Information Officer Date

TABLE 2 - PHYSICAL CAPACITY ESTIMATES

Name of Program: _____

Name of Institution: _____

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

_____ _____

Governing Board Capital Construction Officer Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAIL-ABLE	RENOVATION		NEW CONSTRUCTION		LEASE/ RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed.	Future	Immed.	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/General Use								
Other:								
TOTAL								

* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift(GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

_____ _____

Governing Board Capital Construction Officer Date

TABLE 3 - PROJECTED EXPENSE AND REVENUE ESTIMATES

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT in DOLLARS (PV)				
		YEAR 1	Year 2	Year 3	Year 4	Year 5
Operating Expenses:						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
Program Start-Up Expenses						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
TOTAL PROGRAM EXPENSES						
Enrollment Revenue						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
Other Revenue						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
TOTAL PROGRAM REVENUE						

**If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

Signature of Governing Board Financial Officer _____ Title _____ Date _____

DEFINITIONS for TABLE 3: PROJECTED EXPENSES AND REVENUE ESTIMATES

COST DEFINITIONS:

Faculty:	Compensation for instructional faculty (salaries and benefits).
Financial Aid:	The total amount of grants, scholarships, teaching assistantships, and work-study dollars that are designated for students enrolled in the proposed program.
Instructional Materials:	The total dollars budgeted for instructional materials, computer support for the proposed program.
Program Administration:	Compensation for secretarial staff and the department chair, travel, and non-instructional program materials. Do not include the costs attributed to executive management costs, i.e., governing board or general institution administration costs.
Rent/Lease:	The actual costs associated with renting space necessary for the program.
Other Op. Costs:	Any other operating costs that are program related that are not included elsewhere.
Total Operating Expenses:	The sum of the annual expenses associated with delivering the proposed program, including Equipment, Faculty, Financial Aid, Instructional Materials, Program Administration, Rent/Lease, and Other Operating Costs.
Capital Constr.:	The estimated capital construction costs for program space needs identified in Table 2.
Equipment Acquisitions:	The capital expenditures for new equipment necessary to deliver the program as proposed (one-time costs), excluding maintenance and upgrades.
Library Acquisitions	The additional dollars in the library budget that will support the proposed degree program's needs.
Total Program Start-Up Exp.:	The sum of all one-time expenditures associated with implementing the program, including capital construction, equipment acquisitions, and library acquisitions.
Total Program Expenses:	The sum of Total Operating Expenses and Total Program Start-Up Expenses.

REVENUE DEFINITIONS:

General Fund: State Support	The state funds that will be generated using the current higher education funding formula (average state appropriation per resident FTE times by projected program FTE).
Cash Rev: Tuition	Cash generated from the tuition charged to students who enroll in the program.
Cash Rev: Fees	Cash generated from program or course fees charged to students who enroll in the program.
Federal Grants	The portion of revenue received from federal grants programs that will directly support the program or the program's students.
Corporate Grants /Donations	Corporate grants, endowments, or donations that will support the academic program teaching or research activities.
Other Fund Sources	Outside funds not included above that will support the program if approved.
Inst. Reallocation	The funds that the institution has committed to support the program to meet expenses.

Total Pgm. Revenue	The total of General Fund, Tuition, Fees, Federal Grants, Corporate Grants, Institutional Reallocation, and Other Revenue.

TOPIC: **REVISIONS TO ACADEMIC PLANNING POLICY**

PREPARED BY: **WILLIAM G. KUEPPER**

I. SUMMARY

This agenda item presents revisions to the current Academic Planning Policy so that the annual report on academic planning submitted to the Commission by the governing boards is 1) more prospective rather than retrospective and 2) reflects changes in that have been evolving over several years through discussions between Commission and governing board staffs.

When first adopted in 1985, the major incentive for the policy was a Commission concern that academic planning was not taking place at institutional or governing board levels in any systematic way. Consequently the required annual academic planning reports from the governing boards to the Commission reflected that emphasis on the planning processes.

The Commission more recently has held the view that the process is more appropriate for the governing board role and responsibilities. The proposed revisions exclude descriptions of the planning processes and past results. Instead the report focuses on what will be taking place and includes the following elements:

- The institutional Academic Planning Report(s) as considered by the governing board;
- Planning initiatives under consideration;
- Potential new academic and vocational programs;
- Possible program discontinuances;
- Proposed responses to specific issues raised in the Commission's Master Plan
- Initiatives planned to promote diversity;
- Significant changes to previous academic plans.

Commission staff will summarize the governing board reports and recommendations for future action in an annual report to the Commission on academic planning.

Because it believes this change will make the academic planning process more efficient and effective, and the annual report more useful, Commission staff recommends that the Academic Planning Policy be amended as shown in Attachment A.

II. BACKGROUND

The current academic planning policy requires that an annual report on academic planning be submitted to the Commission by each governing board. In response to state concerns about the lack of academic planning, the Commission decided in 1985 to require an annual report from the governing boards assuring that such planning was taking place both at the governing board and institution levels. In 1997, the Commission adopted its current policy on Academic Planning, which continues that requirement.

Academic planning is part of what often is entitled institutional strategic planning in colleges and universities. While the term provides some discomfort in the academic setting due to its military origins, the concept of planning in the context of dynamic external and internal environments has never been more valuable. A dramatically shifting economic situation, changes in educational leadership, major legislation effecting higher education, substantial modifications in the higher education governance structure, all influence governing board and institutional academic planning in the state. Adaptable institutions, with a clear sense of direction, have the greatest chance of success in a rapidly changing environment.

Academic planning takes many different forms in the higher education system in Colorado. The variation is due significantly to differences in institutions and governing boards and to the fact that a number of different approaches to planning at colleges and universities have proven useful. The report on academic planning, which was on the Commission's April agenda, notes "These are dynamic processes with plans being reviewed, fine-tuned, modified, and reinterpreted on an annual basis. The planning processes consciously reflect the institutional missions, the priorities of the respective governing boards, and external mandates.

The annual reports outline the planning processes, note the outcomes of the planning, and show how the planning influences decision-making. Following their receipt, Commission staff review all of the reports, and then, in recent years, has met with staff of each governing board to discuss the reports. A summary of the past year's planning activities by governing board was appended to the April Report on Academic Planning. As was noted in that report, it is clear that substantial academic planning now occurs at the institutions and at the governing board level.

A number of recent academic initiatives have resulted from a combination of governing board planning and external mandates, e.g., legislative action. These include an overhaul of teacher education, review of institutional missions, and transfer of credit. In addition, substantial modifications are being made in the governance of the system of higher education in the state with some institutional missions being modified and three institutions being removed from existing systems and receiving their own governing boards. All have had major implications for academic planning.

III. STAFF ANALYSIS

The Commission's rationale in 1985 for adopting a policy on academic planning and including a requirement for an annual report was clear—academic planning was not being done in a systematic way by some institutions and governing boards. The report was a way of assuring attention was paid to academic planning and provided a progress report on the processes and outcomes. As such it was, and remains, primarily retrospective.

Because the report has focused on processes and on outcomes already achieved, its usefulness to the Commission declined. Development of sound academic planning processes and practices at the institutions and governing boards now makes regular Commission oversight of the academic planning processes no longer necessary. Thus, the focus of the annual report can now be prospective rather than retrospective.

To help achieve that goal, the report will now include:

- The institutional Academic Planning Report(s) as considered by the governing board;
- Planning initiatives under consideration;
- Potential new academic and vocational programs;
- Possible program discontinuances;
- Proposed responses to specific issues raised in the Commission's Master Plan
- Initiatives planned to promote diversity;
- Significant changes to previous academic plans.

One particular element that has been retained from the previous reports is the list of potential academic and vocational programs. These lists are compiled into a master list by Commission staff and shared with each governing board. The list serves as an early warning system, providing an opportunity to identify and raise questions or concerns about a potential new program before a proposal is developed. Analyses of the list also can help Commission staff identify areas where additional program development may be useful.

These changes in the report requirements are not intended to say that it is no longer necessary for Commission staff to interact with governing board staff about planning processes and, especially, the issues that are raised by, or addressed in, institutional and governing board academic planning. Meetings of the Academic Council and direct interaction between governing board and Commission staff provide excellent opportunities to discuss these matters when the need arises.

In sum, the proposed policy changes reflect the substantial development of academic planning in the system, the continuing evolution of the required annual report on academic planning, and the goal of making the report even more prospective in nature.

IV. STAFF RECOMMENDATION

That the Commission approve the revised Policy on Academic Planning.

Attachment A

SECTION I

PART O ACADEMIC PLANNING

1.00 Objectives

Academic planning enables the Commission to foresee areas in which new policy or funding initiatives are desirable.

2.00 Statutory Authority

By statute, the Colorado Commission on Higher Education must establish academic planning that supports systemwide higher education goals. The statute (C.R.S. 23-1-108) reads as follows:

> **The commission shall:(a) Establish a policy-based continuing system wide planning, programming, and coordination process to affect the best use of available resources.**
>
> **(b) Establish such academic and vocational education planning as may be necessary to accomplish system wide goals of high quality, access, diversity, efficiency and accountability.**

3.00 Governing Board and Institutional Planning

3.01 Institutional Planning Documents

Each higher education governing board shall ensure that all institutions under its authority have appropriate planning processes established, that governing board planning priorities and criteria, as appropriate, have been observed, and that institutions have developed planning documents. The planning documents should be used to guide institutions' academic decisions, including but not limited to the development of new degree program proposals, program discontinuance, the review of existing academic programs, and other new institutional initiatives.

3.02 Each governing board shall submit to the Commission an annual report on academic planning that shall include:

- The institutional Academic Planning Report(s) as considered by the governing board;
- Planning initiatives under consideration;
- Potential new academic and vocational programs;
- Possible program discontinuances;
- Proposed responses to specific issues raised in the Statewide Master Plan
- Initiatives planned to promote diversity;
- Significant changes to previous academic plans.

The governing board report shall be due on the last working day in January.

4.00 Commission on Higher Education Summary and Report

CCHE staff shall summarize how academic planning has addressed system-wide goals of high quality, access, diversity, efficiency and accountability. The annual report to the Commission also shall recommend any further steps that need to be taken to help ensure that state and system goals are achieved.

This annual report shall be completed and made available to the Commission at its May meeting.

TOPIC: **UNIVERSITY OF COLORADO AT COLORADO SPRINGS – STUDENT HOUSING FOR UPPERCLASSMEN AND GRADUATE STUDENTS**

PREPARED BY: **JOAN JOHNSON**

I. SUMMARY

The University of Colorado at Colorado Springs (UCCS) is planning to construct 300 new apartment-style beds for its upperclassmen and graduate students as part of the long-range goal of moving UCCS into a true four-year residential institution. The program plan outlines the need for these additional beds, and since the program plan was first submitted, the university has moved in the general direction of privatizing the entire project. In addition to the 102,000 square foot building, the project includes 225 new parking spaces and replacement of 159 parking spaces displaced by the new housing, along with recreational spaces and additional infrastructure. The university owns the land.

On March 17, 2003, UCCS issued an RFP (Request for Proposals) for private developers to design, build, finance, furnish and operate an apartment-style housing facility for upperclassmen. Over 50 individuals attended the required information session on March 24. Subsequently, nine different development groups submitted proposals. Four groups were chosen for oral presentations that were held May 12, and the finalists were narrowed to three. The Board of Regents will be asked to award the contract to one of the finalists May 27, 2003.

Each of the finalists indicated a willingness to take on all parts of the project; but they also indicated a desire to explore university financing of the project. UCCS plans to finance the project with University of Colorado Enterprise System Revenue Bonds for a term of 30 years. All other aspects of the project: design, construction, furnishing and operating will be done by the chosen private sector developer.

II. BACKGROUND

On January 8, 2003, the CCHE Capital Assets staff met with UCCS facilities personnel and other interested parties, including CU system capital personnel, about four upcoming 202 capital projects for the UCCS campus. Three of these projects have been approved by the CCHE staff, the CDC and the JBC. The fourth project would add apartment-style housing for upperclassmen and graduate students.

CCHE staff strongly suggested at this meeting and in subsequent meetings and telephone conversations that UCCS completely privatize the project from the beginning. This suggestion is in keeping with the Commission's approval of housing projects on other campuses in the last several years which have either been partially or completely privatized, depending on whether the housing is for freshmen or upperclassmen. Privatization has, in most cases, resulted in considerable savings, particularly for students.

The CU Board of Regents approved both the program plan for this additional housing and a funding and financing plan at their February 20, 2003, meeting. In the resolution on the program plan, Regent Paul Schauer added an amendment that stated, "It is the University's intention to pursue a Public-Private partnership for the development, financing, construction, and management of the project. The cost of the project will not exceed $20,000,000; this cost will be repaid through student rental fees over the financing period. The value of the negotiations will focus on the most efficient cost value in the best interest of the students, the University, and the state."

On March 17, 2003, UCCS issued an RFP (Request for Proposals) for private developers to design, build, finance, furnish, and operate this proposed facility. Over 50 individuals attended the required information session on March 24. Subsequently, nine different development groups submitted proposals. A panel composed of members of the residence life staff, the vice chancellors for student success and administration and finance, members of the facilities services staff, and members of the auxiliary services staff judged those submissions. Five of the proposals were chosen for the next stage which was that of an oral presentation. Prior to the oral presentations, each of the five development teams met with the Design Review Board of the University of Colorado system to discuss design requirements. One team then withdrew from the process.

On May 12, the four remaining teams provided additional information regarding fees and gave oral presentations which included team qualifications, a conceptual design for the project, and a timeline for completion. The evaluation committee for the oral presentations consisted of those listed above for the initial screening as well as a member of the University of Colorado system, a faculty member, two students, and a representative of the Design Review Board.

UCCS considered each team well qualified and experienced in managing or developing a minimum of 12,000 beds. According to UCCS, each not only indicated a willingness to take on all parts of the project but also a desire to explore university financing of the project. Three teams remain under consideration and the Board of Regents will be asked to award the project to one of the finalists at their May 27, 2003, board meeting.

Once the contract is awarded, the UCCS staff and the chosen developer will finalize the costs for the project which will not exceed $16 million. Terms of the ground lease will

be negotiated, and UCCS has decided that university financing of the project with 30-year University of Colorado Enterprise System Revenue Bonds would be best for both the developer and, ultimately, the students. This type of financing produces lower interest rates and higher credit ratings. Since this financing makes the project less expensive for the developer, the rental cost to the students can be kept to a more reasonable rate. Project rentals will pay off the bonds.

After CCHE, the CDC and the JBC approve the project, the chosen development team will complete the design for the project to the extent that a Guaranteed Maximum Price (GMP) will be negotiated within the financial guidelines of the program plan. These guidelines, contained in the CC-C form which accompanied the program plan, call for a $16 million project.

Construction is slated to begin in the fall of this year (2003) and the housing will open for students in August, 2004.

III. STAFF ANALYSIS

UCCS, with the services of Anderson Strickler LLC (ASL), an educational real estate consulting firm, conducted a market study during the 2002 fall semester to determine the need for additional student housing on campus. The study showed an immediate demand for approximately 300 beds, with demand expanding in future years. Student responses to the market study also demonstrated that juniors are the best potential clients for the new apartment-style facility.

UCCS opened its current residence halls in 1996 with Phase I of the Campus Housing Village. This accommodated 300 students. Phase II opened in the summer of 1997 adding 297 more beds, which provides housing for 597 students. All students in these dormitories must purchase a central meal plan.

According to the program plan, several factors are driving the current need for additional housing construction at UCCS. In the summer of 2002, Housing Village applications reached a record 112 applications above capacity. ASL's report concluded there was a demand for additional housing on the campus and that apartment style housing with four single bedrooms was the most preferred housing type. Additionally, the survey found there are no housing properties in the community at large with a significant student population.

The study also found that even though Colorado Springs apartment rental trends are moving toward increasing vacancy rates and reduced rental costs, the geographic isolation of the campus and a variety of economic factors limit the viability of the campus taking advantage of this rental space in any meaningful way. Off–campus housing

deprives students of the programmatic, academic, and social benefits that are central to residing in campus housing facilities.

Phase III of the Residence Life and Housing Program will also help support the Vision 2010 growth goal by increasing campus housing options for at-risk, international, upper-class and graduate students.

The facility

UCCS estimates that each of the 300 beds would occupy a space of approximately 340 square feet per bed, including common space. Thus, the building would be around 102,000 square feet. Again reflecting the preferences in the ASL study, 108 of the beds would be in 27 units consisting of 4 single bedroom apartments, 68 beds in the two single bedroom apartments, 72 beds in efficiency apartments, and 52 beds in 13 units that would have two double bedrooms. UCCS plans to work with the chosen developer on the final number for each of the above as well as the inclusion of laundry facilities, common rooms, study spaces, etc.

Infrastructure

Parking is included in the cost, and the needed parking is based on 225 spaces for the housing project along with the need to replace 159 current parking spaces that will be displaced by the housing facility. The cost for recreation spaces and infrastructure are also included in the $16 million cost.

Connections to utilities and datalines will also have to be provided. The current gravel road will be paved. These are also included in the $16 million cost.

Conclusions

Privatization of all aspects of this project, except for the financing, is desirable and seems to be the intention of the university. In fact, it said in a summary of the past 4 months: "Given the need to complete this project within a short time frame as well as the desire to allow the university of focus on the academic mission, privatization provides the best value to the university."

UCCS also believes financing by the university could provide a substantial savings in terms of lowered housing costs for students and possibly streamline the process of completing the project.

IV. STAFF RECOMMENDATION

That the commission approve the University of Colorado at Colorado Springs New Student Housing Project for Upperclassmen and Graduate Students. The project will be privatized with the recommendation for approval containing the following elements:

1. **The University will provide the financing for the project through Enterprise System Revenue Bonds and the financing will be for 30 years;**

2. **A ground lease with the chosen developer will be part of the negotiations;**

3. **The project shall not exceed $16 million.**

Appendix A

STATUTORY AUTHORITY

23-1-106. Duties and powers of the commission with respect to capital construction and long-range planning.

(1) It is declared to be the policy of the general assembly not to authorize or to acquire sites or initiate any program or activity requiring capital construction for state-supported institutions of higher education unless approved by the commission.

(2) The commission shall, after consultation with appropriate governing boards of the state supported institutions of higher education and the appropriate state administrative agencies, have authority to prescribe uniform policies, procedure, and standards of space utilization for the development and approval of capital construction programs by institutions.

(3) 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 construction shall commence except in accordance with an approved master plan, program plan and physical plan.

(4) The Commission shall ensure conformity of facilities master planning with approved educational master plans and facility program plans with approved facilities master plans.

TOPIC: **REVISIONS TO REMEDIAL POLICY**

PREPARED BY: **SHARON M. SAMSON**

I. SUMMARY

This agenda item presents revisions to CCHE's Remedial Policy (Attachment A). This topic was discussed at both the March and April Commission meetings. At the April Commission meeting, the Commission requested staff to revise the Remedial Policy to correct the procedures that are not working for students. The research suggests specific policy areas to improve academic performance, including specifying a common test for remedial placement, mandatory student placement into remedial courses, enrollment in remedial courses upon initial entry to the college, restricting admission to potential transfer students who have not resolved remedial deficiencies, and requiring students who declare a major to resolve all remedial needs prior to enrolling in courses required in the major.

The major changes in the proposed policy include:

(1) Common placement test. Designating the Accuplacer as the placement tests that will be acceptable for determining remedial placement.
(2) Placement testing will be required of all entering enrolled students, both full-time and part-time, unless they:
   - have taken the ACCUPLACER test within the past five years,
   - scored a 23 on the ACT Math test, 18 or more on the ACT English test, 17 on the ACT Reading test,
   - scored 500 or more on the SAT- verbal (English) and SAT-quantitative (math) test.
(3) Mandatory placement into remedial courses.
(4) Restricting admission of transfer students who have not resolved remedial deficiencies. While community colleges have open admission, this limit applies to four-year institutions only. All students identified as needing remediation will be required to complete remedial course work within the first 30 hours and prior to transferring to a four-year institution.

The staff propose that the revised policy be implemented in 2004-05 with the caveat that the completion of all remedial requirements prior to transfer will have a two-year phase-in (2005-06). This provides institutions time to establish testing centers, change publications, and modify registration systems to reflect the change in policy. More importantly, the timing ensures that the incoming students in an academic year receive the same advice and are held to the same standards. CCHE will continue to monitor the ACT cut scores with the governing board representatives.

CCHE staff recommend that the Commission approve the proposed revisions to the Remedial Policy. The test scores listed in the technical appendices are preliminary and will be adopted later this year based on empirical data.

II. BACKGROUND

C.R.S. 23-13-104 describes the statewide expectations of higher education, including alignment of admission requirements to the skills and abilities that a freshman student must have to be successful at the institution. The statute recognizes that not all students may acquire these skills in high school. Consequently it explicitly lists remedial education as a community college role and responsibility.

Under C.R.S. 23-1-113.3, the institutions "shall track all students who are required to take basic skills courses," and the Commission "shall transmit annually to the education committees of the Senate and House of Representatives, the Joint Budget Committee, and the Department of Education an analysis of that data." CCHE began collecting data in the 2000-01 academic year. Two years after the Commission implemented its Remedial Policy, it conducted a policy analysis.

The 2003 analysis focused on the policy's effectiveness. The data indicate that the policy needs clarification. Not only is it difficult to interpret the data with the variety of remedial assessments used, but the implementation is confusing to students. To address these problems, the Commission directed staff to review the Remedial Policy, 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.

Admission advisors and counselors advocated a 2004-05 implementation timeline and that this change be resolved in June 2003 to clearly inform students enrolled in 2003-04 of the changes indicating that it would be consistent with good advising practices.

A number of studies document a high level of correlation between student academic success and the following program characteristics:

- required entry-level testing,
- mandatory placement in basic skills courses,
- continuous evaluation,
- interface between remedial and college-level courses, and
- using technology to offer remediation through alternative instructional media.

Approximately fifteen states require remedial testing upon admission. Like Colorado, the primary intent of a state remedial policy is to increase student academic success by giving

them the necessary skills to succeed in college-level courses, particularly general education courses that rely on basic skills in reading, writing, and mathematics. For example, Worster State College's catalog states

> **"Though required of all accepted students, Accuplacer is not meant to put forth fear in any student (so relax!).** Instead, it gives students information about their skills in writing, reading, and mathematics, and will tell them at what level they need to begin their college studies."

Attachment B illustrates California's approach to remedial testing.

III. STAFF ANALYSIS

The April agenda item identified several problems.

(1) The remedial data is understated -- 49 percent of first-time freshmen entering colleges were not evaluated in 2001-02.

(2) The identification of remedial needs is unreliable. Institutions used a variety of placement tests to measure mathematics and writing ability. Some institutions using the same test used different cut scores.

(3) Timing of remedial testing too late to achieve policy goal of:

- 5,797 continuing students were not assessed during their freshman year and of these, 50 percent (3,362) needed remediation.

(4) Students were not advised or did not follow advice to resolve remedial deficiencies during the first year of college enrollment.

- 1,153 students transferring to four-year colleges had unresolved remedial needs.

(5) Because of differences in testing practices, students were not able to demonstrate that they were assessed previously or if they needed remediation. Institutions gave students the benefit of the doubt since documentation was difficult to coordinate.

The policy analysis concluded that the current policy does not appear to meet its goal of increasing the success of first-time students.

CCHE has consulted with a technical advisory committee that developed the research questions, advised CCHE on the methodology for computing the variables, and reviewed the data results. The committee analyzed 9,218 students who enrolled in college level math

courses. It categorized students into two groups – those that passed math courses and those that did not – and sorted by ACT math score.

A natural break occurs at the ACT score of 23. At least 71 percent of these students pass college level math regardless of institution. The numbers drop significantly below this level. The only institution that does not follow this pattern is UCD, which requires all first-time students to take the complete set of placement test prior to registration and enroll in the needed remedial courses immediately. At UCD the pass rate in college math courses is consistently high (79%) for all ACT scores since the students scoring below 23 must enroll in remedial math. Staff, in consultation with governing boards, will continue to analyze the academic performance patterns of students annually and modify the cut scores in the technical appendices based on empirical data.

CCHE consulted with the Academic Council, discussing the proposed non-technical changes at the May Academic Council meeting and with the community college faculty and administrators at the Two-Year College Conference.

Admitting transfer students with unresolved remedial needs appears counterintuitive to the institutional role and mission statements. If applicants are advised to begin their college careers at a community college, it appears reasonable to assume that they resolve remedial needs there. Otherwise the student will continue to experience academic difficulties. This practice creates an additional data burden on institutions reporting remedial data. It requires institutions to continually monitor the remedial assessment and enrollment in all four years, including students who took placement tests in their sophomore, junior or senior year. While some anxiety exists about the enrollment impact of this standard, it has strong academic basis, particularly with the new transfer agreements in effect.

On a practical level, some institutions experienced problems identifying degree-seeking students for assessment testing. They explained that computerized registration systems are not designed to selectively differentiate degree-seeking undergraduate students. Consequently, students slipped through the cracks – approximately 6,000 students were not assessed after enrolling two semesters. To alleviate the problem, the revised policy includes remedial testing for all first-time enrolled students with the single exception of non-degree-seeking students who are enrolled exclusively in a personal enrichment or avocational course (e.g., Swimming).

IV. STAFF RECOMMENDATION

That the Commission approve the revisions to the Remedial Policy.

Attachment A

PART E STATEWIDE REMEDIAL EDUCATION POLICY

1.00 Introduction

This policy is designed to ensure that:

- All first-time undergraduate students are prepared to succeed in college level courses.
- Students assessed as needing remedial instruction have accurate information regarding course availability and options to meet the college entry-level competencies**.**
- Colorado public high schools are informed about the level of college readiness of their recent high school graduate.

The policy applies to all state-supported institutions of higher education (i.e., four-year and two-year colleges), including all students enrolled under postsecondary options and students enrolled in general education courses offered as a cash-funded program. The governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the policies set by the Commission within the authorities delegated to it by **C.R.S. 23-1-113.3**.

> **Commission directive – basic skills courses.** (1) ON OR BEFORE SEPTEMBER 1, 2000; THE COMMISSION SHALL ADOPT AND THE GOVERNING BOARDS SHALL IMPLEMENT STANDARDS AND PROCEDURES WHEREBY BASIC SKILLS COURSES, AS DEFINED IN SECTION 23-1-113 (4) (c), MAY BE OFFERED BY STATE INSTITUTIONS OF HIGHER EDUCATION PURSUANT TO THIS SECTION.

2.00 Role and Responsibilities

2.01 Commission Role and Responsibilities

2.01.01 To design and implement statewide policies for remedial education.

2.01.02 To provide the General Assembly information on the number, type, and cost of remedial education provided.

2.01.03 To develop appropriate funding policies that support the institutional roles and missions.

2.01.04 To ensure the comparability of these placement or assessment tests.

2.01.05 To ensure that each student identified as needing basic skills remedial course work is provided with written notification identifying which state institutions offer such basic skills courses and the approximate cost and relative availability of such courses, including any electronic on-line courses.

2.02 Governing Board Role and Responsibilities

2.02.01 To ensure that each enrolled first-time undergraduate student enrolled at one of its institutions is assessed in reading, writing and mathematics prior to enrolling in the second semester of their college career. UNLESS THE STUDENT HAS

- TAKEN THE ACCUPLACER TEST WITHIN THE PAST FIVE YEARS,
- SCORED ABOVE THE ACT MATH TEST SCORE, THE ACT ENGLISH TEST CUT SCORE, AND THE ACT READING TEST,
- SCORED ABOVE THE SAT- VERBAL (ENGLISH) AND SAT-QUANTITATIVE (MATH) TEST,
- SUCCESSFULLY COMPLETED A COLLEGE LEVEL WRITING AND COLLEGE LEVEL MATH COURSE,
- OR IS ENROLLED EXCLUSIVELY IN A PERSONAL ENRICHMENT OR VOCATIONAL COURSE.

Cut scores are listed in Appendix A.

2.02.02 To ensure that each enrolled first-time undergraduate student whose assessment or placement scores indicates inadequate college preparation in reading, writing, and mathematics has the appropriate advising information regarding the necessity to enroll in remedial skill classes during the first semester following a placement test.

2.02.03 To ensure that each, first-time student shall take placement or assessment tests in reading, writing, and mathematics and the institutions inform the students needing remedial instruction of the responsibility to complete the course work within the first 30 semester hours.

2.02.04 To ensure that each student identified as needing basic skills remedial course work is provided with written notification identifying which state institutions offer such basic skills courses, including any electronic on-line courses.

2.03 Institutional Role and Responsibilities

2.03.01 To assess college readiness in English (reading and writing) and mathematics and ensure that the state approved tests are administered as needed.

2.03.02 To inform students who are diagnosed as needing remedial course work that the student needs to complete remedial course work no later than the end of the freshman year (i.e., within the first 30 semester hours matriculated as a college student) and prior to transfer.

2.03.03 To offer basic skills courses as allowed within statutory role and mission.

2.03.04 To submit remedial data to the Commission.

2.04 Student Responsibilities

2.04.01 To take the required institutional assessment or placement tests in reading, writing, and mathematics as part of the admission (entrance) requirements.

2.04.02 To complete all appropriate remedial course work no later than the end of freshman year (i.e., within the first 30 semester hours) if the placement scores indicate remedial needs.

3.00 Terminology

3.01 Basic Skills

Courses that are designed to provide instruction in academic skills or remedial courses that are necessary content preparation for college level work. By definition, basic skills courses will not count as credit for any academic degree at the institution. Vocational certificates and A.A.S. degrees are excluded from this definition of academic degrees.

3.01.01 Academic Skills

Basic skill courses that teach study skills necessary to succeed in college. Examples of such courses include Study Skills, College Survival Skills, Listening and Note Taking, How to Study Your Textbooks, and Memory and Test Taking.

3.01.02 Remedial Courses

Basic skill courses designed for students deficient in the academic competencies necessary to succeed in a regular college curriculum, including:

a) Reading – Courses that focus primarily on non-technical vocabulary, word identification, and reading of everyday material. The courses focus on developing the student's ability to recognize and comprehend discrete pieces of information, understand relationships explicitly stated in a paragraph or passage, and comprehend words or phrases in context.

b) Writing – Courses that concentrate primarily on grammar, word usage, and punctuation. The courses focus on the student's ability to construct sentences with basic agreement among nouns, verbs, and pronouns in the same phrase, avoid gross errors in simple sentence structures, and logically select and order main ideas in a paragraph using appropriate transition words.

c) Mathematics – Courses that primarily cover concepts introduced in elementary algebra, geometry, and intermediate algebra. The courses focus on word problems that would most likely be solved by arithmetic, knowledge of number systems (e.g., positive and negative numbers, square root, squares, percent, ratio, and conversion of fractions to decimals), simple equations, and finding information from a graph.

3.02 College Level Courses.

Courses that apply to the graduation requirements of an academic degree.

3.03 First-Time Student

As applied in this policy, an undergraduate student enrolling at an higher education institution for the first time with no previous postsecondary experience Enrollment in personal enrichment courses or vocational courses are not considered to be previous postsecondary experience, i.e., academic credits.

3.04 Remedial Assessment Tests.

Colorado accepts three assessment instruments for determining if the first-time student is college ready in writing, reading, and mathematics. The cut scores for these tests are listed in Appendix A.

3.04.01 ACT

3.04.01.01 Math: Math ACT test
3.04.01.02 Writing: English ACT test.
3.04.01.03 Reading: Reading ACT test.

3.04.02 SAT

3.04.02.01 Math: SAT Math
3.04.02.02 Writing/Reading: SAT Verbal

3.04.03 Accuplacer

Students who score below the scores listed in Table 1 have two options – may take the Accuplacer assessment test to determine if they are college ready or enroll in a remedial course.

4.00 Process and Procedures

4.01 Governing Board Policy Requirements and Format

4.01.01 Each governing board, in order to comply with section 2.02.01 and 2.02.02 of this policy, shall require its institutions to develop remedial procedures that:

- Specify the test administration policy, including dates and location or test administrator (e.g., contract with another college).
- Specify its practices for informing students regarding the availability of remedial courses, including any electronic on-line courses.
- Specify the practices for determining how the students who are diagnosed as needing remedial courses have satisfied the remedial requirements.
- Ensure that four-year institutions do not admit transfer students who have not fully satisfied remedial needs in reading, writing, and mathematics. This policy section is effective for the 2005-06 academic year.

4.02 Funding

Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general fund for basic skills courses.

Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for basic skill credit hours. However, these institutions may offer basic skills courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State College of Denver and the University of Colorado at Denver. Colorado statute states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver basic skills courses – for state support or for cash.

No institution of higher education may include basic skills credit hours generated by postsecondary options or fast track students in the number claimed for state general fund support or include students concurrently enrolled in home schooling.

5.00 Accountability and Data Reporting

5.01 Any institution that provides basic skills courses – whether the courses are delivered for cash or received state support -- shall collect data regarding student performance, including data that describes the students who take basic skills courses, the school districts from which said students graduated, the year in which they graduated, the basic skill areas that required remedial instruction, and the credit hours earned in remedial courses.

5.02 Beginning in academic year 2001-02, all institutions providing basic skills courses shall submit the required files to the Commission, following its prescribed data definitions and reporting dates.

5.03 The Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the Joint Budget Committee, and the Department of Education an analysis of the data including:

- The number of students who take basic skills courses
- The costs of providing basic skills courses, and
- Whether students who complete said basic skill courses successfully complete the requirements for graduation.

5.04 The Commission shall disseminate the analysis to each Colorado school district and the public high schools within each district, complying with CCHE's adopted Privacy Policy.

5.05 The institutions shall provide any financial information, including FTE generated by remedial courses and program costs, following prescribed data definitions and formats.

Appendix A: Cut Scores for Assessment and Placement Tests

This table will be monitored annually. Cut scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.

SKILL AREA	ACT[1]	SAT	ACCUPLACER
Reading	Reading: 17	Verbal 500	
Writing	English: 18	Verbal 500	
Mathematics	Math test: 23	Math 500	

Note: A perfect score on ACT test is 36 on each subtest. ACT is scored in one-digit increments (12, 13, 14, etc.)
A perfect score on the SAT is 800 on each subtest. SAT is scored in 10 digit increments (200, 210, 220).

ACT score of 23 is 62.5% of a perfect score. SAT score of 500 is 63% of a perfect score.

[1] Cut scores pending final data review in summer 2003.

Attachment B

Online Assessment Test
General Information

The Accuplacer Online tests consists of two sections, one of English and one of Math. New matriculated students will have to take the full test of English and Math. Some continuing students may have to only take the English portion or Math portion. If you don't know which you need, don't guess - consult a counselor instead.

After completing the ACCUPLACER test and receiving your scores, you will meet with an advisor to discuss your results and plan your next steps.

Who Takes the ACCUPLACER Test?

Placement testing will be required of all entering matriculated students, both full-time and part-time, unless they have taken the ACCUPLACER test within the past three years, have transfer credits in college-level English and math, have score of 500 or more on the SAT-verbal (English) and SAT-quantitative (math) test.

English Portion

The English portion of the test consists of two sections of 20 questions each. The first section is a **reading comprehension** section. The second is a **sentence skills** section. This portion of the test results in a placement into English and Reading courses.

READING COMPREHENSION

The Reading Comprehension section of the English test evaluates how well you understand what you read. Sometimes you will read a passage and then choose the best answer to a question based on that passage. These are called **Narration** questions. Answer these types of questions on the basis of what is stated or implied in the passage. Other questions may ask you to choose how two sentences are related to each other --these are called **Sentence Relationships** --or these questions you will decide if the

statement in the second sentence supports that in the first, if it contradicts it, or if it repeats the same information. This section of the test consists of 20 questions similar to the following six examples.

SENTENCE SKILLS

The Accuplacer Sentence Skills section tests your understanding of grammar, sentence structure and sentence logic. There are two types of questions: **Sentence Correction** and **Construction Shift**. This section of the test consists of 20 questions similar to the following six examples.

NARRATION

Question 1

Every sip of milk contains 59 different bioactive hormones according to endocrinologist Clark Grosvenor. Imagine taking 59 different hormone pills every morning, afternoon and evening. These hormones cause mood swings, irritability and depression. Imagine the devastation that is created in your body by the cumulative effect of taking those powerful drugs? What is the gross effect on the total behavior of a society, so dosed?

As we drink more and more milk and increase the amount of genetically engineered milk and cheese and ice cream products containing increased levels of naturally occurring milk hormones, we most certainly have influenced the way we act as a society.

The author's argument is that:

A. Many people are drug addicts
B. Milk has an effect on the way our society acts
C. Women need to take hormones
D. Everyone should drink more milk

Question 2

There are two types of pottery that I do. There is production pottery - mugs, tableware, the kinds of things that sell easily. These pay for my time to do the other work, which is more creative and satisfies my needs as an artist.

The author of the passage implies that:

B. creativity and mass-production are incompatible
C. most people do not appreciate good art
D. pottery is not produced by creative artists

Question 3

In the words of Thomas De Quincey, "It is notorious that the memory strengthens as you lay burdens upon it." If, like most people, you have trouble recalling names of those you have just met, try this: the next time you are introduced, plan to remember the names. Say to yourself, "I'll listen carefully; repeat each person's name to be sure I've got it, and I will remember." You'll discover how effective this technique is and probably recall those names for the rest of your life.

The main idea of the paragraph maintains that the memory

A. always operates at peak efficiency.
B. breaks down under great strain.
C. improves if it is used often.
D. becomes unreliable if it tires.

SENTENCE RELATIONSHIPS

Question 4

Two bold sentences are followed by a question or statement about them. Read each pair of sentences and then choose the best answer to the question or the best completion of the statement.

The Midwest is experiencing its worst drought in fifteen years.

Corn and soybean prices are expected to be very high this year.

What does the second sentence do?

A. It restates the idea found in the first.
B. It states an effect.
C. It gives an example.
D. It analyzes the statement made in the first.

Question 5

The rain froze as it touched the ground. Roads were slippery and dangerous.

How are the two sentences related?

A. the second sentence contradicts the first
B. the two sentences set up a comparison
C. the second sentence shows a direct result of the first
D. the second sentence states what dangerous means

Question 6

The American prison system functions primarily to extract retribution. In Japan, the courts are less concerned with sending people to jail than they are with rehabilitating them.

What does the second sentence do?

A. It supports an idea found in the first sentence.
B. It analyzes an idea stated in the first sentence.
C. It states a contrast to the statement in the first sentence.
D. It exemplifies an idea found in the first sentence.

SENTENCE CORRECTION

Question 1

Select the best version of the bold part of the sentence. The first choice is the same as the original sentence. If you think the original sentence is best, choose the first answer.

Ms. Rose **planning** to teach a course in biology next summer.

A. planning
B. are planning
C. with a plan
D. plans

Question 2

Select the best version of the bold part of the sentence. The first choice is the same as the original sentence. If you think the original sentence is best, choose the first answer.

Walking by the corner the other day, **a child, I noticed, was** watching for the light to change.

A. a child, I noticed, was
B. I noticed a child watching
C. a child was watching, I noticed,
D. there was, I noticed, a child watching

Math Portion

Taking the math test can place you anywhere from Math 030 (Arithmetic) to Math 120 (College Math) depending on your personal skill levels. However, there are three sections within the test: **Arithmetic**, **Elementary Algebra** and **College Level Math**. You will begin with one section and, depending on your performance, may be branched into others.

NOTE Some students have been told their selection of major affects their math **placement**. This is incorrect. Major selection on the test in no way factors into your math placement. This test results in placement into Math course(s). Which Math class(es) you need to take above or beyond these placements depends on several factors with which you need to discuss with a counselor.

SAMPLE QUESTIONS

Question 1
All of the following are ways to write 20 percent of N, EXCEPT

A. $0.20\,N$

B. $\frac{20\,N}{100}$

C. $\frac{1\,N}{5}$

D. $20\,N$

Question 2

Three people who work full time are to work together on a project, but their total time on the project is to be equivalent to that of only one person working full time. If one of the people is budgeted for 1/2 of his time to the project and a second person for 1/3 of her time, what part of the third worker's time should be budgeted to this project?

A. 1/3
B. 1/4
C. 1/6
D. 1/8

Question 3

The Number of Employees of Company K Who Were Involved in Accidents

	Plant X	Plant Y
Mechanics	11	30
Power Machine Operators	9	12

The table above show the results of an industrial health survey of 10,000 people employed at Company K for more than 5 years. If 2,500 employees were surveyed in each of the four categories, which group of employees had the highest accident rate?

A. Mechanics in Plant X
B. Mechanics in Plant Y
C. Power Machine Operators in Plant X
D. Power Machine Operators in Plant Y

Question 4

7/20 is equal to:

A. 0.035
B. 2.858
C. 0.35
D. 3.5

TOPIC: **REGIONAL EDUCATION PROVIDER POLICY**

PREPARED BY: **ANDREW BRECKEL III**

I. SUMMARY

This agenda item presents a new policy (attachment A) that articulates all elements of the Regional Education Provider as intended in the Colorado statute. Recent role and mission legislation authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional educational providers. The Regional Education Provider Policy will:

- provide a working definition of Regional Education Provider.
- describe a process to determine educational need.
- describe funding options.
- identify geographic boundaries for Regional Providers.
- define the process for brokering needed academic programs.
- define the minimum requirement for public information related to the response of educational need.

Staff recommend that the Commission approve the proposed Regional Education Provider Policy.

II. BACKGROUND

Meeting the educational needs of the rural regions of Colorado has been a major commission and legislative policy initiative for many years. To make that goal a reality, many public colleges have consistently delivered a variety of programs to increase the formal educational attainment of citizens, enhance and enlarge the cultural landscape, and under-gird economic development activities, which is part of their complex and multifaceted role termed "public engagement" by the American Association of State Colleges and Universities. Yet, providing effective and efficient access to *four-year college and graduate programs* within the more rural regions of Colorado remains a difficult challenge. Small populations scattered over a geographically diverse landscape coupled with the cost of delivery, regardless of the method of conveyance or the scope of the program, attract few providers. Those public colleges that have incorporated the challenge of serving rural areas into their core values often deliver programs on the margin, sometimes lose money, and frequently discover that it is motivated staff who make these programs work through sheer "passion and service equity." But for rural communities, scattered populations and the State of Colorado, what Benjamin Franklin said over two hundred fifty years ago remains true today, "an investment in knowledge brings the best return." What needs to be reconsidered is how the investment is focused.

Public four-year colleges and universities have found various ways to deliver their educational programs, using three methods to deliver their *four-year and graduate degree programs* off-campus to rural areas in Colorado. Each of these options is administered through the Statewide Extended Campus (C.R.S. 23-1-109) and includes *cash-funded programs*, *off-campus state-funded programs*, and *Rural Education Access Programs (REAP)*. Each of these programs has been able to respond to the needs of rural and urban cohorts of students throughout the state. During FY 2002 there were more than 147,000 enrollments. Seven of the top-ten counties served were rural. And, every region of the state was served.

1. Market forces drive the delivery of *cash-funded programs*. While this method of providing higher education, one that began in 1972, has been successful, it is entirely possible that some desired academic programs have not been offered because of the small number of individuals interested, especially in rural areas. Market forces also discourage high-cost academic programs with limited interest from being offered in rural areas. On the other hand, the entrepreneurial energy that is encouraged by market forces has insured that cash-funded courses and programs have reached every region in the state. The cash-funded option has provided convenient access by using a variety of course delivery methods for many citizens to take a course, begin a degree program, or complete a degree. And, the market driven program has also given birth to other successful educational opportunities that have increased access for place-bound rural citizens. One notable example is the *Colorado Consortium for Independent Study*.

2. *Off-Campus State-Funded Programs* were initiated in the fall of 1990 after the Commission staff completed a study in the summer of 1990 that found rural areas did not have sufficient access to "degree" programs. Currently, 500 FTE are allocated to a variety of off-campus state-funded programs. While some of this FTE is used to support high-need teacher education programs in urban areas, the primary focus has been to serve rural areas.

3. To accommodate the fiscal reality of less than "breakeven" enrollments in rural areas, the legislature and the Colorado Commission on Higher Education created *The Rural Education Access Program.* The program began in FY 2001. This program encourages rural community colleges and four-year colleges to collaborate on the delivery of needed four-year degree completion programs on the campus of a rural community college. These off-campus, state-funded programs are supported with Rural Education Access Funds to insure the four-year college providers that they will not incur a financial loss. Within a period of 19 months from its inception, eleven partnerships were established and serving over 250 students and producing the first 34 graduates in teacher education and business administration in May of 2002.

The Regional Educational Concept

Despite the realities of low population densities, public colleges have often met the challenge of meeting the educational needs in their service areas. Indeed, each of the previously described methods of providing baccalaureate, masters level and degree completion programs to Colorado's rural populations has exhibited success. The continuing challenge is to determine the best way to bundle what has worked well in delivering degree programs, certificate of completion programs, discrete courses, and other initiatives with new incentives and accountability to further the opportunities for access in the rural regions of the state. During 2001-2002, as a result of the examination of institutional "role and mission" by the Governor's Blue Ribbon Panel and statutory language in the Fort Lewis College and Metropolitan State College independence bills, the idea of *Regional Education Provider* designation emerged. In its most basic form, the idea is to assign primary responsibility to a designated college to "*have as their primary goal the assessment of regional educational needs and, in consultation with the Colorado Commission on Higher Education, the allocation of resources for the purposes of meeting those needs"* (23-1-127 C. R. S.). This concept does not change or alter existing statutory responsibilities assigned to the Commission or public colleges and universities, nor does it expand or diminish the degree authority of existing public two-year or four-year colleges. It does, however, have the potential of clarifying the responsibility and role of a designated Regional Education Provider by defining how an institution could serve its designated region.

III. STAFF ANALYSIS

The concept of Regional Education Provider fits within the perimeters of the statutory responsibilities assigned to the Commission. 23-1-109 C.R.S. states that:

(1) The General Assembly declares its intent that the state-supported institutions of higher education may engage in instruction off the geographic boundaries of their campuses.

(2) The commission shall define, after consultation with the governing boards of institutions, the geographic and programmatic service areas for each state-supported institution of higher education. No such institution shall provide instruction off-campus in programs or in geographic areas or at sites not approved by the commission, unless otherwise provided by law.

(5) The commission shall set policies, after consultation with the governing boards of institutions, which define which courses and programs taught outside the geographic boundaries of the campus may be eligible for general fund support. The commission may include funding for those courses and programs in its system wide funding recommendations to the general assembly.

The Regional Education Policy has been constructed so that it adheres to existing statute and incorporates the full intent of 23-52-101 C.R.S., 23-50-114 C.R.S. and 23-1-127 C. R. S that authorize Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional educational providers. Furthermore, the policy recognizes existing off-campus program practices that can be leveraged for the purpose of accelerating the outcomes intended by the designation of Regional Education Provider. The policy also acknowledges the primary role and mission of each Colorado public institution insuring that there is no duplication of desired academic programs within designated regions.

Current Commission policies (Section IV, Part A) that define the delivery of "instruction of all types delivered off an [four year public college or university] institution's campus" do not restrict and support the role of a Regional Education Provider**.**

IV. STAFF RECOMMENDATION

That the Commission approve the proposed Regional Education Provider Policy.

Appendix A

STATUTORY AUTHORITY

C.R.S. 23-52-101

(1) There is hereby established a college at Durango, to be known as Fort Lewis College, which shall be a public liberal arts college, with moderately selective admission standards with a historic and continuing commitment to Native American education. In addition, the college may offer professional programs and a limited number of graduate programs to serve regional needs. The Center of Southwest Studies provides a valuable regional, national, and international resource.

(2) (a) Fort Lewis College shall be a regional education provider and shall have two-year authority which shall be utilized in collaboration with a community college and any area vocational school.

(b) The Colorado Commission on Higher Education shall, in consultation with the Board of Trustees of Fort Lewis College, establish the criteria for designation as a Regional Education Provider.

C. R. S. 23-1-127

(a) The Colorado Commission on Higher Education can better serve the citizens of this state by providing oversight and direction for the provision of regional education at Adams State College, Mesa State College, and Western State College; and

(b) As regional education providers, Adams State College, Mesa State College, and Western State College of Colorado shall have as their primary goal the assessment of regional educational needs and, in consultation with the Colorado Commission on Higher Education, the allocation of resources for the purposes of meeting those needs.

(2) A regional education provider's initiatives to meets its regional needs may include, but need not be limited to, the following:

(a) extension of existing programs;
(b) creation of new undergraduate programs;
(c) development of partnerships with two-year institutions; and
(d) facilitation of the delivery of graduate education through existing graduate institutions.

(3) The Colorado Commission on Higher Education shall, in consultation with Adams State College, Mesa State College, and Western State College of Colorado, establish the criteria for designation as a regional education provider.

Attachment A

SECTION IV

PART F REGIONAL EDUCATION PROVIDER (REP)

1.00 Introduction

This policy applies to all elements of the regional education provider as intended in Colorado Statute that authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional educational providers. AS REGIONAL EDUCATION PROVIDERS, these schools will "*have as their primary goal the assessment of regional educational needs and, in consultation with the Colorado Commission on Higher Education, the allocation of resources for the purposes of meeting those needs"* (C. R. S. 23-1-127) Regional education providers will focus their attention on a geographical area defined in collaboration with the Colorado Commission on Higher Education. The designation of regional education provider does not change or alter existing statutory responsibilities assigned to the Commission, public colleges and universities, nor does it expand or diminish the degree and certificate program authority of existing public two-year colleges, vocational schools or four-year colleges.

2.00 Statutory Authority

Commission has broad statutory authority that is intended to maintain the quality of education and insure access for the citizens of Colorado

> *" The commission shall set policies, after consultation with the governing boards of the institutions, which define which courses and programs taught outside of the geographic boundaries of the campus may be eligible for general fund support. The commission may include funding for those courses and programs in its system- wide funding recommendations to the general assembly."*
>
> Other applicable statutory language:
>
> *" The commission shall define, after consultation with the governing boards of institutions the geography and programmatic service areas for each state-supported institution of higher education. No such institution shall provide instruction off-campus in programs or in geographic areas or at sites not approved by the commission, unless otherwise provided by law*."

C.R.S. 23-52-101

(1) There is hereby established a college at Durango, to be known as Fort Lewis College, which shall be a public liberal arts college, with moderately selective admission standards

with a historic and continuing commitment to Native American education. In addition, the college may offer professional programs and a limited number of graduate programs to serve regional needs. The Center of Southwest Studies provides a valuable regional, national, and international resource.

(2) (a) Fort Lewis College shall be a regional education provider and shall have two-year authority which shall be utilized in collaboration with a community college and any area vocational school.

(b) The Colorado Commission on Higher Education shall, in consultation with the Board of Trustees of Fort Lewis College, establish the criteria for designation as a regional education provider.

C. R. S. 23-1-127

(a) The Colorado Commission on Higher Education can better serve the citizens of this state by providing oversight and direction for the provision of regional education at Adams State College, Mesa State College, and Western State College; and

(b) As regional education providers, Adams State College, Mesa State College, and Western State College of Colorado shall have as their primary goal the assessment of regional educational needs and, in consultation with the Colorado Commission on Higher Education, the allocation of resources for the purposes of meeting those needs.

(2) A regional education provider's initiatives to meets its regional needs may include, but need not be limited to, the following:

(a) extension of existing programs;

(b) creation of new undergraduate programs;

(c) development of partnerships with two-year institutions; and

(d) facilitation of the delivery of graduate education through existing graduate institutions.

(3) The Colorado Commission on Higher Education shall, in consultation with Adams State College, Mesa State College, and Western State College of Colorado, establish the criteria for designation as a regional education provider.

3.00 Goals and Criteria

3.01 Policy Goals

The purpose of the policy is to assess the educational need of defined geographic regions, provide access to programs that address those needs, insure that the regional provider and its higher education partners in the region have the ability to import needed academic programs and

provide reasonable and appropriate funding options to implement and support the programs. These goals will be accomplished within existing statute and Commission policy.

3.02 Scope

An academic program is defined to include:

- CCHE approved associate, baccalaureate, and graduate degree programs,
- CCCS approved certificate programs,
- Degree completion program, i.e., the courses required to complete the major of a specific CCHE approved degree,
- Certificate of completion that is a part of a CCHE approved degree program, and

In discharging their roles, regional educational providers may assess programs or initiatives that enhance educational opportunity, develop the cultural capital, or promote the economic development in the geographic region.

4.00 Process and Procedures

4.01 Advisory Council

Each regional education provider will establish an *advisory council* that represents significant stakeholders from the designated region. The size and composition of the council will be determined by the institution; but, minimally the council will include the President or his/her designee, and the institution's Statewide Extended Campus administrator and the Presidents of the public higher education institutions within its region. Meeting agenda and minutes will be included in the regional education provider's annual report to the CCHE.

4.02 Needs Assessment

Each regional education provider shall develop a plan to assess the undergraduate and graduate educational needs of its service area and involve the advisory council that represents the significant stakeholders of the designated region. This council assists the REP in ascertaining the educational needs of the region and, relying on relevant and available data to the extent possible, shall work collaboratively with the regional education provider to develop feasible proposals to meet those needs.

In addition, the advisory council, working in conjunction with the president or designee of the regional education provider, shall also hear requests from constituent groups for the development or delivery of specific programs. The provider and its council shall determine the feasibility of these proposals and, when possible, shall develop or deliver the requested programs. If the provider cannot develop or deliver a feasible program, the regional education provider shall negotiate with other institutions to develop or deliver the program.

The regional education provider, working in conjunction with the advisory council, shall to assess the effectiveness of the programs it delivers.

4.03 Funding Options

Regional education providers needs to consider the full range of funding options, recognizing that the primary goal is to provide affordable educational opportunities while also recovering expenses associated with the delivery of the program and to be able to assure students that if they begin a program that the provider will be able to complete the program within a reasonable period of time.

The regional education provider may use three available options to support its proposed programs*:*

1. The regional education provider may report the FTE for enrollment funding in any of its approved programs, certificates of completion or discrete courses offered to matriculated students within their defined geographical region.

2. The regional education provider may offer programs on a cash-funded basis, establishing tuition levels that are market driven, using all options currently available through the cash-funded portion of the Statewide Extended Campus.

3. If a regional education provider invites another state institution to deliver an academic program within its region, the guest institution may report the FTE for funding.

4.04 Determining Regional Education Provider Geographical Boundaries

Regional education providers and the other appropriate public higher education institutions in collaboration with the Colorado Commission on Higher Education will define an appropriate geographical region to be served. **It is understood that the geographical area defined for a regional provider will not supplant the service area for two-year colleges and postsecondary schools offering vocational programs.** To avoid program duplication and to maximize access, regional providers will work collaboratively with the two-year institutions whose service areas overlap the geographical boundaries of the regional provider. Subject to CCHE approval, four-year institutions with a statewide mission shall not be precluded from offering FTE generating programs in any service area, so long as the provider institution works collaboratively with the appropriate REP. Similarly, the designation of regional education provider does not authorize an institution to restrict another public institution from offering an approved CCHE academic program on a cash-funded basis or a CCHE approved off-campus state-funded program, but the offering institutions shall notify the regional education provider in a timely manner as specified in 4.04.1 below.

4.04.1 Framework for Geographical Boundaries

The four public institutions designated to be Regional Educational Providers (Adams State College, Fort Lewis College, Mesa State College and Western State College) will meet with Commission staff to suggest the boundaries for their respective geographical regions. The

Commission in conjunction with appropriate public higher education institutions will determine the geographical regions by considering the regional origin of institutional enrollments; political and economic regions as defined by existing governmental entities; "common sense" boundaries that reflect tradition, geography, and distance; and the current capacity and past performance of institutions to serve off-campus constituents in a given area. The purpose of these boundaries is threefold: to assign primary responsibility to a particular REP to survey the educational needs of an area and, where feasible, to meet those needs through its own programs or with the programs of other appropriate public institutions; to eliminate unnecessary educational duplication; and to assist the interested public in identifying which REP it should approach to communicate its educational needs or concerns.

The Commission, working collaboratively with the REPs, may, where prudent, permit some flexibility and overlap in boundaries to enhance the likelihood that the educational needs of Colorado citizens are met.

In addition, the delineation of boundaries does not necessarily "close" the region to another public institution that wishes to offer a program on a cash-funded basis or a CCHE approved off-campus state-funded program. A public institution that exercises that cash-funded option will be required to notify the CCHE. The Commission shall resolve disputes over boundaries and conflicts resulting from cash-funded initiatives.

4.05 Brokering Programs

When the regional education provider does not offer the desired or needed four-year or advanced degree, the regional provider shall broker with another Colorado public or in-state accredited private institution to provide the program. The most effective delivery method (i.e. site based, web-based) may be used to accommodate student need.

When the regional provider determines that a two-year or less advanced program is needed or desired, the regional provider shall direct that request to a community college within its defined region, an area vocational school or to the Colorado Community College System. If it is not possible to meet the need, then the Regional Provider shall consult with Commission staff to determine how to meet the need.

4.06 Public Information

Each regional provider will develop a public information strategy that effectively communicates within the designated region the availability of increased access to college programs. Minimally, institutions should indicate REP programs in their class schedules and should include REP information, where appropriate, in its publications. All enrollments will be reported consistent with all existing CCHE policies.

4.07

If an institution feels that its approved "role and mission" is being constrained by the academic programs developed by a Regional Education Provider, the institution may request a review by the CCHE.

5.0 Annual Report

Each regional education provider will annually submit by October 1 to the Commission through its governing board an annual report that includes the following information. Where feasible and appropriate, the CCHE shall align the reporting for regional education provider initiatives with existing institutional reporting requirements.

The report will minimally include the following information.

- An executive summary narrative that describes the work of the regional education provider during the just completed fiscal year.
- Identification of each program offered through the designation of regional provider.
  - Identification of the providing institution
  - Identification of the course(s) offered.
  - Enrollment in each course.
  - Number of students who completed the course.
  - Instructor identification (full-time, adjunct).
  - Number of students who completed the program, i.e. earned a degree or certificate.
- A Financial report
  - Revenues generated
    Tuition
    Fees
    General Fund
- Expenses
    Cost of Instruction
    Cost of Administration
    Cost of Space
    Cost of Technology
    Travel
    Other operating Expenses. (identify)
- Recommended changes or improvements for the regional education provider program.

TOPIC: **UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER PROGRAM PLANS - STATE CERTIFICATES OF PARTICIPATION (COP): EDUCATION FACILITY IB PROGRAM PLAN AMENDMENT**

PREPARED BY: **GAIL HOFFMAN**

I. SUMMARY

The University of Colorado Health Sciences Center wants to expedite the relocation of programs from the 9th Avenue and Colorado Boulevard campus to the campus at the former Fitzsimons Army Base in order to:

- Realize the economic benefits of the transition to Fitzsimons sooner;
- Reduce overall facility costs while the construction market is highly competitive and the rate of inflation for construction costs is low;
- Take advantage of lower interest rates;
- Avoid continuing operating, maintenance, and remodeling costs at 9th Avenue and Colorado Boulevard;
- Replace private leased space with state-operated space at Fitzsimons; and
- Achieve greater programmatic efficiencies and decrease operating and duplication costs.

Because state capital construction funds are extremely limited, the General Assembly passed and Gov. Bill Owens signed HB 03-1256, a bill that authorizes the state to make lease-purchase payments for academic buildings built at Fitzsimons. Under that legislation, the state of Colorado acting through the Board of Regents is authorized to execute lease-purchase agreements for up to $202,876,102 (plus "reasonable and necessary" administrative, monitoring, and closing costs and interests) for up to 25 years to finance construction of the academic facilities at the Fitzsimons campus. The aggregate rentals under all the lease-purchase agreements shall not exceed $15,100,000 annually. The Colorado Educational and Cultural Facilities Authority, for-profit or nonprofit corporations, commercial bank, or trustee will purchase certificates of deposit (COP); the state will pay off the certificates through lease-purchase annual payments.

CCHE staff is asking the Commission to approve conditionally only the program plan amendment to the Education IB program plan for the June meeting. Education IB is among the projects proposed for COP financing. The other projects listed in the summary

for Infrastructure Phase 7 will be before the Commission at its August retreat and meeting.

Approval of this program plan amendment for Education Facility IB would do two things:

- Increase the total project cost from $22,210,108 to $22,807,756, the same amount assigned to the project in the 2002 Supplements to the UCHSC Master Plan; and

- Decrease the square footage from 82,095 gross square feet (gsf) to 72,709 gsf.

Approval of this program plan amendment will permit UCHSC to proceed with construction of Education IB with funds from the sale of state-backed certificates of deposit.

Education IB is a separate building in the education zone that will provide space for first- and second-year medical students and doctoral students studying the biomedical sciences. The building will have multi-purpose classrooms; small group learning rooms; education support; student community space; two 200-seat lecture rooms; the Center for Studies in Clinical Performance; a special learning lab for anatomy; and shelled space that will be finished for a 75-seat lecture hall and a General Computer Classroom during the construction of Education Facility II. Anticipated completion date is 2005.

II. BACKGROUND

Education IB has been delayed for several reasons. All state-funded projects at Fitzsimons were stopped while the Urban Land Institute, at CCHE's direction, undertook a study of campus development. Another delay was caused by getting in place a management structure for the Fitzsimons campus development, a process that resulted in the hiring of Tim Romani as vice chancellor of planning and development. Later funding restrictions caused further slippage in schedule, with the result that the project has not progressed beyond the design stage.

CCHE also has never acted upon a program plan amendment to reduce the square footage from 82,095 gross square feet to 72,709 gsf that UCHSC submitted to CCHE staff on March 6, 2002, nor to UCHSC revised total project cost estimates of $22,807,756 in the 2002 Supplements to the UCHSC Master Plan.

Purchasers of certificates of participation (COP) must wholly own a facility until the COP obligation is satisfied, at which time the COP-financed facilities revert to the state. Because the architectural and engineering (A&E) phase of Education IB was paid for from the Fitzsimons Trust Fund, the University has an ownership interest in Education IB for $2,350,310. To transfer that ownership interest from the University to the COP

holders, proceeds from the sale of COPs will be used to buy the A&E portion of Education IB from the University. The $2,350,310 the University will have realized from the sale of the Education IB A&E costs the University has committed to return to the state to help the state make the COP lease payments.

III. STAFF ANALYSIS

The program plan for Education IB, and the others that will be before the Commission in August, are commendable in that they are all intended to be multidisciplinary with generic spaces that can be used by all five schools at UCHSC. Integration of educational facilities could lead to more efficient use of space and collaborative and cooperative learning and teaching. In any case, UCHSC intends to have the use of the spaces scheduled centrally, rather than have certain spaces designated for the exclusive use of any one school.

The primary reason for the increase in cost – despite the more competitive market for construction costs today – was the initial underestimation of the square footage costs and escalating construction costs then ($179-$208/square foot) and now ($216/square foot). Factors that contributed to the $597,648 total project cost increase are detailed in Attachment A.

As a result of the underestimation of costs and the desire to keep the project costs at the amount in the master plan, UCHSC proposes to make the following square footage reductions:

Finished Classroom Components	*Original ASF*	*Revised ASF*	*Reasons for Change*
12 Multi-Purpose Classrooms	7,260	7,200	Reduced slightly in conformance with newer national standards
Center for Studies in Clinical Performance	11,738	11,498	Slight 2% reduction taken from this essential program
Visible Human Modeling	1,008	400	Eliminated 3-D projection room because a room in Building 500 (old Fitzsimons Hospital) has same equipment
Special Learning Lab/ Anatomy	9,842	9,000	Less than 10% reduction can be made to improve efficiency
2 200-seat Lecture Halls	5,520	8,000	Comparison to national standards indicated lecture halls too small
100-seat Lecture Hall	1,380	0	Considered expendable; shelled 75-seat lecture hall partial replacement

Finished Classroom Components	*Original ASF*	*Revised ASF*	*Reasons for Change*
50-seat Lecture Hall	1,150	0	Considered expendable given size of current classes
Simulated Learning Lab	2,600	0	Lab to teach nursing skills deleted because space in Building 500 can be adapted for temporary use
2 General Computer Classrooms	2,016	0	Existing computer training room in Building 500 can meet need temporarily; one shelled general computer classroom will provide one such classroom
Computer Testing Center	1,952	0	Intended for testing of qualified physicians and students for national boards; not essential

The square footage reductions should not significantly harm the educational purposes of Education IB. As noted in Attachment A, costs will be further contained by leaving shelled space for finishing as a General Computer Classroom and a 75-seat lecture hall during construction of Education Facility II, one of the projects that will go to the Commission in August. Finishing the shelled space will cost an estimated $500,000.

UCHSC staff maintains that one of the conditions that led to the underestimation of square footage costs – the long lag between program plan approval and actual start of construction – will be addressed by the COP financing, which will give UCHSC a financing mechanism so that development at Fitzsimons can proceed far more quickly than in the past. UCHSC staff also contends that what it learned with Education IB and construction of the cash-funded Research Complex I in terms of cost estimation will serve the institution well as the other COP-funded projects enter design and construction.

Further details are in Attachment A – University of Colorado Health Sciences Center Education Facility Program Plan, Amendment 1.

Because use of state-backed COPs to finance construction of academic buildings is relatively new, staff also recommends that the Commission require UCHSC to submit budget documents to CCHE annually for COP-financed facilities. Status reports on the progress of all COP-financed buildings at Fitzsimons also should be submitted to State Buildings and Real Estate Programs so that the state can track progress on the various COP-financed buildings.

IV. STAFF RECOMMENDATIONS

That the Commission approve the program plan amendment for Education Facility IB to increase the total cost to $22,807,756 and to reduce the square footage to 72,709 gsf with the following conditions:

- **The University of Colorado System will give to the state $2,350,310 toward the lease-purchase payments for the COP projects from COP proceeds. The $2,350,310 is the amount of state funds from the Fitzsimons Trust Fund used for design of Education IB;**

- **The University of Colorado Health Sciences Center submit to CCHE every year budget documents (CC-C, CC-IT, and CC-P forms) detailing the work planned for the coming fiscal year for Education IB.**

- **The University of Colorado Health Sciences Center submit annually to State Buildings and Real Estate Programs CM-03 forms outlining the status of Education IB.**

Appendix A

STATUTORY AUTHORITY

23-1-106 – Duties and powers of the commission with respect to capital construction and long-range planning.

(5)(a) The Commission shall approve plans for any capital construction project at any institution, including a community college, regardless of the source of funds; except that the commission need not approve plans for any capital construction project at a local district college or area vocational school or for any capital construction project described in subsection (9) or (10) of this section that estimated to require total expenditures of two hundred fifty thousand dollars or less.

Attachment A

STATE OF COLORADO

Department of Higher Education
COLORADO COMMISSION ON HIGHER EDUCATION

Peggy Lamm, Chair
James M. Stewart, Vice Chair
Judith Altenberg
Raymond T. Baker
Terrance L. Farina
Pres Montoya
Ralph J. Nagel
Dean L. Quamme
Gully Stanford
William Vollbracht
Judy Weaver

Bill Owens
Governor

Timothy E. Foster
Executive Director

MEMORANDUM

TO: Joan Johnson, Capital Assets Director

_____
Approval

FROM: Gail Hoffman, Facility Planning Analyst

DATE: May 20, 2003

SUBJECT: University of Colorado Health Sciences Center Education Facility I Program Plan, Amendment 1

PROGRAM PLAN AMENDMENT REQUEST

The University of Colorado Health Sciences Center (UCHSC) submitted to CCHE on March 7, 2002, a revision to the program plan for the Education Facility I, the overall plan for Education IA (education space within Research Complex I) and Education IB (a free-standing building in the education zone). The program plan amendment affects only Education IB.

The proposed revision to reduce the square footage from 82,095 gross square feet (gsf) to 72,709 gsf for Education IB has never received any official action from CCHE. In addition, the cost of the project has increased from $22,210,108 to $22,807,756 in the 2002 Supplements to the UCHSC Master Plan that the Commission approved in February 2003. The change in total project cost also should receive CCHE approval to allow UCHSC to construct Education IB with the state-backed Certificates of Participation (COP) as it has been designed.

I recommend approval of this program plan amendment to allow UCHSC to construct Education IB with state COPs with three conditions. One condition is that the Commission should stipulate that COP proceeds shall be used to buy the architectural and engineering portion of Education IB ($2,350,301) from the University to give COP holders sole ownership of the facility during the time the state is paying off the COPs through lease-purchase payments. The University then should return the $2,350,301 to the State of Colorado to help the state make the COP lease payments. The University has committed to carry this out.

The other two conditions are that UCHSC should be required to submit to CCHE every year all the budget documents (CC-C, CC-IT, and CC-P forms) detailing the work planned for the coming fiscal year and that UCHSC submit annually to State Buildings and Real Estate Programs CM-03 forms outlining the status of Education IB. These two conditions are attached to give state entities ways of tracking the project.

At the time the program plan for Education IB received CCHE approval, state capital construction funding was the major source of funding. Neither COP financing nor plummeting state revenues were anticipated.

Because the square footage of Education IA would remain the same at 21,290 gsf, the overall gsf of Education Facility I would be reduced from 104,055 gsf to 94,669 gsf.

JUSTIFICATION

The primary reason for the 9,386-gsf reduction in square footage for Education IB is to keep the project within the amount listed in the 2002 Supplements to the UCHSC Master Plan, $22,807,756. This was the amount that was used for the overall $202,876,109 figure for total lease-purchase agreements in HB 03-1256 under which Education IB and several other academic facilities at Fitzsimons will be financed. Although construction costs have leveled off recently, the square-footage costs initially were greatly underestimated. The total 72,709 gsf (47,261 assignable square feet – asf) includes 4,435 gsf (2,883 asf) in shelled space and 68,274 in finished gsf (44,378 asf).

These are the reasons that UCHSC gave for factors that contributed to the cost increase:

- Structural support for the Gross Anatomy cooler: UCHSC placed the cooler for up to 180 embalmed cadavers on the fourth floor rather than in the basement. The self-contained unit with zoned climate controls has extraordinary weight-bearing requirements. Therefore, additional structural supports to bear the weight of the cooler have to be put in on all lower floors. A complicating factor is that the lecture hall beneath the cooler has no supporting columns.

- Additional firewalls: The Center for Studies in Clinical Performance on the third floor requires more firewalls than anticipated. This is due partly to the need to separate students from patients with a complicated maze of corridors and exiting routes.

- Sound abatement for roof fans: The Gross Anatomy Lab has extensive exhaust requirements that were known previously. But the proximity of the lab to the campus commencement site requires considerable noise abatement through the installation of special fans, sound deadeners, and mechanical and fan enclosures.

- Location of more mechanical equipment internally: Locating more mechanical equipment inside requires more noise abatement, greater mechanical efficiencies, and less required maintenance.

- Asbestos abatement: An abandoned steam tunnel containing asbestos is underneath the site. The asbestos must be abated.

- Irregular building footprint: An irregular building footprint dictated by the locations of the large 200-seat lecture halls and by approval directives from the University of Colorado's Design Review Board means the building will have more external walls than previously planned. More external walls will create student community spaces and other external enhancements.

A total of 2,883 asf of shelled, but unfinished, space would be constructed in the building. The shelled space would be finished for a 75-seat lecture hall (1,875 asf) and a General Computer Classroom (1,008 asf) as part of the construction of Education Facility II. It will not be finished during construction of Education IB because of the desire to not increase the costs beyond what were estimated in the 2002 Supplements to the UCHSC Master Plan. The earlier approved program plan for Education Facility I did not propose construction of unfinished shelled space.

The cost increases are actually much higher than the $597,648 difference between the total cost today, $22,807,756, and the original cost of $22,210,108 if one takes into account the reduction in square footage and the fact that some of the space will be shelled, but not finished. Below is the true cost increase due to unanticipated expenses and other reasons:

Difference between original cost and current projected cost:	$597,648
Cost to build the deleted 9,386 gsf at currently estimated construction cost of $216/square foot:	$2,027,376
Cost to finish the 4,435 gsf of shelled space as part of Education Facility II	$500,000
TOTAL	$3,125,024

These are the primary space changes and the reasons for them for the finished sections of the building:

Finished Classroom Components	*Original ASF*	*Revised ASF*	*Reasons for Change*
12 Multi-Purpose Classrooms	7,260	7,200	Reduced slightly in conformance with newer national standards
Center for Studies in Clinical Performance	11,738	11,498	Slight 2% reduction taken from this essential program
Visible Human Modeling	1,008	400	Eliminated 3-D projection room because a room in Building 500 (old Fitzsimons Hospital) has same equipment

Finished Classroom Components	*Original ASF*	*Revised ASF*	*Reasons for Change*
Special Learning Lab/ Anatomy	9,842	9,000	Less than 10% reduction can be made to improve efficiency
2 200-seat Lecture Halls	5,520	8,000	Comparison to national standards indicated lecture halls too small
100-seat Lecture Hall	1,380	0	Considered expendable; shelled 75-seat lecture hall partial replacement
50-seat Lecture Hall	1,150	0	Considered expendable given size of current classes
Simulated Learning Lab	2,600	0	Lab to teach nursing skills deleted because space in Building 500 can be adapted for temporary use
2 General Computer Classrooms	2,016	0	Existing computer training room in Building 500 can meet need temporarily; one shelled general computer classroom will provide one such classroom
Computer Testing Center	1,952	0	Intended for testing of qualified physicians and students for national boards; not essential

No changes were made to 12 Multi-Purpose Classrooms (7,260 asf); 16 Small Group Learning Spaces (3,680 asf); Education Support (1,000 asf); and Student Community Space (1,952 asf). The total asf for finished space is 44,379 asf, compared to the originally planned 52,746 asf.

The appendix of the program plan amendment includes a list of $3,665,650 in equipment needs on a room-to-room basis. Another $809,420 in communications equipment brings the equipment and furnishings total to $4,475,070.

FINANCING

The overall project costs for Education IA and Education IB would remain the same as in the 2002 Supplements to the UCHSC Master Plan. The total cost will be $29,658,057**:** $6,850,301 for Education IA and $22,807,756 for Education IB.

Education IA funding includes $4,500,000, which came from the Fitzsimons Trust Fund following Commission action on March 1, 2002, and $2,350,310 in university cash and gift funds.

Education IB funding will come from the Certificates of Participation (COP) financing that the governor signed for FY 2003-2004. Before the Certificates of Participation legislation was passed to pay for the education facilities at the Fitzsimons campus of the University of Colorado

Health Sciences Center, the University of Colorado Health Sciences Center used $2,350,301 of Fitzsimons Trust Fund money for the design of Education IB. It is this amount that the University of Colorado has committed to returning to the state to be used to help pay off for the lease-purchase agreements.

TOPIC: **UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER: INFRASTRUCTURE PHASE 7 (CASH)**

PREPARED BY: **GAIL HOFFMAN**

I. SUMMARY

In an effort to hasten the relocation of University of Colorado Health Sciences (UCHSC) programs and schools from the 9th Avenue and Colorado Boulevard campus to the campus carved from the old Fitzsmimons Army Base, the University of Colorado Health Sciences Center is asking for Commission approval for cash-spending authority of the second infrastructure plan submitted for fiscal year (FY) 2003-2004, Infrastructure Phase 7. Infrastructure Phase is the first of four planned infrastructure programs to support accelerated development of the Fitzsimons campus under the state Certificates of Participation (COP) financing for education facilities and the concurrent development of cash-funded projects.

Infrastructure Phase 7 will support 11 new facilities by including the construction of:

- Sanitary sewer and storm sewer mains both east and west of the proposed Library site;
- Water main connections adjacent to the new Library site;
- Electrical utilities, including new distribution feeders, for Research Complex II and other buildings;
- Telecomunications duct bank and installation of cables etc. in existing ducts; and
- Mechanical utilities, including steam, condensate, chilled water piping and mechanical vaults for Research Complex II;

Eight buildings would be demolished to eliminate hazardous facilities and to create space for new utilities and infrastructure, building sites, and surface parking lots. Site grading and soils management also would be continued to conserve and manage soils needed for new building site grading. And UCHSC will pay $19,394 to the City of Aurora for reimbursement of its proportionate share of the design of Colfax Avenue improvements. Funding for construction of the roadway improvements will be requested in a future infrastructure phase.

Infrastructure Phase 7 is designed to support the following 11 projects, as well as infrastructure for design and construction of The Children's Hospital's move to Fitzsimons and the accelerated development of the University of Colorado Hospital:

Building/Program	*Building GSF*	*Year Start Design*	*Year Finish Construction*
Barbara Davis Center 1&II (Cash)*	108,515	2002	2005
Research Complex II (Cash)	400,000	2003	2007
Education IA (State)*	21,290	2002	2004
Education IB (COP)*	72,709	2002	2005
Center for Humanities (Cash)*	15,887	2003	2005
Education II (COP)	156,186	2003	2006
Fitzsimons Library (COP)	116,000	2003	2006
Center for Oral Health (Cash: CU COP)*	87,560	2003	2005
Academic Office Facilities (COP)	250,000	2003	2006
Environmental Health & Safety (Cash)*	18,025	2002	2005
Facility Support (COP)	60,000	2003	2006
TOTAL	*1,306,842*		

* CCHE has already approved

All of the projects above that have not already been approved will come before the Commission for action at the August retreat or at an earlier conference call and meeting. The only one the Commission is being asked to act on for the June meeting is a program plan amendment for Education IB.

II. BACKGROUND

The Long Bill, SB 03-258, passed for fiscal year (FY 03-04) includes cash-funding authority for Infrastructure Phase 7 with the footnote that the State Controller restrict the funds pending notification by the Capital Development Committee and the Joint Budget Committee that the Commission on Higher Education has approved the facility program plan for this project.

Phases I-7 all build on each other. The earlier phases focused on efforts to support the core area development around Building 500 (the old Fitzsimons Hospital) and of the University of Colorado Hospital clinical zone to the south. Funding rescissions of Phases 1-4 caused the UCHSC to shift costs from earlier to later phases.

Infrastructure upgrading and new infrastructure is needed at the Fitzsimons campus because most of the existing infrastructure is 50-70 years old and is not sized to handle the buildings planned for the campus. Also, the southern portion of the University of Colorado Health Sciences property has no existing utilities.

III. STAFF ANALYSIS

Infrastructure Phase 7 is needed to support continued development of the Fitzsimons campus, particularly of the projects associated with the academic facilities funded through state-backed COPs. UCHSC is using its cash funds for Infrastructure Phase 7, as it has already for Phase 5a and has committed to for Phase 6. This is an appropriate source of funds in these times of limited state capital construction funds.

Further details about the infrastructure project can be found in Attachment A – Fitzsimons Infrastructure Phase 7.

IV. STAFF RECOMMENDATION

That the Commission approve Infrastructure Phase 7 ($5,424,376 Cash Funds Exempt) for FY 2003-2004.

Appendix A

STATUTORY AUTHORITY

23-1-106 – Duties and powers of the commission with respect to capital construction and long-range planning**.**

(5)(a) The Commission shall approve plans for any capital construction project at any institution, including a community college, regardless of the source of funds; except that the commission need not approve plans for any capital construction project at a local district college or area vocational school or for any capital construction project described in subsection (9) or (10) of this section that estimated to require total expenditures of two hundred fifty thousand dollars or less.

Attachment A

CASH-FUNDED PROGRAM PLAN EVALUATION FY 2003-04
Colorado Commission on Higher Education

Project: Fitzsimons Infrastructure Phase 7	**Institution:** University of Colorado Health Sciences Center – Fitzsimons
Original Submittal Date: March 2003	**Revision Date:**
Total Project Cost: $5,424,376 **Anticipated Completion:** December 2004 **Construction Cost:** $4,466,583 **Purpose Code:** F-3	**Total Square Footage** N/A **New Construction:** **Remodel:** **Cost per Square Foot:** N/A **New Construction:** **Remodel:**

No Phased Funding:

	2003-04	2004-05	2005-06	2006-07	2007- 08	Total
CCFE						
CF						
CFE	$5,424,376					$5,424,376
FF						
Total	$5,424,376					$5,424,376

EVALUATION

Project Description:

Infrastructure Phase 7 is the first of four planned infrastructure programs to support accelerated development of the Fitzsimons campus of the University of Colorado Health Sciences Center (UCHSC) under Certificates of Participation (COP) financing for state-funded, education facilities and the concurrent relocation of educational facilities from 9th and Colorado. Concurrent development of cash-funded projects will relocate most of the other space to the Fitzsimons campus. Infrastructure 7 specific projects include construction of:

- Sanitary sewer and storm sewer mains both east and west of the proposed Library site;
- Water main connections adjacent to the new Library site;

- Electrical utilities, including new distribution feeders, for Research Complex II and other buildings;
- Telecommunications duct bank and installation of cables etc. in existing ducts; and
- Mechanical utilities, including steam, condensate, chilled water piping and mechanical vaults for Research Complex II

Also included in the project is demolition of eight buildings (Buildings 410, 504,513, 515, 516, 517, 526, and 604) totaling 101,706 gsf to create space for new utilities and infrastructure, building sites, and surface parking lots and eliminate hazardous facilities. At full buildout, about 1.3 million square feet of buildings will have been demolished. Site grading and soils management also will be continued under this project in order to conserve and manage soils needed for new building site grading. In addition, the University of Colorado Health Sciences Center will pay $19,394 to the City of Aurora for reimbursement of its proportionate share of the design of Colfax Avenue improvements. Funding for construction of the improvements will be requested in a future infrastructure phase.

Infrastructure, Phase 7, is designed to support the following projects:

Building/Program	*Building GSF*	*Year Start Design*	*Year Finish Construction*
Barbara Davis Center 1&II (Cash)*	108,515	2002	2005
Research Complex II (Cash)	400,000	2003	2007
Education IA (State)*	21,290	2002	2004
Education IB (COP)*	72,709	2002	2005
Center for Humanities (Cash)*	15,887	2003	2005
Education II (COP)	156,186	2003	2006
Fitzsimons Library (COP)	116,000	2003	2006
Center for Oral Health (Cash: CU COP)*	87,560	2003	2005
Academic Office Facilities (COP)	250,000	2003	2006
Environmental Health & Safety (Cash)	18,025	2002	2005
Facility Support (COP)	60,000	2003	2006
TOTAL	*1,306,842*		

* CCHE has already approved

Infrastructure, Phase 7, also considers the University of Colorado Hospital's efforts to accelerate development of the new Inpatient Hospital and the recent approval of the Children's Hospital relocation to Fitzsimons.

Project Justification:

Most of the site infrastructure at Fitzsimons is 50-70 years old and much of the southern portion of the University of Colorado Health Sciences Center property has no existing utility support. Current plans project that the University of Colorado Health Sciences Center and the University of Colorado Hospital will develop approximately 3.5 million square feet of building space within the first 12 years. The possible Children's Hospital co-location to Fitzsimons will add an additional 1.2 million square feet by 2007. To support this level of development, major investment in new infrastructure and utility systems is required.

CCHE Recommendations:

This project should be approved to support development of both the cash- and COP-funded structures planned for the next development of the campus.

CCHE Comments:

Status of Previous Infrastructure Phases: Infrastructure Phases 1-7 are interdependent. Phase 1 was submitted in 1997 for $4 million for new main water and sanitary sewer lines. Phase 2, submitted in July 1998 for $22 million, included the design of the Central Utility Plant for steam and chilled water and underground utilities with steam and condensate piping, chilled water lines, electrical lines, and a redundant electrical power supply. In 1999, Phase 3 was reduced from a total of $23 million to $5.1 million, with CCHE direction to have a third-party developer build the Central Utility Plant. Other aspects of Phase 3 were demolishing buildings, infrastructure to support Research Complex I, new roadways, and storm sewers. Phase 4, for which UCHSC requested $943,000, was rescinded due to funding shortfalls and will be delayed until a later phase. Phase 5a, completely cash funded, was for $5,379,497, and covered such items as building demolition, sanitary sewer, storm sewer, and domestic water. Phase 5b, of approximately $8,421,003, was deferred to a later cash-funded infrastructure program plan. And Phase 6, for which $1,322,508 in cash funds was requested, was approved for cash funding for FY 03-04. Construction of Phases 6 and 7 will begin about the same time.

Colfax Improvements: Because the amount of vehicular traffic going to and coming from the Fitzsimons campus is only going to increase over time as the campus becomes fully developed and all the programs relocate from the 9th and Colorado to the Fitzsimons campus, it makes sense that UCHSC should work with the City of Aurora on necessary traffic improvements to accommodate that increased traffic. UCHSC has stated that it will only participate in the design of improvements between Peoria and Potomac on Colfax, although the City of Aurora is studying the entire stretch of Colfax from Wheeling to Quentin. A future infrastructure program plan will propose that UCHSC pay its share of construction of improvements only for the section abutting the Fitzsimons campus.

Legislative Action: The Long Bill for FY 03-04 (SB 03-258) included cash-spending authority for Infrastructure Phase 7 and for Research Complex II, with the stipulation that CCHE must approve the program plans before funding can be released. UCHSC sought inclusion of the two projects ahead of submitting the program plans to CCHE in order that both projects will not be delayed another year. Infrastructure Phase 7 is a necessary component of the COP-financed projects.

Program and Facility Requirements:

Phase 7 Infrastructure will be constructed consistent with the following guidelines applied for all infrastructure projects at the Fitzsimons campus:

- Development and construction of an infrastructure and utility system that will support buildout of the campus and provide the necessary support to help UCHSC provide health care, education, research and community service;

- Construction of infrastructure and utility systems that can be maintained in a way that allows them to operate without interruption;

- Installation of an infrastructure and utility system that can be continually managed, adapted, modified, and upgraded to meet operational needs. The infrastructure must be adaptable, flexible, economical, maintainable, and have a long life expectancy.

Building Functional Uses:

Not applicable for an infrastructure program plan.

Building Efficiency Factor/Space Utilization:

Not applicable for an infrastructure program plan.

Appropriateness of Funding:

Cash Funds Exempt is an appropriate source of funds for this project in a time of extremely limited state capital construction dollars.

Facility Alternatives:

No alternatives exist, according to the program plan, to meet program and facilities requirements because the current infrastructure cannot support the planned development.

Consistency with Institutional Master Plan:

The program plan is consistent with the UCHSC-Fitzsimons Master Plan approved in 1998 and with the 2002 Supplements to that master plan that the Commission approved in February 2003. All point out the need for a comprehensive infrastructure and utility program. The plan also is

consistent with the UCHSC mission of education, research, patient care, and community service because it helps enable the campus to carry out its mission.

Consistency with Institutional 5-Year Capital Improvement Plan Schedule:

The project is included in the Capital Construction Program submitted for FY 2003-2004, but originally funding was not to begin until FY 04-05.

Governing Board Approval: The Board of Regents approved this program plan on March 25, 2003.

TOPIC: **COMMUNITY COLLEGE'S AGREEMENT WITH THE LOWRY REDEVELOPMENT AUTHORITY**

PREPARED BY: **JOAN JOHNSON**

I. SUMMARY

On October 31, 1996, the State Board for Community Colleges and Occupational Education (SBCCOE) entered into an infrastructure payment agreement with the Lowry Redevelopment Authority (LRA) that required the SBCCOE to pay the LRA a total of $4.5 million in thirteen installments through July 31, 2010 (Attachment A). The payments were to reimburse the LRA for repair and replacement of off-site public infrastructure improvements, such as streets, water, sanitary sewer and storm water systems at the former Lowry Air Force Base necessary to serve the SBCCOE property.

The first $900,000 was paid to the LRA upon signing the agreement. According to information from the State Controller, the funds were charged to a 1994 capital appropriation. Subsequently, $300,000 payments were made on July 31, 1997, July 31, 2002, and July 31, 2001. No payments were required under the agreement in 1998 and 1999. We have not been able to determine what funds were used to make the 1997 payment. However, capital construction funds appropriated for an overall infrastructure project were used to make the latter two payments. No payment has been made for the 2002-2003 fiscal year.

The 1996 agreement conditioned payments to the LRA on legislative appropriation of capital construction funds for that purpose. The agreement obligated the SBCCOE to budget for, request, seek and pursue appropriation of funds to make the payments. The agreement also provided the curious language that it would terminate at the end of a fiscal year in which there was no capital construction appropriation to the SBCCOE to make the infrastructure payment. In that event, the LRA would have no obligation to "construct, complete, or otherwise make available any Infrastructure Improvement to the SBCCOE."

A total of $1.8 million in payments has been made to the LRA since 1996. When a payment was not made in July 2002, or in subsequent months, Bruce Heitler, the Chair of the LRA Board, wrote to Governor Owens in December of 2002, requesting a meeting to work out an agreement to assure that the remaining $2.7 million called for in the 1996 agreement would be paid.

This meeting was held in February 2003. In attendance were Tom Markham, the Executive Director of the LRA; the LRA attorney; Jeannie Reeser and Lena Elliott, the Chair and Vice-Chair respectively of the SBCCOE; Tim Foster and Joan Johnson of CCHE; Barbara McDonnell, SBCCOE attorney; and George Delaney, SBCCOE Chief

Financial Officer and a member of the Governor's policy staff. The situation surrounding the 1996 agreement was discussed (see Background section below) and arrangements were made for SBCCOE and the LRA to negotiate a new infrastructure agreement. This new agreement, entitled **Amended and Restated Infrastructure Payment Agreement,** was approved by the SBCCOE on May 14, 2003 (Attachment B). The LRA Board had previously approved the amended agreement.

The amended agreement provides that the SBCCOE will pay the LRA a total of $2.1 million by June 20, 2010, and will account for the additional $600,000 called for in the 1996 agreement in one of three ways:

1. Requesting capital construction appropriations for a total of $600,000 beginning in fiscal year 2006;

2. Conveying or arranging for the conveyance of SBCCOE property at Lowry having a net value of $600,000 to the LRA; or

3. Entering into a lease or other agreement which would allow the Air Force to use SBCCOE property at Lowry for storage, thereby freeing up property the Air Force has retained on other sections of Lowry for conveyance to the LRA, provided such other property has a net value to the LRA of $600,000.

Alternative one requires the approval of CCHE, the Colorado General Assembly and the Governor of Colorado (for a capital construction appropriation(s)). Alternatives two and three require the approval of the U.S. Department of Education and/or the United States Congress.

II. BACKGROUND

The 1996 agreement between the SBCCOE and the LRA was signed by Bruce Heiter as Chairperson of the LRA and Jerome (Jerry) P. Wartgow, Secretary to the State Board for Community Colleges and Occupational Education. There was no signature on the agreement by the Chief Financial Officer for SBCCOE, and the approval for the Controller (Cliff Hall) was given by his designee at SBCCOE, Dan S. Whittemore.

At the time, Jerry Wartgow was also President of SBCCOE, which is the position held today by Dr. Joe May. It is our understanding that Mr. Cliff Hall did not know of the agreement, and no one from either the Attorney General's office or CCHE reviewed the contract. In fact, no one outside of SBCCOE was even aware such a contract existed until September 2001. It was at that time that Jeanne Adkins, former Director of Policy and Planning for CCHE, reviewed the historical files with the community college system staff and determined that state capital construction funds allocated for infrastructure redesign

and a modified demolition proposal had instead been used to make two payments to the Lowry Redevelopment Authority.

After meeting independently with the SBCCOE staff, Ms. Adkins provided a memo to CCHE Executive Director Tim Foster outlining the 1996 agreement and the System's intent to simply include its payments in current and future capital construction requests. Ms. Adkins also stated that the system had made not just the single payment it initially disclosed from appropriated capital construction funds designated for the infrastructure project but that it had made a second payment from the funds for the same project.

SBCCOE then stated it could not complete the infrastructure projects within the funds initially allocated. Additionally, SBCCOE then disclosed to CCHE that it had future obligations to the LRA that it intended to pay from funds for other projects appropriated for the Lowry site until the obligation was satisfied. CCHE staff said this was not acceptable.

Dr. Joe May and George Delaney both assured CCHE they understood the problems raised by CCHE staff and stated they would act to resolve the outstanding issues with the State Controller and the General Assembly. This resolution clearly did not happen until the February 2003 meeting described above.

III. STAFF ANALYSIS

There are several problems with the picture painted above.

1. The 1996 agreement between SBCCOE and the LRA should have been reviewed by the Attorney General's office and CCHE and signed off on by the State Controller, not just his designee. It is not clear if Jerry Wartgow, in his position as Secretary to the SBCCOE, had the authority to sign the agreement. It is very curious that there is no approval or signature from the system's chief financial officer;

2. Although none of the people involved with this project on the SBCCOE side are still with us today, efforts continued to be made to subsume money destined for other capital construction projects and use it to make the payments to the LRA. It is the view of Commission staff that if money had continued to be appropriated for capital projects at Lowry, this agreement would probably never have come to light;

3. With this new agreement in place, the threat to the State's financial rating will certainly either abate or dissolve completely, a fact that has ramifications well beyond the SBCCOE and even the Department of Higher Education.

IV. STAFF RECOMMENDATION

That the Commission approve the Amended and Restated Infrastructure Payment Agreement between the SBCCOE and the LRA dated May 2003 with the following recommendations:

1. **The Agreement must be approved by the Legislature's Capital Development Committee and Joint Budget Committee;**

2. **The State Controller, Art Barnhardt, must approve and sign off on the Agreement;**

3. **The Attorney General's office shall approve and sign off on the Agreement;**

4. **If capital construction dollars are to be requested to make any of the payments, the SBCCOE shall forward a program plan to CCHE for approval; CCHE shall then forward the approval to the Capital Development Committee for its consideration and inclusion in either supplemental appropriation bills or the Long Bill.**

Appendix A

STATUTORY AUTHORITY

23-1-106. Duties and powers of the commission with respect to capital construction and long-range planning.

(1) It is declared to be the policy of the general assembly not to authorize or to acquire sites or initiate any program or activity requiring capital construction for state-supported institutions of higher education unless approved by the commission.

(2) The commission shall, after consultation with the appropriate governing boards of the satte-supported institutions of higher education and the appropriate state administrative agencies, have authority to prescribe uniform policies, procedures, and standards aof space utilization for the development and approval of capital construction programs by institutions.

(3) (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 construction shall commence except in accordance with an approved master plan, program plan and physical plan.

(4) the Commission shall ensure conformity of facilities master planning with approved educational master plans and facility program plans with approved facilities master plans.

Attachment A

INFRASTRUCTURE PAYMENT AGREEMENT

This Infrastructure Payment Agreement ("Agreement") is entered into as of the 31st day of October, 1996, by and between the Lowry Economic Redevelopment Authority, a separate legal entity established pursuant to an intergovernmental agreement between the City and County of Denver, Colorado and the City of Aurora, Colorado (the "LRA") and the Colorado State Board for Community Colleges and Occupational Education (the "SBCCOE").

WHEREAS, the former Lowry Air Force Base ("Lowry") was closed as an active military installation on September 30, 1994; and

WHEREAS, the SBCCOE is scheduled to receive a public benefit conveyance of approximately 152.425 acres of property at Lowry (the "SBCCOE Property"), for the purpose of providing higher education services; and

WHEREAS, the existing infrastructure at Lowry is in need of repair or replacement in order to comply with current Denver and Aurora regulations and to adequately serve the SBCCOE Property and other property at Lowry; and

WHEREAS, the LRA was established for the purpose of providing necessary and incidental ownership, management, maintenance and economic redevelopment services and improvements within Lowry; and

WHEREAS, the SBCCOE is part of the State of Colorado for purposes of Article X, § 20 of the Colorado Constitution ("TABOR") and LRA is an enterprise exempt from the provisions of TABOR and the parties do not intend to violate the terms and requirements of TABOR by the execution of this Agreement; and

WHEREAS, the LRA is willing to provide for the repair or replacement of basic public off-site infrastructure improvements, the scope and location of which is generally described on the attached Exhibit A, including streets and water, sanitary sewer and storm water systems at Lowry (the "Infrastructure Improvements"), which are necessary to serve the SBCCOE Property, in consideration for the SBCCOE paying its share of the cost of such Infrastructure Improvements; and

WHEREAS, the parties have determined and do hereby agree that the SBCCOE shall pay $900,000 on or before October 31, 1996, an additional payment of $300,000 on of before July 31, 1997, and payments of $300,000 per year for eleven consecutive years commencing July 31, 2000 and continuing 1:hroughJuly 31, 2010, as illustrated on the attached Exhibit B, subject to an annual appropriation of such amount by the Colorado General Assembly, as its share of the cost of Infrastructure Improvements.

NOW, THEREFORE, in consideration of the terms and conditions of this Agreement, the parties agree as follows:

1. SBCCOE covenants and agrees that it will pay the amounts specified in the schedule attached hereto as Exhibit B, such amounts representing the SBCCOE's share of the cost of Infrastructure Improvements necessary to serve the SBCCOE Property. The SBCCOE shall pay $900,000 on or before October 31, 1996. The SBCCOE shall pay an additional $300,000 on or before July 31, 1997, and eleven more payments of $300,000 per year commencing July 31,2000 and continuing until July 31, 2010, as further described in Exhibit B.

2. The LRA will construct or cause to be constructed by December 31, 2000, in accordance with applicable Denver and Aurora requirements, the Infrastructure Improvements described on Exhibit A in order to provide basic service to the SBCCOE Property. Any additional public improvements or on-site connections to the Infrastructure Improvements shall remain the responsibility of the SBCCOE.

3. The SBCCOE will convey to the LRA or to the City and County of Denver or the City of Aurora, at no cost to such public entities, any rights-of-way or easements necessary to provide and construct such Infrastructure Improvements, provided such dedication of rights-of-way or easements conform to the current master plan for the redevelopment of Lowry and do not require the demolition, relocation, or movement of existing buildings located on the SBCCOE Property.

4. The LRA will work with the various service providers to provide reasonable access and other existing services to the SBCCOE Property during construction of any Infrastructure Improvements; provided, however, the LRA cannot 3"ssure uninterrupted service.

5. As prescribed by State of Colorado Fiscal Rules, it is understood and agreed this Agreement is dependent upon the continuing availability of funds beyond the term of the State's current fiscal period ending upon the next succeeding June 30, as financial obligations of the State of Colorado payable after the current fiscal year are contingent upon funds for that purpose being appropriated through the State's capital construction budget process. Further, the parties recognize that the act of appropriation is a legislative act, and the SBCCOE hereby covenants to take such action as is necessary under the laws applicable to the SBCCOE to timely and properly budget for, request of and seek and pursue appropriation of funds of the Legislature of the State of Colorado which will permit the SBCCOE to make all payments required under this Agreement during the period to which such appropriation shall apply and the SBCCOE also covenants to fully pursue the available appeals and review of any denial or rejection of such appropriation requests. In the event there shall be no funds made available, this Agreement shall terminate at the end of the then current fiscal year, with no penalty or additional cost as a result thereof to the SBCCOE. In the event of such termination resulting from failure to appropriate funds in "accordance with this Agreement, no refund, repayment, or reimbursement of amounts previously paid by the SBCCOE in accordance with this Agreement shall be owing to the SBCCOE by LRA and there shall be no obligation on behalf of LRA to construct, complete, or otherwise make available any Infrastructure Improvement to the SBCCOE.

6. To make certain the understanding of the parties because this Agreement will extend beyond the current fiscal year, the SBCCOE and LRA understand and intend that the obligation of the SBCCOE to pay the annual installments hereunder constitutes a current expense of the SBCCOE payable exclusively from the SBCCOE's appropriated capital construction funds and shall not in any way be construed to be a general obligation indebtedness of the State of Colorado or any agency or department thereof within the meaning of any provision of Sections 1, 2, 3, 4 or 5 or of Article XI of the Colorado Constitution, or any other constitutional or statutory limitation or requirement applicable to the State concerning the creation of indebtedness. Neither the SBCCOE, nor the LRA on its behalf, has pledged the full faith and credit of the State, or any agency or department thereof to the payment of the charges hereunder, and this Agreement shall not directly or contingently obligate the State, or any agency or department thereof to apply money from, or levy or pledge any form of taxation to, the payment of the annual payments required by this Agreement.

7. The parties hereto further understand and agree that the only funds that have or may be so appropriated and available for payment under this Agreement in anyone particular fiscal year are for the purpose and in an amount sufficient only to pay the charges provided for in paragraph 1 above. Therefore, notwithstanding anything herein to the contrary, the payment by the SBCCOE of any other charges, liabilities, costs, guarantees, waivers, and any awards thereon of any kind pursuant to this Agreement against the SBCCOE are contingent upon funds for such purposes being appropriated by the State of Colorado capital construction legislative process.

8. The signatories aver that to their knowledge, no state employee has any personal or beneficial interest whatsoever in the service or property described herein.

9. The signatories hereto aver that they are familiar with 18-8-301, et seq., (Bribery and Corrupt Influences) and 18-8-401, et seq., (Abuse of Public Office), C.R.S., as amended, and that no violation of such provisions is present.

10. In accordance with the requirements of 24-30-202(1), C.R.S., as amended, this Agreement shall not be deemed valid until it has been approved by the State Controller, or such assistant as he may designate.

11. The parties have executed this Agreement such that completion of the Infrastructure Improvements shall be subject to strikes, accidents, acts of God, weather conditions which justify a delay of construction in light of standard practices in the building profession, inability to secure labor, fire regulations or restrictions imposed by any government or governmental agency, or other delay resulting from events which are beyond the control of the LRA.

12. It is expressly understood and agreed that enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the parties, and nothing contained in this Agreement shall give or allow any

such claim or right of action by any other third person on such Agreement. It is the express intention of the parties that any person other than the parties receiving services or benefits under this Agreement shall be deemed to be an incidental beneficiary only.

13. This Agreement shall be governed by the laws of the State of Colorado. Venue for any action arising from this Agreement shall lie with any appropriate court within the City and County of Denver, Colorado. The parties agree and acknowledge that this Agreement may be enforced at law or in equity. The prevailing party shall be awarded its costs and attorneys' fees.

14. Invalidation of any of the provisions of this Agreement or any paragraph sentence, clause, phrase, or word herein or the application thereof in any given circumstance shall not affect the validity of any other provision of this Agreement.

15. The obligations or responsibilities set forth in this Agreement shall not be assigned by either party without the express written consent of the other party.

16. Unless otherwise stated in this Agreement, exhibits referenced in this Agreement shall be incorporated into this Agreement for all purposes.

17. This Agreement represents the entire agreement between the parties and there are no oral or collateral agreements or understandings. This Agreement may be amended only by an instrument in writing signed by the parties.

This Agreement is executed as of the 31st day of October, 1996.

ATTEST:

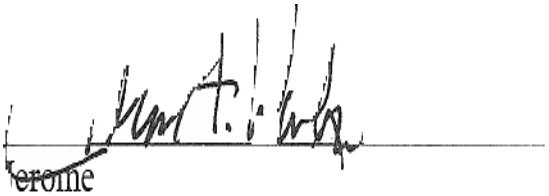
Sidney L. Papedo
Secretary/Treasurer
(Sidney L. Papedo
Secretary/Treasurer)

LOWRY ECONOMIC REDEVELOPMENT AUTHORITY

By:

Bruce F. Heitler
Chairperson

STATE OF COLORADO, DEPARTMENT OF HIGHER EDUCATION, BY THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION



(Jerome P. Wartgow, Secretary)

APPROVED:

By: _____

Chief Financial Officer,
Colorado Community College Occupational Education System

APPROVAL:
STATE CONTROLLER
CLIFFORD W. HALL

BY (Signature missing from scanned-in copy)
DAN S. WHITTEMORE

APPROVED:

STATE OF COLORADO DEPARTMENT
OF ADM INISTRATION, STATE BUILDINGS
DIVISION

By: _____
Its: _____

The Lowry Infrastructure Improvements include the colored roadways depicted on page 1 of this Exhibit B. These roadways will be constructed in accordance with applicable Denver and Aurora standards in order to be dedicated to such cities upon completion. Such street improvements will include curb, gutter, sidewalks, and landscaping. Lowry Boulevard and Quebec Street will be constructed as major arterials. Fairmont and Yosemite will be constructed as minor arterials. Uinta/6th Avenue, and 8th Avenue will be constructed as collector streets.

Many of the other improvements will be located within the street rights-of-way. The water distribution system will be upgraded to improve fire flows to acceptable levels, to separate the distribution system along municipal boundaries, and to create distribution systems that meet each municipal water provider's standards for layout, loop and metering. These proposed water system improvements include the addition of twelve inch and sixteen inch mains in some of the roadways throughout the site. The wastewater system requires upgrades prior to acceptance of portions of the collection system by the cities of Denver and Aurora. The majority of the existing trunk system is expected to be replaced with a gravity system aligned with major road corridors. The storm drainage system will be integrated with an open space system of greenways to handle 100-year storm flows. In addition, electrical, telecommunication and cable television systems will be upgraded and under grounded, primarily by the utility providers.

The budgeted expenses of the LRA are as follows:

Roadway		8,086,236
Landscaping		3,217,400
Water		1,450,100
Sewer		1,529,012
Ancillary[1]		600,000
		$14,938,748
Contingency; Design, Engineering and Administration	4,631,012	
Roadway Demolition[2]		2,177,000
Costs Associated with Grant Funded Infrastructure Projects[3]	1,463,205	
TOTAL		**$23,209,965**[4]

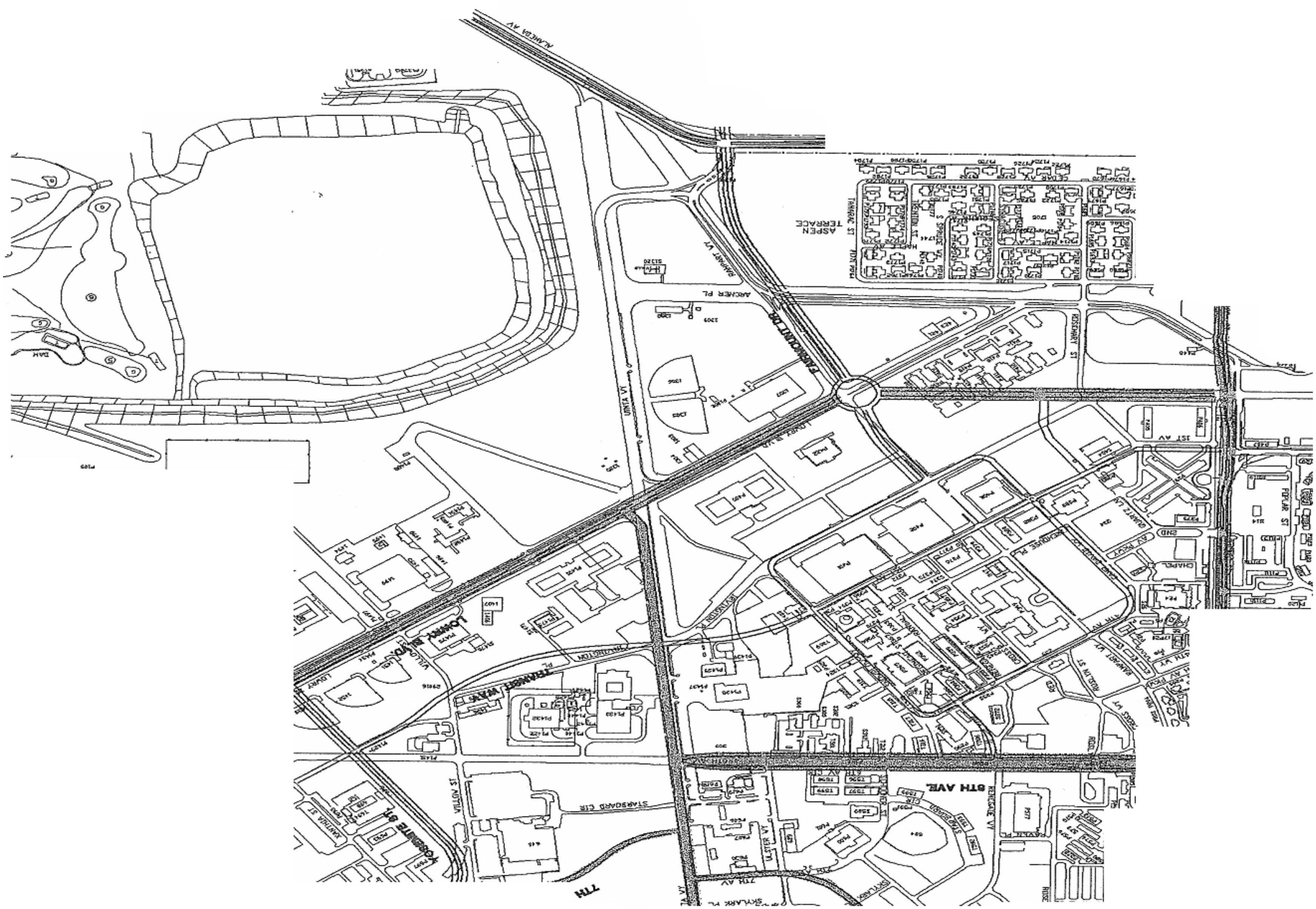
1 Includes transit stops on trunk streets
2 Net of recycling recoveries
3 Total costs of grant-funded projects, less available grant and match funding
4 Assumes availability of a minimum of $796,083 in construction fund earnings from bond proceeds

Exhibit B

State Board of Community Colleges & Occupational Education
Lowry Redevelopment Authority
Infrastructure Contract Payment

$900,000 by October 31, 1996
$300,000 on July 31, 1997
For 11 years, beginning July 31, 2000
Annual payments of $300,000

Date	Payment
10/31/96	$900,000
7/31/97	$300,000
7/31/98	-
7/31/99	-
7/31/00	$300,000
7/31/01	$300,000
7/31/02	$300,000
7/31/03	$300,000
7/31/04	$300,000
7/31/05	$300,000
7/31/06	$300,000
7/31/07	$300,000
7/31/08	$300,000
7/31/09	$300,000
7/31/10	$300,000
Total Payments	$4,500,000


ALAMEDA AV
ASPEN TERRACE
ARCHER PL
UINTA WY
LOWRY BLVD
TRANSIT WAY
STARGARD CIR
8TH AVE
7TH AV

Atttachment B

AMENDED AND RESTATED
INFRASTRUCTURE PAYMENT AGREEMENT

This Amended and Restated Infrastructure Payment Agreement ("Agreement") is entered into as of the _____ day of May, 2003, by and between the Lowry Economic Redevelopment Authority, a separate legal entity established pursuant to an intergovernmental agreement between the City and County of Denver, Colorado and the City of Aurora, Colorado (the "LRA") and the Colorado State Board for Community Colleges and Occupational Education (the "SBCCOE").

WHEREAS, the former Lowry Air Force Base ("Lowry") was closed as an active military installation on September 30, 1994; and

WHEREAS, the SBCCOE has received a public benefit conveyance of approximately 144.325 acres of property at Lowry (the "SBCCOE Property"), for the purpose of providing higher education services; and

WHEREAS, the infrastructure at Lowry at the time of base closure was in need of repair or replacement in order to comply with current Denver and Aurora regulations and to adequately serve the SBCCOE Property and other property at Lowry; and

WHEREAS, the LRA was established for the purpose of providing necessary and incidental ownership, management, maintenance and economic redevelopment services and improvements within Lowry; and

WHEREAS, the SBCCOE is part of the State of Colorado for purposes of Article X, § 20 of the Colorado Constitution ("TABOR") and LRA is an enterprise exempt from the provisions of TABOR and the parties do not intend to violate the terms and requirements of TABOR by the execution of this Agreement; and

WHEREAS, the LRA and SBCCOE entered into an Infrastructure Payment Agreement dated as of October 31, 1996 (the "Original Agreement") whereby the LRA agreed to provide and has provided for the repair or replacement of off-site infrastructure improvements, the scope and location of which is generally described on the attached Exhibit A, including streets and water, sanitary sewer and storm water systems at Lowry (the "Infrastructure Improvements"), which are necessary to serve the SBCCOE Property, in consideration for the SBCCOE paying its share of the cost of such Infrastructure Improvements; and

WHEREAS, the SBCCOE has paid $1,800,000 pursuant to the Original Agreement and an additional $2,700,000 remains unpaid; and

WHEREAS, the SBCCOE, as part of the State of Colorado, is affected by the current decline in state revenues and desires to restructure the Original Agreement; and

WHEREAS, the LRA and the SBCCOE are willing to restructure the Original Agreement in consideration of other changes in the terms and conditions thereof as contained herein.

NOW, THEREFORE, in consideration of the terms and conditions of this Agreement, the parties agree as follows:

1. The LRA has constructed in accordance with applicable Denver and Aurora requirements, the Infrastructure Improvements described on Exhibit A in order to provide basic service to the SBCCOE Property. Any additional public improvements or on-site connections to the Infrastructure Improvements shall remain the responsibility of the SBCCOE.

2. The SBCCOE has conveyed or will convey to the LRA or to the City and County of Denver or the City of Aurora, at no cost to such public entities, any rights-of-way or easements necessary to provide and construct such Infrastructure Improvements, all in accordance with the applicable requirements of such entities.

3. SBCCOE covenants and agrees that it will pay the amounts specified in the schedule attached hereto as Exhibit B, such amounts representing the SBCCOE's share of the cost of Infrastructure Improvements necessary to serve the SBCCOE Property. Prior to the date of this Agreement, SBCCOE has paid $1,800,000 to the LRA pursuant to the Original Agreement. The SBCCOE shall pay an additional $2,100,000 from the general funds of the SBCCOE without the need for any specific appropriation. The SBCCOE shall pay $200,000 per year on or before June 30 in years 2003, 2004 and 2005, and shall pay $300,000 per year before June 30 in years 2006, 2007, 2008, 2009 and 2010, as further described in Exhibit B. Further, the SBCCOE shall pay or otherwise compensate the LRA for an additional $600,000 in one of the following ways, subject to approval by the Colorado General Assembly and the Governor of Colorado as to option (a), or the approval of the U.S. Department of Education and/or the United States Congress as to options (b) or (c):

(a) By seeking and obtaining a capital construction appropriation from the General Assembly of the State of Colorado in the amount of $300,000 during any two years from fiscal year 2006 through fiscal year 2010;

(b) By conveying or arranging for the conveyance of one or more parcels of SBCCOE Property having a mutually acceptable appraised value of at least $600,000 after deducting any remediation or infrastructure expenses or other necessary costs incurred by the LRA to accomplish such transfer, which parcels of SBCCOE Property need not be contiguous, but must be mutually approved for conveyance by the LRA and the SBCCOE; or

(c) By entering into a lease or other agreement which would allow the Air Force to use SBCCOE Property and to then convey other property the Air Force has retained at Lowry to the LRA, provided such other property results in net proceeds to the LRA of at least $600,000, after deducting payment of any moving, renovation, or other necessary costs incurred by the LRA to facilitate such usage.

4. To make certain the understanding of the parties because this Agreement will extend beyond the current fiscal year, the SBCCOE and LRA understand and intend that the obligation of the SBCCOE to pay the annual installments hereunder constitutes a current expense of the SBCCOE payable from the SBCCOE's funds and shall not in any way be construed to be a general obligation indebtedness of the State of Colorado or any agency or department thereof within the meaning of any provision of Sections 1, 2, 3, 4 or 5 or of Article XI of the Colorado Constitution, or any other constitutional or statutory limitation or requirement applicable to the State concerning the creation of indebtedness. Neither the SBCCOE, nor the LRA on its behalf, has pledged the full faith and credit of the State, or any agency or department thereof to the payment of the charges hereunder, and this Agreement shall not directly or contingently obligate the State, or any agency or department thereof to apply money from, or levy or pledge any form of taxation to, the payments required by this Agreement.

5. The signatories aver that to their knowledge, no state employee has any personal or beneficial interest whatsoever in the service or property described herein.

6. The signatories hereto aver that they are familiar with 18-8-301, et seq., (Bribery and Corrupt Influences) and 18-8-401, et seq., (Abuse of Public Office), C.R.S., as amended, and that no violation of such provisions is present.

7. It is expressly understood and agreed that enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the parties, and nothing contained in this Agreement shall give or allow any such claim or right of action by any other third person on such Agreement. It is the express intention of the parties that any person other than the parties receiving services or benefits under this Agreement shall be deemed to be an incidental beneficiary only.

8. In accordance with the requirements of 24-30-202(1), C.R.S., as amended, this Agreement shall not be deemed valid until it has been approved by the State Controller, or such assistant as he may designate.

9. This Agreement shall be governed by the laws of the State of Colorado. Venue for any action arising from this Agreement shall lie with any appropriate court within the City and County of Denver, Colorado. The parties agree and acknowledge that this Agreement may be enforced at law or in equity. The prevailing party shall be awarded its costs and attorneys' fees.

10. Invalidation of any of the provisions of this Agreement or any paragraph sentence, clause, phrase, or word herein or the application thereof in any given circumstance shall not affect the validity of any other provision of this Agreement.

11. The obligations or responsibilities set forth in this Agreement shall not be assigned by either party without the express written consent of the other party.

12. Unless otherwise stated in this Agreement, exhibits referenced in this Agreement shall be incorporated into this Agreement for all purposes.

13. This Agreement represents the entire agreement between the parties and there are no oral or collateral agreements or understandings. This Agreement may be amended only by an instrument in writing signed by the parties.

This Agreement is executed as of the _____ day of May, 2003.

LOWRY ECONOMIC REDEVELOPMENT AUTHORITY

ATTEST:

By: _____

_____
Donald E. Lindemann
Secretary/Treasurer

Bruce F. Heitler
Chairperson

STATE OF COLORADO, DEPARTMENT OF HIGHER EDUCATION, BY THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION

By: _____

APPROVED:
STATE CONTROLLER

By: _____

The Lowry Infrastructure Improvements include the colored roadways depicted on page 1 of this Exhibit A. These roadways have been constructed in accordance with applicable Denver and Aurora standards. Such street improvements include curb, gutter, sidewalks, and landscaping. Lowry Boulevard and Quebec Street are major arterials. Fairmont and Yosemite are minor arterials. Uinta, 6th Avenue, and 8th Avenue are collector streets.

Many of the other improvements are located within the street rights-of-way. The water distribution system has been upgraded to improve fire flows to acceptable levels, to separate the distribution system along municipal boundaries, and to create distribution systems that meet each municipal water provider's standards for layout, loop and metering. These water system improvements include the addition of twelve inch and sixteen inch mains in some of the roadways throughout the site. The wastewater system has been upgraded prior to acceptance of portions of the collection system by the cities of Denver and Aurora. The majority of the prior trunk system was replaced with a gravity system aligned with major road corridors. The storm drainage system has been integrated with an open space system of greenways to handle 100-year storm flows. In addition, electrical, telecommunication and cable television systems have been upgraded and undergrounded, primarily by the utility providers.

Exhibit B

State Board of Community Colleges & Occupational Education

Lowry Redevelopment Authority

Infrastructure Contract Payment

Date	Payment
6/30/03	200,000
6/30/04	200,000
6/30/05	200,000
6/30/06	300,000
6/30/07	300,000
6/30/08	300,000
6/30/09	300,000
6/30/10	300,000
	2,100,000
State Appropriation or Alternative Funds pursuant to Section 3 (2006-2010)	600,000
Total Payments	**2,700,000**

TOPIC: **ELECTION OF OFFICERS**

PREPARED BY: **PEGGY LAMM, CHAIR**

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 June 2004 meeting.

TOPIC: **IMPLEMENTATION OF TRANSFER POLICY**

PREPARED BY: **JOANN EVANS AND SHARON SAMSON**

I. SUMMARY

This agenda item presents actions that occurred in the past 12 months to make transfer responsive to student needs. In January 2003, the Commission approved the Statewide Transfer Policy Appeal Policy to reflect legislation passed by the General Assembly in 2001. The major highlights of the transfer policy include:

- Three transfer pathways for students.
  - Acceptance of 60 credit hours of the A.A. and A.S. degrees toward graduation credits in all liberal arts and science degree programs.
  - Universal transfer of state guaranteed general education courses to general education requirements in liberal arts and science programs.
  - Statewide agreements in professional programs, e.g., Business, Engineering.
- Clear and consistent information systems for students.

The newly adopted policy required action by all governing boards.

1. The higher education system collaborated on several statewide articulation agreements for professional degree programs with specific accreditation and licensure requirements. (Agenda Item V, B (1)). A *Statewide Agreement* is -- a statewide system-to-system agreement, **NOT** an institution-to-institution agreement.

2. The community college system redesigned its Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs to meet the general education framework (Agenda Item V, B (2).

3. The four-year institutions developed transfer guides/graduation plans for community college students who earned an AA and AS to recognize that the 60 credit hours earned in the associate degree will apply to the 120 credit hours graduation requirement in liberal arts and science baccalaureate degree programs and that an admitted transfer student may complete the graduation requirements in these degrees by enrolling in 60 additional credit hours. (Agenda Item V, B (3)

In essence, the transfer policy provides an integrated systemwide approach to student transfer.

Staff recommend that the Commission approve the Statewide Articulation Agreements, and the revised Associate of Art degree program. No action required for the Transfer Guides/Graduation Plans for a student earning an AA/AS at a Colorado Community College.

II. BACKGROUND

C.R.S. 23-1-108 (7) (a) The commission shall establish, after consultation with the governing boards of institutions, and enforce student transfer agreements between two-year and four-year institutions and among four-year institutions. Governing boards and institutions shall conform to such agreements and to commission policies relating to such agreements. Such transfer agreements shall include provisions under which institutions shall accept all credit hours of acceptable course work for automatic transfer to another state-supported institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes

The General Assembly further defined an associate transfer degree as one that is designed to provide the student completing an Associate of Arts degree with junior status at a four-year institution.

Colorado public higher education institutions are bound by Colorado statute to accept transfer credits provided the credits meet certain conditions. Colorado statute [C.R.S. 23-1-108(5)] states that for many students, the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree.

During the 2001 legislative session, the Colorado General Assembly adopted legislation (CRS 23-1-108.5 and CRS 23-1-125) which mandated that the Commission adopt a course identification system that will ensure that the quality and requirements of general education courses at all Colorado public higher education institutions are comparable and transferable statewide.

Guarantee that transfer credits apply to graduation

Under the original transfer policy course credits were being transferred at all of Colorado's public higher education institutions; however, there were cases where the transfer credit did not count toward meeting graduation requirements and served only as add-on credit. With the implementation of the C.R.S. 23-1-125 (a) 120 credit hour limit for all liberal arts and science program and the 128 maximum credit hour limit for teacher preparation programs, the state guaranteed general education courses are guaranteed to satisfy general education requirements and count toward graduation at all Colorado public higher education institutions. It is noted that four-year institutions may require additional general education requirements beyond the statewide guaranteed 35 credit hours.

The original statewide transfer policy was developed in 1985, updated in September 1993, and in January 2003 the Commission approved the new statewide transfer policy. In the late 1980s all Colorado public higher education institutions independently negotiated transfer agreements between two-year and four-year institutions and four-year to four-year institutions. The agreements delineated the courses that would be accepted by the four-year receiving institution. While the old transfer policy provided guidelines to higher education institutions in the matter of transfer of student credit, there continued to be cases of students losing credits in transfer.

The new Statewide Transfer Policy is based on the following principles:

1. Colleges and universities in Colorado will work together to ensure that a student with a declared major may complete a degree program in the shortest possible time, whether the student remains enrolled at one institution or transfers to another. (Access)

2. To safeguard the rigor necessary for a quality educational experience, the articulation process must assure that the curricula of academic programs retain their academic integrity. (Quality)

3. The involvement of faculty in the development of transfer agreements and the transfer process is essential. (Responsibility/accountability)

4. Transfer students have a right to clear and updated advising and planning information to make the appropriate choice of courses and plans of actions. (Efficiency)

5. A transfer student has the right to a fair and timely evaluation of credits and an opportunity to challenge the decision for reasonable cause. (Equity)

Colorado public higher education institutions are bound by Colorado statute to accept transfer credits provided the credits meet certain conditions. Colorado statute [C.R.S. 23-1-108(7), CRS 23-1-108.5 and CRS 23-1-125] pertains to transfer agreements between two-year and four-year institutions and among four-year institutions and guarantees that all acceptable coursework be transferred from one Colorado public college to another.

State Guarantee General Education

Community college students frequently transfer after completing their general education requirements rather than the full associate degree. Under the State Guarantee General Education (GT Pathway) policy, lower division general education requirements at a four-year college are satisfied if a student successfully completes all state guarantee general education requirements at a community college. If the full transfer core is not completed, state guaranteed general education courses are transferred individually and non-guaranteed courses are evaluated individually.

60 + 60 Transfer

The broadest and simplest transfer process is the Associate of Arts (A.A.) and Associate of Science (A.S.) agreement. In 1989 Colorado governing boards signed agreements to honor the full transfer of the associate degrees – 60 hours guaranteed to transfer to four-year degrees in liberal arts and science degree programs. This mechanism works well for the community college students who are undecided about their major, but it also works very well for students who have decided upon a major. Under this agreement, 35 credit hours apply to lower division general education graduation credits and the remaining 25 credits apply to free electives or the major. The bottom line is that students who complete an associate degree (A.A./A.S.) are guaranteed that 60 credits will apply as graduation credits to a four-year liberal arts and science baccalaureate degree.

Statewide Articulation Agreements

A significant number of community college students are interested in transferring into a professional undergraduate degree. The curriculum in professional degrees is often prescribed by accrediting associations or employer specifications. The major advantage of a statewide agreement over transfer guides is that a student can transfer to any four-year institution under a statewide agreement. There are currently two statewide articulation agreements among all Colorado community colleges and four-year public institutions offering particular degree programs --- Business and Nursing. Statewide articulation agreements in Engineering, Elementary Teacher Education, and Early Childhood Education are in the final stage of being developed. A faculty working committee will develop a statewide agreement in Biology.

Collectively, these statewide articulation agreements serve 60 percent of the community college transfer students. The bottom line is that all the credits will apply to graduation credits under Statewide Agreements. Statewide Articulation Agreements is discussed in greater in agenda item V, B (1).

Transfer Guides in Liberal Arts and Science Programs

Transfer guides are institutional-specific graduation agreements which contain information about graduation requirements for a particular CCHE-approved baccalaureate degree program. The transfer guides include course equivalency, program admission requirements, and prerequisites. Once negotiated, an institution or governing board transmits the guide to CCHE and publishes the approved agreement so that students, faculty and academic advisors are fully informed of the terms of the agreement.

Transfer Guides will be addresses in greater detail in agenda item V, B (3).

III. STAFF ANALYSIS

The policies were designed to bring higher education institutions into compliance with the student bill of rights statute (CRS 23-1.125) to provide clear and concise information about the transfer of credits from one Colorado public higher education institution to another and to addresses statute CRS 23-1-108.5 regarding general education course numbering system.

Students transfer for different reasons and at different points in their college career. Students may begin their college degree at a community college because the tuition is lower or the classes are smaller or it is more convenient even though they plan to earn a four-year degree.

Improved visibility of transfer information

Even with these available options, transfer problems may still occur. If students do not contact an advisor, they are often unaware that transfer guides or transfer agreements exist.

The statewide transfer policy specifies four ways to enhance the student advising process:

1. Develop a transfer process that is so simple that a student can reference any of the materials available and have a reasonable idea of what will transfer and what will not.

2. Train faculty on the state guaranteed general education policy and the revised transfer policy.
3. Elaborate in printed and on-line catalogues and student information packets the options available for the transfer of credit.

4. Provide information to students about the process.

Appendix A

STATUTORY AUTHORITY

CRS 23-1-108.5. (1) The General Assembly hereby finds that, for many students the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The General Assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs. The General Assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of the statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable statewide.

CRS 23-1-125. Commission directive – student bill of rights – degree requirements – implementation of core courses – on-line catalogue- competency test. (1) Student bill of rights. The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:
(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;
(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education.

TOPIC: **IMPLEMENTATION OF TRANSFER POLICY: STATEWIDE ARTICULATION AGREEMENTS**

PREPARED BY: **JOANN EVANS**

I. SUMMARY

In Colorado two transfer pathways exist for community college students. For professional degree programs that have specific accreditation requirements, the best pathway is a statewide articulation agreement. Students who are interested in completing a professional degree are able to begin the required lower division courses in the major at the community college and transfer without losing time or credits. Articulation agreements apply to specific degree programs as unilateral agreements that specify the common terms, conditions and expectations for students transferring into the degree program. When the specific courses and/or degree programs are successfully completed at the sending institution, they will be accepted in transfer and apply toward graduation requirements for a specified degree program at all receiving institutions.

Three new statewide articulation agreements are currently being signed or finalized:

- Elementary Teacher Education (Attachment A)
- Engineering (Attachment B)
- Early Childhood (Attachment C)

This summer a working committee will develop a statewide agreement for Biology. A working committee has been selected and plans to complete the agreement by fall 2003. The Biology Agreement will be presented at a Commission meeting this fall.

Staff recommend that the Commission accept the Elementary Teacher Education, Early Childhood, and Engineering Statewide Articulation Agreements.

II. BACKGROUND

In October 1990 the Commission approved the first statewide articulation agreement, the Colorado Nursing Articulation Model. The Colorado Nursing Articulation Model was the first voluntary statewide articulation program in the United States. It recognized the competency level and training delivered in a Practical Nursing program and transferred all credits toward the Associate Degree in Nursing. It recognized the competency and training delivered in the Associate Degree of Nursing and transferred all credits toward a Bachelor's degree in Nursing. A nursing committee developed the assessments to test the competencies required under accreditation.

In 1995 the state's second statewide transfer agreement was put in place with the Business Statewide Articulation Agreement. Prior to adoption, it was reviewed by the American Association of Schools and Colleges of Business, the national accrediting society for business programs. The Statewide Business Articulation Agreement has been modified to align with the statutory changes to transfer policy that were adopted by the General Assembly in 2001.

III. STAFF ANALYSIS

A statewide articulation agreement is a transfer agreement that assures a student that if he or she successfully completes the courses listed in the statewide articulation agreement, all the courses are guaranteed to transfer and count toward the specific degree to any of the institutions participating in the agreement.

A statewide articulation agreement is a mechanism used for professional baccalaureate degree programs that require a very specialized set of general education courses upon which the degree program is based. For example, an engineering student must have a very sound background in mathematics made up of Calculus I, II and III, Differential Equations, Linear Algebra plus Physics I and II or Chemistry prior to transferring to a four-year institution.

The majority of liberal arts and science baccalaureate degree programs can accept transfer students that have completed an Associate of Arts or an Associate of Science degree from a Colorado community college. This allows a student to take the first 60 credit hours (AA or AS degree) at a community college and transfer those credits to a four-year institution. However, there are a few liberal arts and science baccalaureate programs that require specific lower division courses and therefore require a statewide articulation agreement.

Institutions that participate in a statewide articulation agreement must sign the agreement and count toward graduation all courses that make up the agreement. The courses that make up the agreement are not required to hold state guarantee designation. The participating institutions guarantee that those specific courses listed in the agreement meet the institution's graduation requirements. This guarantee assures the student that no matter at which Colorado institution the student takes the course, that course counts toward graduation.

Multiple ways to transfer without credit loss:

Students transfer for different reasons and at different points in their college career. Students may begin their college degree at a community college because the tuition is lower, the classes are smaller, or it is more convenient even though they plan to earn a four-year degree.

Process of Developing a Statewide Articulation Agreement

In a few instances when a degree program is unusually specialized CCHE will designate the program as a professional degree program that requires a particular statewide articulation agreement. The higher education system collaborates on a statewide articulation agreement for professional degree programs with specific accreditation and licensure requirements.

Once the determination has been made that a statewide articulation agreement is required to complete the 120 credit hour requirement in a particular program, institutional academic vice presidents nominate a faculty representative to serve on the working committee that will develop the agreement. All institutions that have an approved degree program in the discipline participate in the process of developing the agreement as well as a CCHE staff member.

The agreement developed by the working committee usually goes through several iterations as well as consultation with the institutional curriculum committees. The draft developed by the working committee must then be signed by the presidents of all the institutions participating in the agreement. Upon approval by the institutions, the agreement is enforced.

Statewide Articulation Agreements in Place

There are currently two agreements in place: nursing and business. The business agreement was recently revised to coincide with the current transfer policy.

A. Engineering Articulation Agreement

A working committee chaired by Dr. Nigel Middleton, Vice President for Academic Affairs at Colorado School of Mines, has just finalized the Engineering Agreement. This agreement has been in the development stage for several years. The agreement has been signed by all participating.

B. Elementary Teacher Education Articulation Agreement

In October 2001 the Teacher Education Working Committee began their work on the Elementary Teacher Education Articulation Agreement. By October 2002 the committee had reached agreement on the first 30 credit hours and institutions signed off on the stage I of the agreement with some caveats. In January 2003, the working committee was able to reach agreement on the next 15 credit hours. Then in March the committee came up with an innovative approach for elementary teacher candidates. The agreement delineated the first 45 credit hours of courses and defined a co-enrollment process whereby the student would select the four-year institution that he or she would transfer to and co-enroll at both institutions (the two-year and the four-year) to complete the last 15 credit hours before transferring to the four-year

institution. Prior to co-enrollment, the transfer student must be admitted to the four-year institution.

This agreement will be signed during the summer of 2003 and become effective immediately. All public institutions authorized to provide teacher preparation programs are participants in the agreement.

C. Early Childhood Education Articulation Agreement

In April 2003 the Early Childhood Education Articulation Working Committee began to develop an articulation agreement. This committee had an advantage over other working committees because of the work that had been done by the Elementary Teacher Education Committee.

It is anticipated that the Early Childhood Education Articulation Agreement will be completed and signed by fall 2003.

D. Biology Articulation Agreement

In the process of institutions preparing transfer guides for all liberal arts and sciences programs, it became apparent that Biology is a professional program and would require a statewide articulation agreement. A working committee made up of representatives of the biology faculty of all four-year institutions and a representative from the community college system will meet beginning summer 2003 to develop a statewide articultion agreement. Staff anticipate two meetings to formalize this agreement.

IV. STAFF RECOMMENDATION

That the Commission accept the Elementary Teacher Education, Early Childhood, and Engineering Statewide Articulation Agreements.

Appendix A

STATUTORY AUTHORITY

CRS 23-1-108.5. (1) The General Assembly hereby finds that, for many students the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The General Assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs. The General Assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of the statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable statewide.

CRS 23-1-125. Commission directive – student bill of rights – degree requirements – implementation of core courses – on-line catalogue- competency test. (1) Student bill of rights. The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:
(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;
(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education.

Attachment A

STATEWIDE ELEMENTARY TEACHER EDUCATION ARTICULATION AGREEMENT
Between
COLORADO PUBLIC COMMUNITY/JUNIOR COLLEGES:
Arapahoe Community College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College
Aims Community College
Colorado Mountain College
and
the following
COLORADO PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION
Adams State College (Interdisciplinary Studies)
Fort Lewis College (Interdisciplinary Studies)
Mesa State College (Liberal Arts)
Metropolitan State College of Denver (6 majors)
University of Colorado at Boulder (History)
University of Colorado at Colorado Springs (7 majors)
University of Colorado at Denver (Individually Structured Major)
University of Northern Colorado (Interdisciplinary Studies)
University of Southern Colorado/Colorado State University at Pueblo (Liberal Studies)
Western State College (Interdisciplinary Studies)

In accordance with C.R.S. 23-1-108.5 (1) and C.R.S. 108 (7)(a) the participating institutions agree to the following policies governing the transfer of credit earned at a Colorado community college into a degree program for students seeking elementary education licensure offered at any of the Colorado public four-year colleges and universities listed above.

Section I: Graduate Requirements for Students Seeking Elementary Education Licensure

A. Institutional graduation requirements, including minimum number of hours and minimum grade average.

A transfer student who is seeking elementary education licensure will meet the same graduation requirements as a native student, including enrollment in an approved teacher preparation program, grade point average, and enrollment in specified courses that align with Colorado standards. A transfer student from a Colorado public community college who has earned an Associate of Arts (AA) degree designated for the elementary education track as defined in this agreement will need to complete no more than 68 credits to earn the baccalaureate degree at the four-year institution (60 plus 68 transfer agreement).

B. Universal transfer courses for the Elementary teacher education program.

A community college student who is planning to become an elementary education teacher will sign a graduation plan at the community college that identifies the first 45 credit hours that are guaranteed to transfer to particular teacher education programs (see page one) that are offered by Colorado public institutions of higher education. The courses are listed in Table I of this agreement.

To complete the AA graduation requirements, students, who have completed or are currently enrolled in courses that will total the first 45 credits, will apply to a specific teacher education program and be advised on the final 15 credits guaranteed to transfer. Students who do not plan to transfer immediately may participate in the co-enrollment and are entitled to the same transfer benefits when they apply for admission in the future.

C. Second Year, Second Semester of Graduation Agreement (Final 15 Credit Hours)

During the first semester of the student's sophomore year (or the equivalent term when the student will complete the 45 credits outlined in the elementary education graduation agreement), the student will sign an agreement for the final 15 credit hours that will be co-signed by both the community college and the four-year college. In essence the student will be co-enrolled at both institutions – eligible to enroll in courses at either institution that are guaranteed to apply to graduation requirements at both institutions.

Co-enrollment entitles the student to:

- Advice from the four-year institution on the 5 specific courses that will be guaranteed to apply to the graduation requirements that lead to an elementary education licensure.
- A graduation plan that meets the community colleges' Associate of Arts requirements and transfer of any credits earned at the four-year institution as meeting the A.A. graduation requirements.
- Ability to enroll in selected courses offered at the four-year institution, including on-line or on-campus classes if not available at the community college.

D. A transfer student must be admitted to a school of education at a four-year institution. In general admission to a four-year teacher education program requires a 2.75 grade point average and between 50 - 100 hours of evidence of successful experience with children ages 4 to 12.

TABLE 1: Guaranteed General Education and Major Courses for Elementary Education Students.

	Credit Hours	Community College Course Number	Course Title	Condition
General Education Courses				**36**
English	3 3	ENG 121 ENG 122	College Composition Composition II	B or better
Math	6	MATH 121* and MATH 135*	College Algebra and Introduction to Statistics*	
Humanities	3	LIT 115 or LIT 201 or LIT 202 Or LIT 211 or LIT 221	Introduction to Literature Masterpieces of Literature I Masterpieces of Literature II Survey of American Lit I Survey of British Literature I	
Science	13	GEY 111** BIO 105** or BIO 111** Chem 101/111** or PHY 105/111/211	Physical Geology Science of Biology General College Biology I Intro to Chemistry-Integrated Science or Intro to Physics	Lab based science courses
Social Sciences	9	GEO 105 HIST 201 POS 111	World Regional Geography U.S. History I American Government	
Education Requirements				**9**
Education	3 3	EDU 221 PSY 238	Intro to Education Child Development	
Speech	3	SPE 115	Public Speaking	
TOTAL				**45 Credit Hours**

*<u>Approved for 2002-2003 only</u>. To be replaced by a two-course sequence that addresses concepts of mathematics appropriate for elementary teachers.

**Approved through 2003-2004 academic year only two integrated science courses plus one other science course listed above for a total of 13 credit hours.

Section II - Transfer of Credit

A. Policies for accepting grades in transfer.

1. Only academic courses with a letter grade of "C" or better will be accepted for transfer.
2. Courses with grades of "F", "D", "IP", "I", "U", "AU", and "Z" are not transferable.
3. Only courses with grade of "B-" or better are accepted for English Composition (ENG 121). This is a standard teacher education admission standard in Colorado.

B. The four-year college or university will accept all credits in the student's teacher education graduation agreement earned within ten years of transfer. Courses earned more than ten years earlier will be evaluated on an individual basis.

C. This transfer credit is guaranteed under the condition that the community college maintains current accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Section III: Student Appeals Process

An appeal related to denial of transfer credits will follow the Colorado Commission on Higher Education student appeal process.

This agreement will remain in force until a new Statewide Elementary Education Agreement is negotiated.

_____	_____
Chief Academic Officer	President
_____	_____
Institution	Date

Attachment B

STATEWIDE ENGINEERING ARTICULATION AGREEMENT

between

COLORADO PUBLIC INSTITUTIONS:
Arapahoe Community College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Fort Lewis College
Front Range Community College
Lamar Community College
Mesa State College
Metropolitan State College of Denver
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College
Aims Community College
Colorado Mountain College

and

COLORADO PUBLIC INSTITUTIONS WITH COLLEGES OF ENGINEERING OR EQUIVALENT ACADEMIC UNITS:

Colorado School of Mines
Colorado State University
Colorado State University - Pueblo
University of Colorado at Boulder
University of Colorado at Colorado Springs
University of Colorado at Denver

In accordance with C.R.S. 23-1-108.5 (1) and C.R.S. 23-1-108 (7)(a) these participating institutions agree to the following policies governing the transfer of credit among Colorado public institutions for students pursuing baccalaureate majors in Colleges of Engineering or their equivalent.

This Agreement is consistent with Colorado's Statewide Transfer Policy that endorses statewide articulation agreements for professional programs and provides clear expectations of course requirements.

Section I: Program Requirements and Guaranteed Transfer

A. Institutional graduation requirements.

The graduation requirements for an engineering transfer student will be the same as the graduation requirements for a native engineering student, as stipulated in the appropriate publications for the degree-granting institution.

B. Transfer eligible courses for students entering baccalaureate programs offered by Colleges of Engineering or their equivalent.

The state guaranteed general education curriculum for College of Engineering programs will amount to 32 semester-credit-hours.

Under this engineering articulation Agreement, general education requirements are specifically selected to comply with lower division course sequences that are pre-requisite to College of Engineering graduation requirements and ABET[1] accredited baccalaureate majors. In addition, general education competency requirements in mathematics, technology, critical thinking, and communication are met through the following specified transfer courses:

STATE GUARANTEED General Education for Engineering		Transfer Credit Hrs
MATHEMATICS	Calculus I	8
	Calculus II	
	Calculus III	7
	Differential Equations	
	Linear Algebra	
SCIENCE	Physics I	8
	Physics II or Chemistry I	
HUMANITIES & SOCIAL SCIENCES	Principles of Microeconomics	9
	Principles of Macroeconomics	
	World History	

Notes:
1. Science courses shall be at the college level and shall be appropriate for meeting degree requirements in Colleges of Engineering.
2. A student shall have the option of either transferring Physics II or Chemistry I within the Science group.

[1] Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone 410-347-7700.

Additional transfers in the engineering major, supporting courses, and electives will be handled on a case-by-case basis in accordance with the transfer policies in force at each institution.

Section II: Advising Practice

Transferring and receiving institutions will advise transferees as appropriate to their academic circumstances, and with the objective of assuring the continuing success of transferee students in College of Engineering programs.

Section III: Transfer Of Credit

A. Grade Eligibility.

Only academic courses with a letter grade of "C-" or better will be accepted for transfer.

B. Treatment of advanced placement, CLEP and national standardized test scores, and other non-traditional methods of awarding credit.

1. Students who have earned scores on Advanced Placement (AP) or have earned an International Baccalaureate (IB) diploma may be awarded college credit. College credit that is granted will be recorded on a student's transcript in accordance with the receiving institution's grade policy, and will count toward graduation if the AP or IB courses are consistent with the institution's graduation requirements. Credits earned under AP or IB programs in courses designated in Section I of this Agreement are recognized for <u>guaranteed</u> transfer for AP scores of 5, and IB scores of 5, 6 or 7. Students who have earned credit through AP or IB programs, but who have not achieved the scores required for guaranteed transfer, should inquire with their particular receiving institution on the acceptability of their scores for transfer credit. Students should note that credit is not granted for an AP or IB score if the student subsequently completes a college course at the equivalent level.

2. Credits earned through the College Level Examination Program (CLEP) are not accepted for guaranteed transfer under this Agreement.

C. The receiving college or university will accept all approved credits earned within ten years of transfer, provided that course content has not changed substantially within that time period. Courses earned more than ten years earlier may be evaluated on a case-by-case basis.

D. This transfer credit is guaranteed only under the condition that the transferring institution maintains current accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools[2].

E. Colleges of Engineering will not jeopardize their disposition for continued accreditation by the Accreditation Board for Engineering and Technology in any decisions regarding the acceptance of transfer credit, and will review and modify this Agreement, as appropriate, on a periodic basis in accordance with accepted practice in engineering accreditation.

Section IV: Appeals Process

A. Institutional Appeal Process

Students who follow this Agreement shall have the right to appeal a transfer decision that appears to be inconsistent with the terms and courses listed in this agreement. Appeals pertaining to this Agreement should be filed with the Office of the Dean of Engineering at the receiving college and a copy to CCHE.

B. State Appeal

If an institution does not respond[3] to a filed appeal within 30 days, the student may file an appeal with the Commission. If the evidence supports that the institution failed to respond within this time frame, then the appeal is ruled in favor of the student. For appeals that are more complex, the Commission's Board of Appeals will hear the complaint. The decision of the Commission is binding.

[2] Higher Learning Commission, 30 N. LaSalle Street, Suite 2400, Chicago IL 60602-2504; telephone – 800-621-7440, 312-263-0456; fax – 312-263-7462.

[3] Response to an appeal includes but is not limited to a meeting or hearing within the 30 day period, a request for additional information from the student, a written response to the appeal with an explanation for the decision, or a referral to a higher authority.

This Agreement will remain in force until such time as the curriculum of the degree program changes or a participating institution requests reconsideration of the terms of the Agreement.

_____

Dean of Engineering Date

_____

Chief Academic Officer Date

_____

Chief Executive Officer Date

_____

Institution and campus

Attachment C

STATEWIDE EARLY CHILDHOOD TEACHER EDUCATION ARTICULATION AGREEMENT
Between
COLORADO PUBLIC COMMUNITY/JUNIOR COLLEGES:
Arapahoe Community College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College
Aims Community College
Colorado Mountain College
and
the following
COLORADO PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION
Adams State College
Colorado State University (Human Development)
Fort Lewis College
Metropolitan State College of Denver (Human Development)
Mesa State College
University of Northern Colorado (Interdisciplinary Studies)

In accordance with C.R.S. 23-1-108.5 (1) and C.R.S. 108 (7)(a) the participating institutions agree to the following policies governing the transfer of credit earned at a Colorado community college into a degree program for students seeking Early Childhood Education licensure offered at the Colorado public four-year colleges and universities listed above.

Section I: **Graduate Requirements for Students Seeking Early Childhood Education Licensure**

A. Institutional graduation requirements, including minimum number of hours and minimum grade average.

A transfer student who is seeking Early Childhood Education licensure will meet the same admission and graduation requirements

as a native student, including enrollment in an approved teacher preparation program, and enrollment in the required courses for licensure recommendation. A transfer student from a Colorado public community college who has earned an Associate of Arts degree as defined in this agreement will complete no more than 68 credits to earn the baccalaureate degree at the four-year institution (60 plus 68 transfer agreement).

B. Universal transfer courses for the Early Childhood Education program.

A community college student who is planning to become an early childhood educator will sign a graduation plan at the community college that identifies the first 54 credit hours that are guaranteed to transfer to particular early childhood education programs (see page one) that are offered by Colorado public institutions of higher education. The courses are listed in Table I of this agreement.

To complete the AA graduation requirements, students, who have completed or are currently enrolled in courses that will total the first 57 credits, will apply to a specific early childhood education program and be advised on the final 3 credits guaranteed to transfer. Students who do not plan to transfer immediately may participate in the co-enrollment and are entitled to the same transfer benefits when they apply for admission in the future.

C. Second Year, Second Semester of Graduation Agreement (Final 3 Credit Hours)

During the first semester of the student's sophomore year (or the equivalent term when the student will complete the 54 credits outlined in the early childhood education graduation agreement), the student will sign an agreement for the final 6 credit hours that will be co-signed by both the community college and the four-year college. In essence the student will be co-enrolled at both institutions – eligible to enroll in courses at either institution that are guaranteed to apply to graduation requirements at both institutions.

Co-enrollment entitles the student to:

- Advice from the four-year institution on the 1 specific course that will be guaranteed to apply to the graduation requirements that leads to an elementary education licensure.
- A graduation plan that meets the community colleges' Associate of Arts requirements and transfer of any credits earned at the four-year institution as meeting the A.A. graduation requirements.

- Ability to enroll in selected courses offered at the four-year institution, including on-line or on-campus classes if not available at the community college.

D. A transfer student must be admitted to a school of education at a four-year institution. In general admission to a four-year teacher education program requires a 2.75 grade point average and between 50 - 100 hours of evidence of successful experience with children ages 4 to 12.

TABLE 1: Guaranteed General Education and Major Courses for Early Childhood Education Students.

	Credit Hours	Community College Course Number	Course Title	Condition
General Education Requirements				**35**
English	6	ENG 121 ENG 122	College Composition Composition II	
Math	6	MATH 121 or MATH 150 and MATH 135 Or MATH 155 MATH 156	College Algebra OR Integrated Math Introduction to Statistics For Elementary Education	
Humanities	6	MUS 120 or ART 110 LIT 115 or LIT 255	Music Appreciation Art Appreciation Introduction to literature Children's Literature	
Science	8	GEY 111** BIO 105** or BIO 111** Chem 101/111** or PHY 105/111/211	Physical Geology Science of Biology General College Biology I Intro to Chemistry-Integrated Science or Intro to Physics	Lab based science courses
Social Sciences	9	GEO 105 HIST 201 POS 111	World Regional Geography U.S. History I American Government	
Education Graduation Requirements				**19-25**
Early Childhood Education	3 3 3 4 3	ECE 101 ECE 102 ECE 205 ECE 236 ECE 241	Intro to Early Childhood Ed Intro to Early Childhood Lab Nutrition, Health & Safety Child Growth & Develop. Lab Human Relations for Child Dev	
Speech	3 6	SPE 115	Public Speaking Free electives determined by transferring institution	B or better
TOTAL				**60 Credit Hours**

**Approved through 2003-2004 academic year only two integrated science courses plus one other science course listed above for a total of 8 credit hours.

Section II - **Transfer of Credit**

A. Policies for accepting grades in transfer.

1. Only academic courses with a letter grade of "C," or better will be accepted for transfer.
2. Courses with grades of "F", "D", "IP", "I", "U", "AU", and "Z" are not transferable.
3. Only courses with grade of "C" or better are transferable into a teacher education program unless otherwise indicated in this agreement.

B. The four-year college or university will accept all credits in the student's early childhood education graduation agreement earned within ten years of transfer. Courses earned more than ten years earlier will be evaluated on an individual basis.

C. This transfer credit is guaranteed under the condition that the community college maintains current accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools.

Section III: **Student Appeals Process**

An appeal related to denial of transfer credits will follow the Colorado Commission on Higher Education student appeal process.

This agreement will remain in force until a new Statewide Early Childhood Education Agreement is negotiated.

_____	_____
Chief Academic Officer	President
_____	_____
Institution	Date

TOPIC: **APPROVAL OF ASSOCIATE OF ARTS DEGREE PROGRAM**

PREPARED BY: **SHARON SAMSON**

I. SUMMARY

This agenda item presents revisions to the Associate of Arts (A.A.) degree program for Commission approval. Under the current Academic Degree Approval Policy, the Commission approves substantive changes to academic degrees, including two-year degrees. The Community College system has redesigned the graduation requirements of the Associate of Arts degree program to meet the goals of the Student Bill of Rights.

The characteristics of the revised Associate of Arts curriculum include:

- 60 credit hour graduation requirement.
- Based on state guaranteed general education courses (35 credit hours)
- Ensures competency in writing and oral communication. These are common admission requirements into four-year degrees offered by Colorado colleges and universities (3 credit required speech course).
- Includes 22 elective credits in arts and science courses that may be selected to fulfill foreign language admission requirements or explore disciplines. The list of approved courses for electives excludes vocational courses and remedial courses.
- Provides greater student choice. Because the A.A. approved courses use the Community College's common course numbering system, a student may enroll in courses offered at any community college or any on-line course offered by the community college to complete the 60-credit graduation requirement.

As a result, the A.A. degree transfers as a package to any liberal arts and science degree program offered in Colorado and ensures the A.A. graduate with junior standing at a four-year institution. The community college Vice-Presidents of Instruction continue to develop an Associate of Science degree that offers a pathway into science and math degree programs.

Staff recommend that the Commission approve the revised Associate of Art degree program.

II. BACKGROUND

CCHE policy defines a degree title as the specific academic designation that is awarded upon completion of the curriculum. The Associate of Arts (A.A.) degree is defined as a two-year academic degree designed to transfer to a four-year degree program, limited to 60 credits.

- An Associate of Arts without distinction is designed to transfer into liberal arts programs.
- An Associate of Arts degree with a program distinction is designed to transfer into a specific four-year program aligned with a Statewide Articulation Agreement.

This is consistent with the statutory definition of associate transfer degree as one that is designed to provide the student completing the degree junior status at a four-year institution.

III. STAFF ANALYSIS

Students transfer for different reasons and at different points in their college career. Students may begin their college degree at a community college because the tuition is lower or the classes are smaller or it is more convenient even though they plan to earn a four-year degree. Without a structure, the students may enroll in courses that will not apply to the four-year graduation requirements. Consequently, the purpose of an Associate of Arts degree program is to provide a strong, general education foundation to enable students who complete the degree to transfer to liberal arts and science degree programs without loss of credit.

The chart below outlines the curriculum of the Associate of Arts as revised by the Colorado community college system. The primary strength of the proposed curriculum is that it is so simple that a student could select courses with confidence, knowing that they will transfer into all liberal arts and science degree programs. As new general education courses (e.g. American National Government, Microeconomics) receive the state guarantee general education designation, the courses eligible to meet the general education requirements will expand.

ASSOCIATE OF ARTS DEGREE*

[A transfer degree designed for students who plan to major in subject areas such as: anthropology, art, criminal justice, economics, English, ethnic studies, foreign language, geography, history, humanities, journalism, literature, music, philosophy, political science, psychology, sociology, social work, speech, theatre and women's studies]

Content Area	Requirements	
General Education Core		
Communications	**9 Credits**	
	ENG 121 English Composition I [GT-CO1]	3
	ENG 122 English Composition II [GT-CO2]	3
	SPE 115 or 125**	3

	** This requirement is a Colorado Community College System requirement and is in addition to the State Guaranteed General Education Transfer Courses	
Arts and Humanities	**9 Credits: Select 3 courses - one in an Arts category [GT-AH1], one in a Literature category [GT-AH2] and one from Ways of Thinking [GT-AH3].**	
GT-AH1	ART 111 Art History I [GT-AH1]	3
	ART 112 Art History II [GT-AH1]	3
	MUS 120 Music Appreciation [GT-AH1]	3
	MUS 121 Introduction to Music History I [GT-AH1]	3
	MUS 122 Introduction to Music History II [GT-AH1]	3
	THE 105 Introduction to Theatre Arts [GT-AH1]	3
	THE 211 Development of Theatre I [GT-AH1]	3
	THE 212 Development of Theatre II [GT-AH1]	3
GT-AH2	LIT 115 Introduction to Literature [GT-AH2]	3
	LIT 201 Masterpieces of Literature I [GT-AH2]	3
	LIT 202 Masterpieces of Literature II [GT-AH2]	3
GT-AH3	PHI 111 Introduction to Philosophy [GT-AH3]	3
	PHI 112 Ethics [GT-AH3]	3
Mathematics	**3 - 5 Credits: Select one course**	
GT-MA1	MAT 120 Mathematics for Liberal Arts [GT-MA1]	4
	MAT 121 College Algebra [GT-MA1]	4
	MAT 125 Survey of Calculus [GT-MA1]	4
	MAT 135 Introduction to Statistics [GT-MA1]	3
	MAT 201 Calculus I [GT-MA1]	5
	MAT 202 Calculus II [GT-MA1]	5
Social and Behavioral Sciences	**9 Credits: Select 1 History course [GT-HI1] and 2 courses from 2 other categories [GT-SS1], [GT-SS2], or [GT-SS3]**	
GT-H1	HIS 101 History of Western Civilization I [GT-HI1]	3
	HIS 102 History of Western Civilization II [GT-HI1]	3
	HIS 201 U.S. History I [GT-HI1]	3
	HIS 202 U.S. History II [GT-HI1]	3
GT-SS1	POS 105 Introduction to Political Science [GT-SS1]	3
GT-SS2	GEO 105 World Geography [GT-SS2]	3
GT-SS3	ANT 101 Cultural Anthropology [GT-SS3]	3
	ANT 111 Physical Anthropology [GT-SS3]	3

	PSY 102 General Psychology II [GT-SS3]	3
Physical and Life Sciences **GT-SC1**	**8 Credits: Select two courses [GT-SC1] (Credits over 8 will be applied to the electives category)**	
	AST 101 Astronomy I	4
	AST 102 Astronomy II	4
	BIO 111 General College Biology I with Lab	5
	BIO 112 General College Biology II with Lab	5
	CHE 101 Introduction to Chemistry II with Lab	5
	CHE 102 Introduction to Chemistry II with Lab	5
	CHE 111 General College Chemistry I with Lab	5
	CHE 112 General College Chemistry II with Lab	5
	GEY 111 Physical Geology	4
	GEY 121 Historical Geology	4
	PHY 111 Physics: Algebra-Based I with Lab	5
	PHY 112 Physics: Algebra-Based II with Lab	5
	PHY 211 Physics: Calculus-Based I with Lab	5
	PHY 212 Physics: Calculus-Based II with Lab	5
State Guaranteed General Education Courses		**35 - 37 Credits**
Speech	**Colorado Community College System Requirement**	**3 Credits**
Electives	**20 - 22 Credits selected from the AA Approved Course List**	
Total		**60 Credits**

* The new State Guaranteed Transfer Courses and the new Colorado Community College General Education requirements have been incorporated into the degree. Completion of the degree with a grade of "C" or better in every course, guarantees that the student can transfer to any Colorado public 4-year institution AND complete any liberal arts or science baccalaureate degree in an additional 60 credits.

NOTE: This guarantee excludes majors in Education, Business, Engineering, Nursing and some pre-professional degrees

IV. STAFF RECOMMENDATION

Staff recommend that the Commission approved the revised Associate of Arts degree program.

Appendix A

STATUTORY AUTHORITY

CRS 23-1-108.5. (1) The General Assembly hereby finds that, for many students the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The General Assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs. The General Assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of the statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable statewide.

CRS 23-1-125. Commission directive – student bill of rights – degree requirements – implementation of core courses – on-line catalogue- competency test. (1) Student bill of rights. The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:
(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;
(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education.

TOPIC: **LIBERAL ARTS AND SCIENCE TRANSFER GUIDES (60 PLUS 60)**

PREPARED BY: **SHARON SAMSON**

I. SUMMARY

While the Commission's transfer policy provided guidelines to higher education institutions in the matter of transfer of student credit, there continues to be cases of students losing credits in transfer. This problem became compounded when the statute limited undergraduate programs to 120 credit hours. To meet the intent of the statute, CCHE's Statewide Transfer Policy focused on two-year to four-year transfer. Under the new transfer policy, a student who earns an Associate of Arts or Associate of Science degree will transfer 35 credits of general education and 25 credits of lower division elective courses. This approach is nationally referred to as 60 plus 60 transfer – 60 credits from the two-year college apply to the four-year graduation requirements and 60 credits from the four-year college complete the four-year graduation requirements.

CCHE's Transfer Policy simplifies the process for prospective transfer students and transcript evaluators.

During the past six months, the four-year institutions have developed transfer guides/graduation plans for community college students who earn an AA and AS to recognize that the 60 credit hours earned in the associate degree will apply to the 120 credit hour graduation requirement for liberal arts and science degree programs. Each agreement states that a transfer student admitted to a four-year institution may complete the graduation requirements in the baccalaureate degree by enrolling in 60 credit hours at the two-year institution and 60 credit hours at the four-year institution. A sample of the 322 submitted transfer guides is attached.

No Commission action is needed for the 60 Plus 60 Transfer Guides. In effect, the Commission unilaterally approved these guides when it adopted its Statewide Transfer Policy at the January 2003 Commission meeting. CCHE staff will continue to work with four-year institutions to resolve any minor discrepancies that need clarification. All guides will be signed by the Academic Vice-President and published on the CCHE website on or before June 30, 2003.

II. BACKGROUND

Former Transfer Guides

Under the former Transfer Policy adopted in 1985, four-year institutions developed transfer guides that specified the lower division courses that a student needed to take to transfer credit

into a specific four-year degree program. Different transfer guides existed for each community college. Consequently, there were approximately 6,200 transfer guides on file at advising offices and in CCHE's files. These guides were a labor intensive exercise for the institutions, and the guides needed to be updated every two years to reflect changes in curricula.

The problems apparent in the 1980s agreements include: confusion caused by too many transfer agreements and the lack of consistency among transfer guides. The process was cumbersome and complicated. Students were more confused than informed.

But the most significant weakness of this approach was that most freshman students have not decided which major they plan to pursue or which four-year institution they plan to attend. When a transfer guide prescribes a specific set of courses for each major that must be completed prior to transfer, this approach limits the prospective transfer student's choices. Students could only be guaranteed transfer if they attended the specific four-year college and enrolled in the specific degree program they selected when enrolled as a freshman at the community college. Even college advisors had difficulty communicating information in the transfer guides. There is relatively high turnover among advisors and new advisors often were unaware of specific requirements. In short, the transfer guides established under the former Transfer Policy met the letter but not the intent of the statute.

New Transfer Model

In 2001, Colorado began planning a new approach to transfer. Under the new transfer model, colleges and universities share responsibility for smooth and effective transfer of credits. The policy spells out responsibilities for transfer. Systems' chief academic officers, who oversee the academic operations, are responsible for implementing simple practices that address transfer and ensuring that all faculty and staff operate under the institution's policies. Faculty meet across systems to review general education courses and to measure the courses' expectations of student performance. Student services staff are responsible for providing students with clear information and maintaining a simplified transfer processes. This new approach to transfer is based on two considerations: (1) assurance of a quality educational experience across institutions and (2) a student-centered focus that requires institutions to help students plan for transfer and facilitate their progress.

Liberal Arts and Science 60 Plus 60 Transfer Guides

The student bill of rights contains two transfer goals: (1) quality experience and (2) student focus. Coupled with the statutory definition of an associate transfer degree as one that provides junior standing at a four-year institution, it calls for a transfer model to recognize that the CCHE-approved associate degree is designed so that students could complete general education courses and lower division elective courses entering the four-year institution with junior standing (C.R.S. 23-60-102).

While the faculty rejected a 60 Plus 60 plan in 1990, two recent changes make the 60 plus 60 transfer feasible in Colorado. The Commission approved state guarantee general education courses that are guaranteed to satisfy general education requirements in all liberal arts and science degree programs. The second is the common course numbering system that is operating in the community college system. In the past, each two-year college used different course numbers and different syllabi. The common course numbering system simplified credit evaluation and transcription. More importantly, the common course content guide ensured comparable rigor of the courses.

The 60 Plus 60 approach opens choices for students. When students transfer, they can choose from among all liberal arts and science degree programs. Students only need to complete the major requirements and any upper division credit requirements during the 60 credit hours they take at the four-year institution. In contrast to the old plan, transfer students have minimal risk if they earn a C or better in all courses completed under the Associate of Arts degree program. Students who complete an associate degree (A.A./A.S.) are guaranteed that 60 credits will apply as graduation credits to a four-year liberal arts and science baccalaureate degree.

Transfer Guides in Professional Degree Programs

Transfer guides are institutionally-specific graduation agreements that contain information about graduation requirements for a particular CCHE-approved baccalaureate degree program, including course equivalency, program admission requirements, and prerequisites. Students who are interested in pursuing professional programs like architecture, dental hygiene, follow a specific path of courses. The institutions are developing the professional transfer guides this summer. Sixty-six remaining transfer guides will be completed prior to August 15, 2003.

III. STAFF ANALYSIS

The transition from the old transfer guides to the current 60 plus 60 has been a year-long effort that was dependant upon the designation of state guaranteed general education courses. Understanding the new base of general education courses is essential for the building of the transfer guides.

(1) In September 2002, CCHE conducted a catalog audit of all four-year degree programs. While the review team consisted primarily of academic staff, it also included students who attempted to decipher the graduation requirements for each approved degree program. The catalog audit concluded with a report that indicated the number of credit hours in the major, the number of credit hours in general education, the number of ancillary required courses, the number of upper division credits hours.
(2) In October 2002, CCHE provided four-year institutions with the results of the catalog analysis. The analysis identified degree programs that needed revisions to meet the 120

requirements or whose major requirements exceeded 60 credit hours. Institutions were asked to send corrections to the audit.

(3) In November 2002, the institutions responded to the catalog audit report. In some cases, they provided corrected graduation credit numbers. In other cases, they indicated that certain degree programs were referred to curriculum councils for appropriate revisions.

(4) In December, CCHE met with different institutions as they began creating the liberal arts and science transfer guides.

(5) In January 2003, the Commission formally adopted the Transfer Policy. The policy lists a specific date for completion of 60 to 60 liberal arts and science transfer guides – June 2003.

(6) In February 2003, CCHE designated the liberal arts and science degree programs that required transfer guides by June. Institutions had 30 days to request a second opinion on the arts and science designation.

(7) In March 2003, CCHE responded to all submitted requests for a change to professional designation. It released the final list to Academic Council.

(8) In April 2003, the four-year colleges were invited to a conference on transfer guides. All four-year colleges were in attendance, except the Health Science Center.

(9) CCHE requested a sample transfer guide from all four-year institutions by May 3, 2003. The sample guides were reviewed and used as a model for other guides.

(10) The complete set of transfer guides for liberal arts and science programs were due to CCHE by May 15, 2003. Staff is reviewing each submitted guide to ensure that it meets the statutory tests.

(11) In June 2003, finalization of transfer guides and signing by academic vice presidents will occur.

CCHE staff reviewed each submitted transfer guide to ensure that:

- All graduation requirements are stated in the guide.
- The table that lists the 60 credit hours does not contain hidden prerequisites.
- The credit hours add up to no more than 60.
- The credit hours include all required upper division credits.

Of the 322 transfer guides submitted, 42 were identified as “In Progress” which indicates that a draft guide was submitted but is under revision since it did not meet the 60 plus 60 test.

Appendix A

STATUTORY AUTHORITY

CRS 23-1-108.5. (1) The General Assembly hereby finds that, for many students the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The General Assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs. The General Assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of the statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable statewide.

CRS 23-1-125. Commission directive – student bill of rights – degree requirements – implementation of core courses – on-line catalogue- competency test. (1) Student bill of rights. The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;
(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education.

Attachment A

Human Development and Family Studies
Colorado State University

Section I: Degree/Program Requirements

A. Institutional graduation requirements for this degree program.

The graduation requirements for a transfer student pursuing a degree in Human Development and Family Studies will be no different than the graduation requirements for a native student, including the minimum number of semester hours required for graduation requirements. Specifically, the student must complete 120 credits, successfully complete 44 credits in the major, earned a 2.0 gpa, complete an internship/experiential learning.

B. Required courses in Major, including pre-requisites and required supporting courses.

Human Development and Family Studies (B.S.) is an approved 120 credit hour baccalaureate degree program. It accepts 60 credits from a student who has earned an Associate of Arts degree from a Colorado Community college, earned a grade of C or better in each course, and completed the state guaranteed general education courses. The table below specifies the final 60 credits

HUMAN DEVELOPMENT & FAMILY STUDIES					
	CSU Course Number	Course Name	CH	CC Course Number	CC Course Name
Major Required Courses					
	HD 277	Professional Skills Development I	2		
	HD 286	Practicum - Observational	3		
	HD 310	Infant and Child Care Development	3		
	HD 311	Adolescent Development	3		
	HD 312	Adult Development	3		
	HD 334	Parenting Across the Life Span	3		
	HD 302	Marriage and Family Relations	3		
	HD 402	Family Studies	3		
	HD 403	Families in the Legal Environment	3		
	HD 492	Seminar	3		
Major Requirements					
	Select one option (Early Childhood Education, Adult Development & Aging, Programming for Youth and Families)		15		
	Experiential Learning		9		
TOTAL MAJOR REQUIREMENTS			53		
Supporting Courses					
HDCC	101	Individual and Family Development	3		
PYCC	100	General Psychology	3		
Elective			1		
GRADUATION REQUIREMENTS beyond AA degree			60		
Associate of Arts Degree			60		
TOTAL GRADUATION REQUIREMENTS			120		

Section II: Transfer Of Credit

A. Grade Eligibility.

Only academic courses with a letter grade of "C" or better will be accepted for transfer; courses with grades of "F", "D", "IP", "I", "U", "AU", and "Z" are not transferable.

A. CSU accepts scores of 4 and above on advanced placement tests and scores of 5 and above earned on international baccalaureate tests.

B. The four-year college or university will accept all approved credits earned within ten years of transfer. Courses earned more than ten years earlier may be evaluated on an individual basis.

C. The four-year institution will accept and count toward meeting graduation requirements all state guaranteed general education courses that have a grade of C or better. The institution may apply a state guaranteed general education course toward the major if that facilitates the student's graduation more effectively.

D. This transfer credit is guaranteed only under the condition that the transferring institution maintains current accreditation by North Central Association of Colleges and Schools Commission on Higher Education.

Section III: Appeals Process

A. Institutional Appeal Process

Students who follow this agreement shall have the right to appeal a transfer decision that appears to be inconsistent with the terms and courses listed in this agreement. Appeals pertaining to this transfer guide should be filed with the [Name of Person who handles transfer appeals at institution]. A student may file an appeal that pertains to state guaranteed general education courses directly to CCHE.

B. State Appeal

If an institution does not respond[1] to a filed appeal within 30 days, the student may file an appeal with the Commission. If the evidence supports that the institution failed to respond within this time frame, then the appeal is ruled in favor of the student. The Commission's Board of Appeals will hear the complaint and render a recommendation. The decision of the Commission is binding.

This agreement is effective at the date of signature. The institutions further agree to complete the full 60 credit hour agreement by June 30, 2003 (i.e., 30 credits or the sophomore year). The statewide transfer agreement remains in force until such time as the community college system or a four-year college mutually agrees to reconsider the terms of this agreement.

_____

Academic Vice President

[1] Respond to an appeal includes but is not limited to a meeting or hearing within the 30 day period, a request for additional information from the student, a written response to the appeal with an explanation for the decision, or a referral to a higher authority.

TOPIC: **REVISION OF ADMISSION STANDARDS POLICY**

PREPARED BY: **CAROL FUTHEY/RAY KIEFT**

I. SUMMARY

The paradox of Colorado higher education is being home to one of the highest percentages of baccalaureate-educated populations in the U.S. while enrolling a relatively low proportion (39%) of high school freshmen four years later. To date, much of the attention to improve the state's college going rate has focused on raising student aspirations to attend college, encouraging planning for postsecondary study at a younger age, and increasing the affordability of public higher education. Development of the ColoradoMentor project, distribution of the "Get Set" newsletter, the proposal of the College Opportunity Fund, and implementation of the Governor's Opportunity Scholarship (GOS) program illustrate the current commitment to motivate a larger share of Colorado residents to participate in higher education.

But increasing access to higher education is only part of the solution to higher college going rates. The concept needs to be broadened to embrace access with success. To foster greater success (e.g., retention and graduation), consideration must be given to how well prepared high school students are when entering postsecondary education or the world of work. Without an adequate academic background that prepares them for college-level courses, students are less likely to continue to degree completion and truly benefit from a higher education experience. For too many students and their families, planning for higher education—both academically as well as financially—doesn't begin soon enough. Choices about courses taken in middle/junior high school, particularly in mathematics, lay the foundation for academic success in both high school and college, but all too often, the long-term implications of these early class selections are not fully recognized. To complete the minimal complement of secondary courses leading to academic proficiency in college, a plan for rigorous course-taking needs to be in place by the time a student enters ninth grade.

More than twenty years of research now document that a challenging high school curriculum, built on the basics of English, mathematics, and the natural and social sciences, is the single most significant factor in determining a student's success in college. Studies also have found completion of a precollegiate core in high school can overcome a variety of factors, including socio-economic circumstances and level of parental education. Equally significant, researchers have found that the correlation of a rigorous high school curriculum and baccalaureate degree completion is far stronger for Black and Hispanic students than with any other factor. Given that nearly 80% of high school students ultimately enroll in postsecondary education nationally by the time they are 28 years old, it is crucial that students be exposed to challenging course content in high school so as to be prepared to undertake postsecondary education and training without remediation.

The Colorado Commission on Higher Education (CCHE) is charged with establishing admission standards for its four-year public institutions as part of C.R.S. 23-1-113 (Appendix A). The proposed revision to the existing Admission Standards Policy (Attachment A)—with the addition of a precollegiate curriculum—represents a significant departure from the existing policy originally approved in 1987. Incorporation of a precollegiate, or core curriculum requirement for applicants to a Colorado four-year public institution who graduate in spring 2008 and later, communicates to middle and high school students and their families that a sequence of rigorous coursework is critical to postsecondary academic success. When coupled with K-12 reforms, addition of this curricular requirement should contribute significantly to increased access to Colorado public higher education and greater success by those who participate.

Requiring a precollegiate curriculum for admission to public four-year institutions should not be viewed as contrary to increasing access to higher education in Colorado. Rather, a precollegiate curriculum clarifies the appropriate point of access for entering students and focuses on improving the preparedness of recent high school graduates for further study. Four-year institutions desiring to admit students who have not completed the full precollegiate core may do so through its admissions window, or where applicable, through their two-year program. Other points of entry to public higher education exist through community college-level programs, and those institutions often are better suited to assist students who may need remediation or other forms of academic support.

During the various discussions undertaken by the Governor's Blue Ribbon Panel, the appropriateness of the Commission's current admission standards policy was questioned with regard to the size of the freshmen window and the ability to enroll students who failed to meet the CCHE's freshmen standards without including such students in the window. In addition, the Commission's current admission standards for transfer students were viewed as needing revision. These three areas of the current admission standards policy, plus the precollegiate core, have been reviewed by staff in consultation with a committee comprised of representatives of the governing boards and several institutions. Recommendations for changes in the policy's standards for transfer students and enrolled students who do not meet the freshmen standards are presented. Recommendations for the size of the freshmen window have not yet been determined as negotiations with the governing boards are on-going.

II. BACKGROUND

The Commission is directed by statute to "…establish…and implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state." C.R.S. 23-1-113 (1) (a). The admission standards currently operational were first established in 1987. Some minor adjustments to the policy have occurred since then, but no comprehensive review of the appropriateness of the standards to current state priorities or Commission policies has been undertaken until now.

Over the past few years, the Commission has discussed admission standards in the context of the development or implementation of various legislative directives (e.g., SB03-304) and Blue Ribbon Panel initiatives. At various times, the Commission indicated that a comprehensive review of its admission policy was needed.

Staff was assisted throughout the review by a committee comprised of governing board and institutional representatives (Attachment B). Staff attempted to balance the particular institutional interests within the context of a policy affecting all twenty-eight institutions of higher education. Staff concentrated its review on four areas:

1. Increasing the probability of success for all students but also in terms of the role and admission and admission tiering of four-year institution (i.e., highly selective, comprehensive graduate research, selective, moderately selective, modified open).

2. Bringing more uniformity to the admission window size according to the role and admission type and admission tiering of the four-year institutions.

3. Bringing adherence with the Commission's intent that "…the Extended Studies Program should not be used by institutions as a route into campus degree programs for students who otherwise would be required to provide admission credentials and be evaluated according to the standards…" (Section 6.02.06 of CCHE's Admission Standards Policy).

4. Having the admission standards for transfer students reflect the role and mission and admission tiering of the four-year institutions.

III. STAFF ANALYSIS

A. Description of the Precollegiate Curriculum

Twenty years ago, the National Commission on Excellence in Education expressed concern over the growing diversity of choices in the high school curriculum. Lamenting the lack of academic rigor in many of these courses in *A Nation at Risk*, the national commission recommended the New Basics Curriculum shown in Table A. That same year, CCHE adopted recommendations concerning the secondary school curriculum that mirrored the New Basics structure and strongly encouraged institutions and governing boards to adopt admission requirements that included this set of courses in high school. The Commission's action however, did *not* require that institutions and governing boards incorporate such a requirement as part of their admission standards, nor did the Commission incorporate its recommendation into its own admission standards policy. The proposed policy revision *does* include such a requirement.

Since the release of *A Nation at Risk*, American College Testing (ACT) has conducted research on the relationship between course-taking patterns of high school students and their

subsequent success in college. Recently redefined, ACT recommends an array of secondary coursework similar to the proposed addition to Colorado's admissions policy.

Table A. Comparison of Precollegiate (Core) Curricula

Source	English Units	Math Units	Natural Science Units	Social Science Units	Other
New Basics Curriculum	4	3	3	3	2 units foreign language; 0.5 computer science
ACT	4	3	3	3	2 units foreign language
Proposed Precollegiate Curriculum for Colorado: – For spring 2008 – 2009 high school graduates	4	3 (algebra I and higher)	3 (two of which must be lab-based)	3	2 units academic electives
----------	---------	----------	----------	----------	---------- 2 units foreign language; 2 units academic electives
– For spring 2010 and later high school graduates	4	4 (algebra I and higher)	3 (two of which must be lab-based)	3	

Note 1: Academic electives include additional courses from core area as well as foreign languages (2 units must be from the same language), computer science, art, music, journalism, drama, honors, advanced placement, and international baccalaureate courses.

Note 2: An academic unit, often referred to as a Carnegie unit, is equivalent to one full year of credit in a specific subject.

The currently proposed precollegiate curriculum for Colorado's four-year public institutions consists of a minimum of 15 academic units, summarized in Table A and detailed more specifically in the accompanying policy (Attachment A). If adopted, these requirements would be effective with students graduating from high school in spring 2008. The five-year transition to the curricular requirements notifies students entering the eighth grade in AY 2003-04 to plan accordingly.

Two years later, the core requirement for graduates in 2010 and later would increase to 18 units, with the addition of a fourth year of mathematics and two units of a foreign language. The additional two years enables school districts a period of time to meet shifting course demands, especially for foreign languages and the fourth year of mathematics. Districts may need to explore options, such as PSEO/Fast Track/concurrent enrollments, partnering with higher education institutions to deliver coursework via distance delivery, grant programs, and BOCES, in addition to potential staff adjustments, in order to meet increased demand from students seeking to meet the proposed precollegiate requirements. In the meantime, students are encouraged to master the necessary knowledge and skills by completing as many of the

core courses as possible to enhance their probability to be successful academically upon entry into one of Colorado's public four-year colleges or universities.

B. The Need for and the Value of a Precollegiate Curriculum Requirement

A substantial body of research exists on the positive relationship between completion of a precollegiate curriculum and student success in higher education. See Attachment C for a partial listing of references. Taken collectively, the studies present a consistent and compelling case for adding an academic core to the admissions standards for Colorado public four-year institutions. Some of the findings follow, with supporting data found in the attachments.

It should be noted that the ACT data presented in the tables are based on self-reported responses by students on their ACT Assessment application. While one may raise questions about the validity of the self-reported data based on the notion that students could portray their responses in a way that is more socially acceptable, two points, though, should be noted. First, the eleven years of data for approximately 248,000 students are remarkably consistent regardless of the analysis. Second, ACT staff believe that the data have a high level of accuracy based on its studies comparing the self-reported data with official transcripts subsequently submitted by students to colleges and universities. It also is recognized that course-taking patterns by Colorado high school students taking only the Scholastic Aptitude Test are not reflected in the accompanying tables. Thus, while likely understated, CCHE staff, nonetheless, have concluded these data to be a reasonable basis for assessing students' course-taking behavior.

1. A precollegiate curriculum promotes academic success in high school and is the single most important predictor of college degree completion.

Too often, the assumption of parents and students alike is that meeting high school graduation requirements equates to fulfilling the academic background needed to succeed in higher education. In some cases, high school graduation requirements are completed by the junior year and the importance of the senior year is devalued, when in fact, completing advanced classes in the senior year subsequently enhances the likelihood of baccalaureate degree completion. Numerous studies have compared precollegiate curriculum completers with those not completing comparable coursework and Table 1 (Attachment D) summarizes its importance to the average Colorado student score on the ACT Assessment from 1991 through 2001. For the state's test-takers in 2001, the difference was approximately 2.5 score points. As is shown in a subsequent table, students are taking more academic coursework, so the gap in ACT scores is narrower than in 1991, but a substantial difference nonetheless persists between core and non-core completers.

Nationally, research indicates that Blacks and Hispanics have made notable gains in standardized test scores over the past decade, but the same cannot be said for Colorado

students. Table 1 breaks down average ACT scores for Colorado students by race/ethnicity according to curriculum completion status, and the test averages show only very small fluctuations throughout the period. These relatively stable scores parallel course-taking patterns that have not changed significantly since 1991 in subsequent tables.

Table 2 (Attachment E) summarizes the proportion of ACT test-takers statewide and by underrepresented groups that would have met the precollegiate curriculum had it been in place over the eleven-year timeframe. It also documents the extent to which students not meeting the core are deficient. Showing very little variation across time, nearly 40% of the students statewide completed the equivalent of the 15-hour core. One the whole, another 20% were deficient in only one area, led by science, largely due to the criterion being two lab-based classes. Twenty-two percent were short of the proposed standard in at least two disciplines, while 18% did not report complete course data. One should be mindful that being deficient in more than one area could represent as few as two courses (e.g., one course in two areas) or more extensive, serious shortfalls. The proportion of Asian and White students completing the precollegiate curriculum, in general, was ten percentage points greater than that for Blacks, Hispanics, and Native American students.

More detailed analyses were undertaken to ascertain how close students with course deficiencies were from fulfilling the precollegiate curriculum (excluding those with missing data). Generally speaking, the overwhelming majority of students were within one class of meeting the individual unit requirement proposed for the admission standard. Table 3 (Attachment F) 94% reported at least three units of English, 90% with two or more units of math, 94% had a minimum of two science units, and 94% with two or more social science units. While not shown on the table, the most common multi-discipline deficiency was a combination of math, science, and elective units (25%).

Table 4 (Attachment G) presents a subset of the same data by race/ethnicity of the test-taker within each curricular area. Of particular note are changes in mathematics where a notable shift in the percentage of students reporting two units is on the decline at the same time that the share of students indicating 2.5 – 3.5 units has risen. For students from most underrepresented groups (excluding Native American students where the n size is very small) as well as White students, the change in course-taking is encouraging and has resulted in the math deficiency being less prevalent than science, even though the two are related. With the growing attention to the importance of completing higher levels of mathematics, it appears that a growing share of students is responding.

Running counter to these relatively stable patterns is a change in the number of academic units completed by the students, Table 5 (Attachment H) shows the average number of academic units reported by students by race/ethnicity. All groups showed a gain over the eleven years, generally by one-half unit. The highest average was reported for Asian students—18.9 in 2001—and the lowest for Hispanic students at 17.7 units.

If students are completing more coursework, why, then, are these encouraging signs not reflected in ACT scores? Far more study would be required to get at the specific factors at work, but one might speculate that several factors are at work. First, while the data suggest that students are getting greater breadth in high school, as indicated by the completion of more academic units, the attempt to expose them to more material may come at the price of less in-depth study. Second, issues related to course content and quality also are not addressed simply by course completion, nor is student effort in a class. No doubt other factors also contribute to the scores remaining relatively unchanged.

Because of concerns over the potential effects of this curricular requirement on students from lower income families, several years of the same ACT data were linked with the expected family contribution (EFC) reported in the SURDS Financial Aid File. The results then were grouped into four categories, with students with an EFC of up to 100% of Pell representing students from the lowest socio-economic status up to those with an EFC of more than 200% of Pell eligibility (Table 6 in Attachment I). Little difference in the proportion of core completers (40%) is found for students whose EFC is no more than 200% of Pell, but for those in the highest income category, the increase is 6 – 7 percentage points.

Since Colorado lacks a core curriculum, gauging its potential effect on college going rates must be based on experiences from other states. In Texas, another state concerned with increasing access, Lopez (2000) found that college participation, especially by students from underrepresented groups, has increased as expectations of high school students have risen. His analysis—by diploma type—shows that those students completing high-rigor courses post a significantly higher college participation rate than those who did not. Based on the recommendation of the business community, the lowest level diploma track will be eliminated in fall 2003 and the rigorous curriculum will become the "default" for all students entering high school (Somerville and Yi 2002).

H S Diploma Type	College Participation Rate (%)
Regular	44.4
Advanced	69.2
Advanced Diploma w/ Honors	74.8

Arkansas was one of the earlier states to adopt a precollegiate curriculum. In place since 1991, that state's college going rate for first-time full-time students has risen by eight percentage points since implementation of the core requirement for high school graduation.

In short, Cliff Adelman (NCES 1999), possibly the nation's foremost expert on this topic, summarizes the importance of a precollegiate curriculum based on the tracking a national cohort of 10th graders in 1980 through age 30 in 1993, this way: "One of the most critical issues that can be addressed with the data and analyses of this study is how to narrow the

gap in bachelor's degree attainment rates by race. This is a matter of doing the right thing for minority students: not merely admitting them to college, but making sure that they have the momentum to complete degrees. Otherwise we defraud them. . . . Supposing we took . . . curriculum, test scores, and class rank/academic GPA . . . [a]nd which of the three components produces the best results [baccalaureate attainment] for minority students? The answer is a 'no-brainer': curriculum wins, hands down! And curriculum is the only component of pre-college preparation that we can do something about for sure! And curriculum is the only component in which everybody can be at the top—provided (a) that they have the opportunity-to-learn and (b) that they take advantage of the opportunity."

2. **Most high school students go on to college at some point, yet less than half of college-bound students complete a precollegiate curriculum.**

According to the U. S. Department of Education (NCES 1996), 88% of eighth graders intend to go to college, cutting across all racial/ethnic lines. About 70% actually enroll within two years of high school graduation (Education Trust 1999). Thus, most students follow through with their intentions, but do they understand what it takes to get beyond admission and complete college-level coursework? Probably not, if the following are an accurate reflection of high school student behaviors.

A recent survey by Public Agenda (Johnson and Duffett 2003) found that even though 71% of students indicated that they did the bare minimum they needed to get by, 73% of them believed that a high school diploma meant that they had at least learned the basics. As part of the same survey, parents (67%) and teachers (77%) also felt the diploma represented adequate preparation, but only 39% of employers and 31% of professors believed graduates had the skills to succeed. Similarly, a follow-up study of 3,100 eighth-graders by the Southern Regional Education Board (SREB) found that while 54% of the students expected to graduate from college, only 29% were enrolled in college prep mathematics in 9th grade, the same proportion in college prep English, and 11% in college prep science (SREB 2002).

These misperceptions related to the level of academic preparedness necessary for higher education success are amplified by Kirst and others (2003), after extensive research in six states as part of Stanford University's Bridge Project. They identified ten myths that students believe about college and included: 1) Meeting high school graduation requirements will prepare me for college; 2) Getting into college is the hardest part; 3) Community colleges don't have academic standards; 4) It is better to take easier classes in high school and get better grades; 5) My senior year doesn't matter; and 6) I can take whatever classes I want when I get to college.

These erroneous perceptions underscore the need by higher education to communicate academic expectations clearly and consistently to those seeking to participate successfully. If Colorado is to move up from its ranking of 27th in college participation

by high school freshmen, it is essential that the chasm be bridged through meaningful dialog and policy-making between K-12 and higher education to ensure that all students have the highest probability for success. As Kirst and others have concluded, ". . . Increasing the rates of student success at broad-access institutions is the best way to improve educational attainment levels among economically disadvantaged students and students of color."

3. **Students and parents often do not have access to information about college opportunities.**

Significant variations exist in access to information about college opportunities by race/ethnicity, first generation status, and/or socio-economic level, and these differences can undermine students' aspirations and motivation to pursue higher education. Surveys show that parents from all racial/ethnic groups have an awareness of and emphasize the value of higher education (Immerwahr and Foleno 2000), but a significant share lack access to comprehensible information and the experience needed to guide students and make informed decisions.

When parental knowledge of college is missing, too often the assumption is that teachers and counselors can make up that void. In a survey of students, parents, and teachers by MET Life (2000), though, perceptions of students' future plans differed dramatically. Seventy-one percent of students and 52% parents had expectations of four-year college attendance, whereas only 32% of teachers expected these same students to continue. Results from the Governor's Blue Ribbon Panel's focus groups (2002) confirm these differences in information access. One of the themes for expanding college participation that was identified by the groups was ". . . the weakest link in higher education access is high school counseling—low-income students do not talk to counselors about continuing their education."

Differences in parental educational attainment, therefore, are a key variable in the availability of information and the subsequent follow-through steps. College-educated parents are more likely to encourage their children to aspire to college, are better able to guide students along the appropriate path through high school, and support the processes leading to college enrollment. They tend to participate more in the crucial curricular decisions and encourage their childrens' participation in activities that result in high mathematics proficiency in the middle school grades. Students from families that lack a college education or have high school counselors who have little time for course counseling are more likely to choose easier courses and have few incentives not to do so.

Those choices have ramifications affecting students' senior high school course-taking behavior, and in turn, going to college. In a report of the federal Advisory Committee on Student Financial Assistance (ACSFA), approximately 85 percent of students whose parents earned a college degree or higher aspired to go to college in the ninth grade, compared with about 59 percent of students with parents who had received some high

school education. Furthermore, many of the students with parents with lower levels of education do not follow through on their plans to go to college. Only one-fifth of students whose parents had no more than some high school education actually made plans to attend college, compared with almost three-quarters of students whose parents held a college degree or higher (ACSFA 2002).

Studying algebra, in particular, appears to serve as a gatekeeper to the college prep track regardless of whether the student is high- or low-achieving. ACT (Noble 2001) has found that students who take trigonometry, calculus, or physics, regardless of previous grades in high school, are more likely to be successful in college. Of even greater concern is the finding by Horn that documents mathematics' enrollment according to parental education. That study found that 14% of first-generation students took algebra in eighth grade, contrasting with the 34% who had at least one college-educated parent. Further, as described in the American Diploma Project (Carnevale and Desrochers 2000), geometry is the benchmark for students intending to work in well-paid blue-collar jobs and low-paid/low-skill jobs, while algebra II in the minimum mathematics preparation for students aspiring to highly paid white collar and professional jobs. Decisions related to mathematics in or around eighth grade, therefore, are critical since the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor's degree completion. Finishing a course beyond Algebra II (e.g., trigonometry, pre-calculus) more than doubles the odds that a student entering postsecondary education will complete a baccalaureate degree (Adelman 1999).

Important as parental educational attainment is to student success, though, recent analyses have found that completion of a rigorous high school curriculum not only shows a positive correlation with persistence to a baccalaureate degree, but that it is the most important predictor of college success for all students and especially for Blacks and Latinos (Adelman 1999; Arnold-Berkovits 2002). Regardless of socio-economic status, race, gender, or high school program, the proportion of students receiving their bachelor's degree tends to increase with the completion of an intense pattern of high school course-taking. The challenge to close the opportunity gap for Coloradans, then, is two-fold: raising the curricular expectations of all students to prepare them for the opportunity to be successful in college and then communicating these expectations to students and their families through institutional admissions staff, ColoradoMentor, federal outreach programs, such as TRIO (e.g., Talent Search and Upward Bound) and Gaining Early Awareness and Readiness Undergraduate Programs (GEAR-UP).

4. District- and college-based decisions add to the complexity and misalignment of expectations.

Articulating a precollegiate curriculum for high school students is complicated in Colorado due to the local control retained by school districts for setting high school graduation requirements. Adding to the complexity is the fact that those requirements may vary by high school within a district. By contrast, at least 35 states now recognize

the value of a common specification of requirements and have adopted a precollegiate curriculum for either graduation from high school or admission to a four-year public institution.

Superimposed on these locally-determined graduation requirements is a varied mix of admissions requirements for Colorado public four-year institutions. The University of Colorado institutions that admit first-time freshmen require completion of high school coursework according to its Minimum Academic Preparation Standards (MAPS), but students may be admitted with limited curricular deficiencies. Colorado State University and the Colorado School of Mines also specify high school curricular expectations of their incoming freshmen. The remaining four-year colleges and universities encourage completion of varying forms of a core curriculum but do not require it for admission. Further complications arise since nearly 60% of undergraduates nationally attend more than one institution (Adelman 1999); in Colorado, approximately 4,300 undergraduates transfer annually from a two- to four-year institution, often without having completed an Associate or Arts or Associate of Science degree. Currently, the minimum high school curricular standards for admission are set at the governing board or institutional level, but given this level of student mobility, there is need for a statewide consensus on what constitutes college readiness.

On the surface, course-unit graduation requirements for a Colorado high school often appear to align themselves with the proposed precollegiate curriculum. The problem arises, though, when the specific courses accepted to meet high school requirements may not match what is needed for postsecondary success. For example, business math cannot provide the same math experience that algebra II does. Similarly, journalism may be acceptable for a high school English requirement, but not for college. Thus the point for specifying the amount and rigor of necessary coursework for admission standards is public higher education, and more specifically, the four-year sector. It needs to be reemphasized again, however, that even course specification via a precollegiate curriculum addresses only part of the problem, for clearly, issues related to quality and content are not.

Reform efforts in K-12 over the past decade have embraced standards-based education, and in 1997, Colorado higher education outlined college-level competencies in mathematics, communication, humanities, science, and social science for all new freshmen. Developed by faculty at Colorado's public colleges and universities, the expectations were based on the knowledge and skills that faculty believe an entering undergraduate needs to succeed in college. While the higher education content standards provide context for secondary schools engaged in developing their own, the extent to which the two levels of standards coincide is unknown, often leaving students and parents to assume that high school courses will bridge the juncture of K-12 and higher education. While college faculty may have been involved in setting the standards, professors are involved because of their disciplinary expertise rather than as a representative of the postsecondary community who can articulate expectations of

students to be successful. Until research validates that a competency-based system leads to a successful transition to college, a demanding precollegiate curriculum is the best option for aligning secondary and postsecondary requirements.

While research suggests that a student taking a precollegiate curriculum has a better likelihood of success in college, educational reformers have also concluded that "seat time" in a class is no guarantee that knowledge has been transmitted to the student. In recognition of that fact, the Commission may wish to explore the efficacy of using tests as an alternative to the precollegiate curriculum. The American Diploma Project, the Education Trust, the Fordham Foundation and the National Alliance of Business have established standards-based achievement standards in reading and mathematics and are in the process of developing standards in writing to serve as a core for high school diplomas. They are working with Indiana, Kentucky, Massachusetts, Nevada and Texas to include "assessment data as one criterion in pilot states' higher education admissions and/or placement and employee hiring decisions."

The impact of a precollegiate requirement clearly has implications for school districts, as well as individual students, and ACT data again were used to assess core completion by district characteristics: size, setting, socio-economic status, as well as for the twenty largest districts that enroll 75% of Colorado public school enrollments. Table 7 (Appendix J) groups districts by pupil enrollment into six categories plus one for students enrolled in private schools. The lowest percentage—with 30% of the test-takers completing the core was associated with districts in the 601-1,200 student range—but no category reached 40%. There is no pattern to indicate that a larger share of core completers is associated with a specific size of district. Viewed by district setting (Table 8, Appendix K), the highest proportion of core completers were associated with Denver Metro schools. From that high, the percentages generally decline with movement into more rural areas, but it is the rural schools that show the largest gain in percentage of precollegiate completion through the 1990s.

Using the proportion of students qualifying for free or reduced lunch, districts were grouped into quartiles based on their qualifying percentage in 2002 (Table 9, Appendix L). The difference between two quartiles with large proportions of students meeting the lunch criteria (those with lower socio-economic status) and the two with smaller qualifying percentages, on the whole, was six percentage points. Finally, precollegiate completers for individual school districts, with particular attention to the twenty largest districts enrolling 75% of public school pupils in Colorado is shown in Table 10 (Appendix M). Districts with the highest percentage of completers were led by Douglas County RE-1 (56.1%), followed by Falcon 49 (56.2%), Thompson R-2J (48.9%), Littleton (48%), and Boulder Valley (47.9%). Those districts from the list of twenty largest that had the lowest rate of core completion were Pueblo City 60 (11.1%), Adams-Arapahoe 28J (25.7%), Cherry Creek (26.2%), and Northglenn-Thornton 12 (33.6%). Again, it should be noted that these data are based only on ACT test-takers.

5. **The state, as well as students, suffers due to inadequate preparation of high school graduates.**

Admission to higher education is just the first step, and to benefit fully from the higher education experience, students need to make reasonable academic progress and complete a degree. Upon arrival at a college or university, enrollment in collegiate courses is based on the assumption that students are academically proficient. But course assessments result in a significant proportion of students being assigned to developmental (or precollegiate-level) classes before they can undertake college-level courses that count toward degree requirements. By extension, remediated college students, and particularly those who must enroll in several precollegiate classes, are less likely to graduate, and the precursor of this are first-year retention rates that range from 52% at some of the less selective Colorado public four-year institutions to 82% at the most selective.

A recent CCHE report on remedial needs raises serious questions about their preparation. For students graduating in 2001 from a Colorado public high school or were age 19 and younger, 23.4% were assigned to at least one developmental class in mathematics, writing, and/or reading by a public college or university in Colorado. Further, of those students needing remediation, 22% were found to need remediation in all three disciplines. This finding hardly is surprising, given student performance in mathematics nationally, and more specifically on the Colorado Student Assessment Program in mathematics. For academic years 2001 and 2002, the proportion of students statewide that scored at the advanced or proficient level in mathematics was 25% and 27% respectively.

Equally disturbing is the cost associated with undergraduates enrolled in basic skills as reported by institutions to CCHE, which for FY2002, exceeded $15.8 million in general fund support, a significant subset of which is associated with remediation. One should keep in mind, also, that these measures do not reflect the tuition paid by the student, the extended time-to-degree due to enrollment in remedial classes, or the significant financial outlay annually by institutions to recruit new students, a cost much greater than that to retain one who is currently enrolled.

Another indicator is the average six-year graduation rate for Colorado's public four-year institutions. Research on low retention and graduation rates, not surprisingly, tie back to students not ready to undertake college-level classes, a situation particularly disastrous for students from underrepresented groups and low-income families. For a combined cohort of in-state undergraduates completing a precollegiate curriculum who began in summer/fall 1993, 1994, or 1995 at a Colorado public four-year institution, the six-year rate was 60.7%. For those who did not complete the full high school core—whether falling short by one or many courses—the six-year rate declined to 48.1%.

C. Staff Recommendation #1:

The Commission include in its admission standards policy that all resident and out-of-state undergraduate applicants to baccalaureate programs at Colorado's four-year state-supported institutions of higher education, effective with students graduating from high school in spring 2008, must complete a precollegiate curriculum prior to enrollment.

D. Freshmen Index and Window Size

Statute directs the Commission to establish admission standards for first-time freshmen and transfer students and specifies the criteria to be used for each. Statute also states: "In lieu of such criteria, additional criteria may be used for up to twenty percent of the admitted freshmen (transfer) students." C.R.S. 23-1-113 (1) (b) & (c). This way of gaining admittance for "…up to twenty percent of the admitted freshmen (transfer) students" is referred to being admitted through the window. The Commission has discussed, on several occasions, establishing the size of the window for first-time freshmen at a percent less than the maximum 20% allowed by statute for some of the four-year institutions. In addition, the Commission has been interested in establishing a common window size for all the institutions of the same role and mission type (e.g., comprehensive graduate research).

The current freshmen admissions index, based on high school grade point average (or class rank) and standardized test score, has limited relevance in predicting student success as measured by graduation rates. The index, with its accompanying window, currently allows institutions to admit up to 20% of freshmen that do not meet the admissions criteria at even the state's most selective public universities. Staff approached the research division of the American College Testing (ACT) for assistance in analyzing the extent to which the current freshmen index score explained student success, where success was measured by graduation with a baccalaureate degree within six years. In other words, how well did the freshmen index predict student success and could the index could be "tweaked" to increase the prediction value? ACT reported that for all enrolled freshmen for FY02, the freshmen index explained (or predicted) student success at a 22% value. Staff then requested ACT to "tweak" the index by adjusting the calculation to recognize increased importance of high school grade point average, or high school rank-in-class, or the national test score. The result changed only slightly and remained less than 25%.

Staff was aware that research overwhelming showed that if a high school student successfully completed a particular set of courses in high school—a precollegiate curriculum—that their chance of success in college increased dramatically when compared to students who had not completed such a set of courses. When such a set of courses was analyzed with grade point averages from the National Educational Longitudinal Study (NELS) fourth follow-up in 2000, the predictive validity of

baccalaureate attainment reached nearly 50%. In order words, curriculum and grades explain 25% more than the index by itself. By coupling the current index with a precollegiate curriculum, which is known to be a stronger predictor of college success, institutions will be better able to identify students with a stronger likelihood of persisting to degree completion. Staff currently is updating the technical appendix for the admission index calculation in order to insure that standardized test and high school performance values are in line with current normative information. The appendix also is being revised in order to include the precollegiate curriculum requirements.

Staff also analyzed the use of the window over the past few years to determine what impact, if any, might occur on any institution should the size of the window be brought to a common percent for all institutions of similar role and mission type. Table 11 (Appendix N) shows the use of the window for each of the past three years. It is important to note that the window size is determined by the number of admitted students, not the number of students enrolled. Consequently, it is possible for an institution to have a much higher percent of its enrolled freshmen students be "window" students than the reported percent of window utilization. Table 12 (Appendix O) summarizes the proportion of entering freshmen eligible for standards who did not meet the institution's admissions criteria. UNC, UCD, and CSU had the highest percentage of enrolled freshmen not meeting the standards in FY02, while the University of Colorado institutions posted a notable decrease in the share of students not meeting the index.

Both the Colorado School of Mines (CSM) and the University of Colorado-Boulder (UC-B) have established a 10% window size. For CSM, the 10% window size is operational now. For UC-B, the 10% window size is to be attained over a five-year period consistent with the implementation of the "Quality for Colorado" plan. Colorado's other comprehensive graduate research university, Colorado State University-Fort Collins, has not yet made a commitment to any window size other than the 20% upper limit mentioned in statute. Staff believe that as a comprehensive graduate research university, CSU-Fort Collins should strive to achieve an operational window for its first-time freshmen admits of 10% after a five-year phase-in period. Since students may not have completed the pre-collegiate curriculum until the summer and fall 2008 admission period, staff believe that FY 2009 should be an evaluation year in terms of evaluating the impact of the precollegiate curriculum on the size of the freshmen window.

Staff also recommend consideration be given to establishing a floor for the freshmen window, based on research by several of the four-year public institutions as well as CCHE staff. Each study points to the conclusion that entering freshmen with an index *more than* 10 points below the institution's minimum for meeting standards are far less successful academically than those students meeting or exceeding the minimum index. Research by CSU, for example, indicates that the five-year graduation rate (including the percentage still enrolled after five years) for students *within* ten points of its index is comparable to that for those meeting or exceeding that university's freshmen admissions index. Window admits with an index beyond the ten-point floor graduated/persisted at

lower rates. At UNC, graduation rates at four-, five-, and six-years also are substantially lower for students exceeding the ten-point interval. Thus it seems appropriate to set a minimum index for window admits that is no more than ten points below the index for meeting the institution's freshmen standards.

The three other institutions in the selective admission category—University of Colorado-Colorado Springs (UCCS), University of Colorado-Denver (UCD), and the University of Northern Colorado (UNC)—have utilized the freshmen window in differing percents over the past few years. As selective admission institutions, staff believe that the window size for the selective institutions should not be as limited as for the comprehensive graduate research institutions, but certainly not as lenient as for the moderately selective and modified open institutions. Staff believe that a 15% window to be achieved after a five-year phase-in period is appropriate for these selective admission category institutions. Similar to FY 09 being an evaluation year for the comprehensive graduate research universities, it also should be an evaluation year for these selective institutions.

Like the selective admission category institutions, the five institutions in the moderately selective admission category—Adams State College (ASC), Colorado State University-Pueblo (CSU-P), Fort Lewis College (FLC), Mesa State College (MSC), and Western State College (WSC), as well as the one modified open admission category institution, Metropolitan State College of Denver (MSCD)—have utilized the freshmen window in differing percents over the past few years. While not open admission institutions, these six institutions do provide access to a broad spectrum of students. Four of these institutions (ASC, FLC, MSC, and WSC) also serve as regional educational providers and thus are primary access points for students from a region of the state. Staff conclude that a 20% percent window is appropriate for these institutions.

E. Staff Recommendation #2

The Commission include in its admission standards policy the following upper limit for the window size for first-time freshmen admits for each of the indicated fiscal years in Table B and the lower limit of the window be set at ten points below the institution's freshmen admissions index.

Table B. Projected Window Size for Four-Year Institutions

Admission Category/Institution	Admissions Window Size for --				
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009--Evaluation Year for Assessing Impact of Precollegiate Curriculum
Highly Selective:					
Colorado Sch of Mines	10%	10%	10%	10%	10%
Selective:					
Colorado State Univ	18%	16%	14%	12%	
Univ of Colo - Boulder*	18%	16%	14%	12%	10%
Univ of Colo - Colo Springs	19%	18%	17%	16%	
Univ of Colo - Denver	19%	18%	17%	16%	
Univ of Northern Colo	19%	18%	17%	16%	
Moderately Selective**					
Adams State Coll	20%	20%	20%	20%	
Colo State Univ - Pueblo***	20%	20%	20%	20%	
Fort Lewis Coll	20%	20%	20%	20%	
Mesa State Coll	20%	20%	20%	20%	
Western State Coll	20%	20%	20%	20%	
Modified Open:					
Metro State Coll of Denver	20%	20%	20%	20%	

*Quality for Colorado plan includes annual tuition increases requiring approval by CCHE, legislature, and the Governor. If approved, the window size will be reduced commensurate with reaching 10% by FY2009.

**The same transfer standards apply to the two-year programs at those four-year institutions with a two-year role and mission.

***Effective July 2003; formerly University of Southern Colorado

F. Non-Degree, Entering Undergraduates Enrolling for the First Time

The following statement is included in the current admission standards policy: ". . . the Extended Studies Program should not be used by institutions as a route into campus degree programs for students who otherwise would be required to provide admission credentials and be evaluated according to the standards specified in this policy." See section 6.02.09 of current policy.

A the present time, CSU-Fort Collins and UNC offer freshmen applicants who do not meet the admission standards the opportunity to enroll through what is known, respectively, as the CSU START-UP program and the UNC CHALLENGE program. Students who elect to enroll in these programs are not admitted to the institution. These students pay the cash cost associated with the courses. They are not eligible for federal financial aid. They do often enroll in the same on-campus courses that admitted freshmen enroll, live in the residence halls, and in many ways participate in campus activities and programs as if they were admitted freshmen. For the most part, there is no difference between an admitted freshmen (did meet admission standards) and a non-degree seeking freshmen in programs like CSU's START-UP and UNC's CHALLENGE who did not meet admission standards. These students generally remain in the

CHALLENGE or START-UP programs for two semesters and earn 24 or more credits. They often then apply for admission as degree-seeking students who, because they have earned more than 12 credits, are no longer subject to freshmen admission standards (which they did not meet previously) but rather to transfer admission standards (which currently require only a 2.0 g.p.a.).

Staff believe that all students should be subject to admission standards at the time they seek admission unless they qualify under one of the exceptions specified in policy (see Section 5.02 of the proposed policy). In particular, staff believe that students who do not meet the freshmen admission standards, but are offered admission through such programs as CSU's START-UP program or UNC'S CHALLENGE program, should be considered a freshmen window admit. That is, all freshmen enrolled in such programs should be included in the number admitted utilizing the freshmen window.

G. Staff Recommendation #3

The Commission include in its admission standards policy that all entering undergraduate students admitted to Colorado's four-year state-supported institutions of higher education for first-time undergraduate enrollment either must meet the admission standards or be admitted as a window admit.

H. Transfer Standards and Window Size

The admission standards for transfer students within the current policy do not reflect the experience of the institutions in terms of the students they admit as transfers. The transfer standards currently are tied to the grade point average earned by the student if the student is transferring 13 or more credits. In most cases, the grade point average required to meet the transfer standard is 2.0 g.p.a. Experience shows that this minimum g.p.a. is much too low for all the four-year institutions. Further, the transfer window is used on a limited basis by most of the colleges and universities as shown in Table 13 (Attachment P), with nine schools using less than half of the available 20% window. By increasing the g.p.a. standard and aligning it with the role and mission type and admission tiering of the institutions (i.e., comprehensive graduate research, selective, moderately selective, modified open), consistency is achieved among similar institutions and the student is made more aware of the expectations associated with the institution to which he/she is transferring.

Staff examined the FY 02 cohort of admitted and enrolled students transferring more than 12 credits which the four-year institutions admitted utilizing the current admission standards for transfer students. The minimum grade point average of 80 percent of these students is shown in Table C:

Table C. G.P.A.S FOR ACCEPTED OR ENROLLED STUDENTS TRANSFERRING WITH MORE THAN 12 CREDIT HOURS, FY2002

Institution	Number of Students	G.P.A. for 80% of Transfer Students*
CSM	90	2.80
UCB	2,424	2.70
CSU	2,459	2.50
UCCS	1,480	2.40
UCD	2,127	2.40
UNC	1,359	2.50
ASC	263	2.30
FLC	766	2.30
MESA	720	2.30
METRO	452	2.40
USC	646	2.40
WSC	385	2.30

*Based on transfer students with more than 12 credit hours.

For transfer students transferring more than 12 credits, the current admission standards policy requires a 2.0 g.p.a. minimum if the student is transferring to an institution of the same or lower admission category. If the student is transferring to an institution with a higher admission category, the minimum g.p.a. is 2.5.

Based on the FY 02 cohort of admitted and enrolled transfer students who transferred 13 or more credits, every student seeking to transfer to an institution with the same or lower admission category would be accommodated, assuming a transfer admission window of 20%. Similarly, every student desiring to transfer to one of the comprehensive graduate research universities or to CSM would be accommodated, assuming a transfer admission window of 20% (Table D). The only students that might not be accommodated would be students transferring from a moderately selective or modified open admission category institution to either UC-Colorado Springs or UC- Denver, both selective institutions.

Table D. Minimum Grade Point Average Requirements for Transfer Students with 12 - 29 Collegiate Semester Credit Hours

Receiving Institution	GPA*	Transfer Window Size
Highly Selective:		
CSM	2.70	10%
Selective:		
CSU	2.70	20%
UCB	2.70	20%
UCCS	2.50	20%
UCD	2.50	20%
UNC	2.50	20%
Moderately Selective:		
ASC	2.30	20%
CSU-Pueblo**	2.30	20%
FLC	2.30	20%
Mesa	2.30	20%
WSC	2.30	20%
Modified Open:		
Metro***	2.30	20%
Open Admission:		
Community & Local District Colleges		n/a
All Other Institutions		n/a

*The same transfer standards apply to the two-year programs at these institutions

**Effective July 2003; formerly University of Southern Colorado

***Applies to admitted students 19 years of age and younger.

Staff know of no reason why future cohorts of transfer students transferring 13 or more credits will be significantly different from FY 02 cohort. Staff believe, therefore, that the transfer admission standards for transfer students transferring more than 12 credit hours can be established as follows:

I. Staff Recommendation #4

The Commission include in its admission standards policy the grade point averages listed above as requirements for admission to a specific institution for transfer students with 13 or more credits.

IV. STAFF RECOMMENDATION

That the Commission approve the attached document as the admission standards policy, effective fiscal year 2005.

Appendix A

STATUTORY AUTHORITY

"Establish state policies that differentiate admission and program standards and that are consistent with institutional role and missions as described in statute and further defined in paragraph (c)of this subsection (1). C.R.S. 23-1-108 (1) (e)

Commission directive – admission standards for baccalaureate and graduate institutions of higher education

The Commission shall commence immediately to establish and the governing boards shall implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The standards shall be established by the Commission, after consultation with the governing boards of institutions, and the first step of implementation shall be completed by the governing boards by the beginning of the fall term of 1986. C.R.S. 23-1-113 (1) (a)

The standards established shall use at least two of the following three criteria for first-time admitted freshmen students: Standardized test scores, high school grade point average, and high school class rank. The criteria established shall be consistent with the role and mission established for each state-supported institution of higher education. In lieu of such criteria, additional criteria may be used for up to twenty percent of the admitted freshmen. Students who meet the minimum criteria for admission shall not be guaranteed admission to the institution to which they have applied, but they shall be eligible for consideration.
C.R.S. 23-1-113 (1) (b)

The standards established shall use college grade point average. In lieu of such criterion, additional criteria may be used for up to twenty percent of the admitted transfer students. The academic admission standards and policies established for transfer students shall be consistent with the student transfer agreements established by the Commission pursuant to section 23-1-108 (7). C.R.S. 23-1-113 (1) (c).

No other admission standards shall be imposed by any agency or committee of the executive or legislative branch of state government. C.R.S. 23-1-113 (1) (d).

PART F ADMISSION STANDARDS POLICY

1.0 Introduction

Admission standards are established, pursuant to statute, for undergraduate applicants for admission at each public institution of higher education in Colorado. The original policy was adopted by the Commission in 1987 and established state-level admission standards for both first-time freshmen and transfer students at each of the Colorado baccalaureate public institutions. The standards represent minimum requirements at four-year public institutions and not for the state's community colleges, which are open admissions. Institutions are allowed to admit up to the percent determined by the Commission of the undergraduate applicants on criteria other than the CCHE freshmen index or transfer grade point average through admissions "windows." Meeting the CCHE admission standards does not guarantee admission as institutions consider a broad range of factors in making admissions decisions.

The current policy reflects a significant addition for applicants who will be high school graduates beginning in spring 2008. In addition to defining institutional admissions indices for first-time freshmen and grade point averages for entering undergraduate transfers, the standards are expanded to require a strong precollegiate curriculum so that students seeking admission to four-year public colleges and universities are ready to progress successfully in higher education. The course-preparation requirements are based on research known to increase a student's likelihood for success in postsecondary education, particularly at baccalaureate-granting institutions. The Commission adopted recommendations concerning the secondary school curriculum in 1983 that strongly encouraged institutions and governing boards to follow these or more rigorous recommendations. That action, however, did not require such standards as part of its admissions standards policy. The current policy articulates the curriculum which will enable the CCHE admission standard of completion of a specified precollegiate curriculum to be met by first-time entering undergraduates who graduate from high school in spring 2008 or later.

The policy is comprised of seven sections:

1.00 Introduction
2.00 Statutory Authority
3.00 Policy Goals
4.00 Precollegiate Curriculum
5.00 CCHE Admission Standards
6.00 Penalties for Not Meeting the Standards
7.00 Enrollment Limits on Admission Standards

To ensure that the Admission Standards Policy continues to meet state goals and priorities, the Commission will review the policy every three years to determine if changes are appropriate. Additionally, institutions shall report all undergraduate freshmen applicants, transfer applicants, and summer applicants to the Commission on the Student Unit Record Data System (SURDS). Applicant File. Included with this policy is a technical appendix describing the methodology used to calculate the CCHE admissions indices and supporting documentation for data submissions. These data will be used to monitor the compliance of institutions with the Commission's standards and to evaluate the impact of the policy on institutions and students annually.

2.0 Statutory Authority

There are a number of sections of the law that are applicable to the establishment of the Commission's policy on admission standards. These are listed below.

23-1-108 (1) (e) Establish state policies that differentiate admission and program standards and that are consistent with institutional role and missions as described in statute and further defined in paragraph (c) of this subsection (1);

23-1-113 Commission directive -- admission standards for baccalaureate and graduate institutions of higher education.

(1) (a) The Commission shall commence immediately to establish and the governing boards shall implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The standards shall be established by the Commission, after consultation with the governing boards of institutions, and the first step of implementation shall be completed by the governing boards by the beginning of the fall term in 1986.

(b) The standards established shall use at least two of the following three criteria for first-time admitted freshmen students: Standardized test scores, high school grade point average, and high school class rank. The criteria established shall be consistent with the role and mission established for each state-supported institution of higher education. In lieu of such criteria, additional criteria may be used for up to twenty percent of the admitted freshmen. Students who meet the minimum criteria for admission shall not be guaranteed admission to the institution to which they have applied, but they shall be eligible for consideration.

(c) The standards established shall use college grade point average. In lieu of such criterion, additional criteria may be used for up to twenty percent of the admitted transfer students. The academic admission standards and policies established for transfer students shall be consistent with the student transfer agreements established by the Commission pursuant to section 23-1-108 (7).

(d) (I) No other admission standards shall be imposed by any agency or committee of the executive or legislative branch of state government.

(II) This paragraph (d) is repealed, effective June 30, 1988.

(2) The Commission shall make an annual report to the General Assembly detailing the specific admission requirements in the categories of students described in subsection (1) of this section at each campus and institution of higher education. Such reports shall be due not later than January 1 of each year, beginning January 1, 1986.

23-1-108 (1) (c) Determine the role and mission of each state-supported institution of higher education within statutory guidelines;

23-20-101 (1) (a) The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with selective admission standards . . . .

(b) The Denver campus of the University of Colorado shall be a urban comprehensive undergraduate and graduate research university with selective standards . . . .

(c) The Colorado Springs Campus of the University of Colorado shall be a comprehensive university with selective admission standards . . . .

23-31-101 . . . Colorado State University shall be a comprehensive graduate research university with selective admission standards . . . .

23-40-101. . . The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards . . . .

23-41-105 . . . The School of Mines shall be a specialized baccalaureate and graduate research institution with high admission standards . . . .

23-51-101 . . . Adams State College, which shall be a general baccalaureate institution with moderately selective admission standards.

23-52-102 . . . Fort Lewis College, which shall be a general baccalaureate institution with moderately selective admission standards.

23-53-101 . . . Mesa State College, which shall be a general baccalaureate institution with moderately selective admission standards.

23-54-101 . . . Metropolitan State College, which shall be a comprehensive baccalaureate institution with modified open admission standards; except that non-traditional students, as defined by the Colorado Commission on Higher Education after consultation with the Board of Trustees of the Consortium of State Colleges, who are at least twenty years of age shall only have an admission requirement of a high school diploma, a GED high school equivalency certificate, or the equivalent thereof.

23-55-101 . . . Colorado State University-Pueblo which shall be a regional, comprehensive institution with moderately selective admission standards.

23-56-101 . . . Western State College of Colorado shall be a general baccalaureate institution with moderately selective admission standards.

23-60-201 . . . A state system of community and technical colleges . . . offers a broad range of general, personal, vocational, and technical education programs. No college shall impose admission requirements upon any student.

23-72-121.5 . . . Aims Community College and Colorado Mountain College shall be two-year local district colleges with open admission standards.

3.0 Policy Goals

Through this policy, the Commission intends to:

1. establish admission standards based on student performance and institutional role and mission;

2. set clear performance expectations and communicate those expectations to prospective students;

3. reaffirm the principle that the opportunity to be admitted to a state-supported institution of higher education in Colorado must be earned, while assuring that the opportunity to enter the state-supported system of higher education is provided for Colorado residents; and

4. encourage diversity by supporting the admission of applicants from underrepresented groups, applicants with special talents, and applicants with disabilities.

4.0 Precollegiate Curriculum

Effective with applicants who graduate from high school in spring 2008 or later, freshmen must meet both the institution's index standard and have completed the required precollegiate curriculum (if applicable) to meet CCHE's freshmen admission standard. Freshmen who have not completed the required precollegiate curriculum will not meet the CCHE admission standard for any four-year college or university (except student age 20 or older at Metropolitan State College of Denver), regardless of the student's index score. The 15 units, based on research by American College Testing (ACT), identify secondary course-taking that significantly enhances students' academic success in postsecondary education.

English	4 Units
Mathematics	3 Units
Natural Science	3 Units
Social Science	3 Units
Academic Electives*	2 Units
TOTAL	**15 Units**

*Foreign languages (2 units must be from same language) and others listed in section 4.01.

Note: An academic unit, often referred to as a Carnegie unit, is equivalent to one full school year of credit in a specific subject.

4.01 Precollegiate Curriculum Academic Requirements

Fifteen academic units/credits are required according to the distribution below. Students must receive a passing grade in each course to fulfill the requirement.

English: Acceptable courses include at least two units that emphasize writing or composition skills as well as literature, speech, and debate. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. Examples of unacceptable

courses are business English, ESL English, school publications, yearbook, drama, and journalism.

Mathematics: Acceptable courses include algebra I, intermediate algebra, geometry, algebra II, pre-calculus, or trigonometry, or comparable coursework. A computer science course with a prerequisite of at least algebra I is permissible as fulfilling a mathematics requirement. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. It is recommended that prospective students take a mathematics course in twelfth grade. Examples of unacceptable courses are pre-algebra, general math, business math, accounting, and consumer math.

Natural Science: Acceptable courses include at least two courses with laboratory work (e.g., biology, chemistry, physics) or earth science or comparable coursework. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. Examples of unacceptable are general science, outdoor education, environmental studies, and physical science.

Social Science: Acceptable courses include one course in U.S. History or world civilization. State and/or international history courses, civics, principles of democracy, geography, economics, psychology, and sociology are examples of permissible courses. Also acceptable are honors, advanced placement, and/or international baccalaureate courses. Examples of unacceptable courses are family living, marriage and family, and consumer education.

Academic Electives: Acceptable courses may come from any academic area listed above or foreign languages (2 units must be from same foreign language), computer science, art, music, journalism, or drama. Also acceptable are honors, advanced placement, and/or international baccalaureate courses.

TOTAL: 15 Units

4.02 Approved Alternatives for Fulfilling Precollegiate Curriculum Requirements

4.02.01 Successful completion of college-level academic courses taken in high school via programs such as Postsecondary Enrollment Options (PSEO) or Fast Track may be counted toward satisfying the precollegiate curriculum requirements.

4.02.02 Precollegiate courses taken in eighth grade in mathematics and foreign language may be counted as meeting the precollegiate core if the content is equivalent to high school courses (e.g., foreign language I and algebra I). Successful completion of a high school course at the second-year level will satisfy this requirement, regardless of whether the courses were taken before the ninth grade.

4.03 Students Required to Meet Precollegiate Curriculum Requirements

4.03.01 Completion of the precollegiate curriculum is required of all entering undergraduates admitted to Colorado's four-year public colleges and universities for first-time undergraduate enrollment since high school graduation, effective with spring 2008 graduates and later.

4.03.02 Students who drop out of high school, earn a GED, and apply to a four-year institution are subject to the same requirements as other students. If a student's transcript does not meet the precollegiate curriculum requirements, s/he may be admitted through the institution's window. See section 5.05 for explanation of the admission window.

4.03.03 Home schooled students are subject to the same requirements as other students.

4.03.04 Students admitted to degree and certificate of completion programs offered through the Colorado Statewide Extended Campus.

4.03.04.01 Persons who wish to enroll in a degree or certificate of completion program offered either through the Statewide Extended Campus, the Off-Campus State-Funded Program or under the authority as a Regional Education Provider shall meet exactly the same institutional requirements for admission that are applied to students enrolling on-campus.

4.03.04.02 Students who have not been formally admitted to an institution and who wish to enroll in any off-campus course not offered as part of a complete off-campus degree program may enroll through the Statewide Extended Campus. The sponsoring institution/campus may implement policies regarding enrollment of non-matriculated off-campus students.

4.03.04.03 Students enrolling for courses through the Statewide Extended Campus, upon deciding to complete a degree, apply for admission, and, if accepted, are matriculated and become degree candidates. When they apply for admission they shall meet exactly the same admission standards as are applied to students enrolling on-campus who have previously completed the same number of credits. (A non-matriculated student with credits earned through the Statewide Extended Campus could be formally admitted to the institution, depending upon the number of credits actually earned, either as a new freshman student or as a transfer student.)

4.03.04.04 A student who has been formally admitted to the institution may enroll in courses through the Statewide Extended Campus and apply the credits toward a degree, but should be advised to consult with the institution to ensure that the credits earned would fulfill degree requirements.

4.04 Students Exempt from Precollegiate Curriculum Requirements

The following students are exempt from the precollegiate curriculum requirements:

4.04.01 Any student who graduates from high school prior to spring 2008.

4.04.02 Students entering a baccalaureate-degree program with either 13 to 29 college-level semester credit hours and the minimum grade point average shown in Table 2; or 30 or more college-level semester credit hours and a minimum grade point average of 2.00 on a 4.00 scale.

4.04.03 Students enrolled in a certificate or two-year degree program at a four-year institution.

4.04.04 Students who have a foreign (non-U.S.) transcript.

4.04.05 Students who have earned a baccalaureate degree.

4.04.06 Nontraditional freshmen applicants to Metropolitan State College of Denver. More specifically, first-time freshmen and transfer students who are at least 20 years of age on or before September 15 for admission in a summer or fall term on or before February 15 for admission in a winter or spring term are considered non-traditional.

4.05 Precollegiate Curriculum Requirements Effective for Spring 2010 Graduates

Beginning with students graduating from high school in spring 2010, in addition to the requirements of section 4.00, a student must complete a fourth unit of mathematics of the same or greater academic rigor as described in section 4.01, and two units of the same foreign language will be required. Electives may include foreign language for more than two years. Total academic course units total 18.

4.06 Compliance with Precollegiate Curriculum Requirement

Beginning with students graduating in spring 2008 and reported as admitted students in fall/spring 2008 who have not completed the precollegiate curriculum requirements will be counted as window admits (see section 5.05).

5.00 CCHE Admissions Standards

5.01 Background

In 1987, pursuant to statute, the Commission established state-level admission standards for first-time entering undergraduates and transfer students at each of Colorado's baccalaureate-granting public institutions. The standards established by the Commission in 1987 for an entering freshman were based on the calculation of an admissions index. The index has two components: a student's high school performance (i.e., high school grade point average (g.p.a.) or class rank) and performance on a standardized test. For an undergraduate transfer with 13 or more credit hours, the standard's criterion is the student's transfer grade point average.

Prior to the adoption of this revised policy by the Commission, at least 80% of an institution's fiscal year admits had to meet the appropriate CCHE freshman or transfer standard. Each institution was allowed to admit students who do not meet the CCHE admissions standards up to a number not exceeding 20% of the admitted pool of students. This pool, often referred to as "the admissions window," provides institutional flexibility in admitting promising students who meet institutionally established criteria but not the Commission's numerical standards. In addition, some students explicitly are exempt from the CCHE standards.

5.02 Applicants Exempt from CCHE Admission Standards

The following types of undergraduate applicants are exempt from the Commission's admission standards index for freshmen or the grade point average for entering undergraduate transfers.

5.02.01 Degree-seeking applicant:

5.02.01.01 Applicants who have a foreign (non-U.S.) transcript. The Commission directs the individual institutions to evaluate to the best of their ability, the foreign credentials presented by the student to assure that they are of an equivalent level to those students admitted under the Commission's standards.

5.02.01.02 Applicants who have completed a baccalaureate degree.

5.02.01.03 Applicants to Metropolitan State College of Denver who are age 20 or older. More specifically, first-time freshmen and transfer students who are at least 20 years of age on or before September 15 for admission in a summer or fall term on or before February 15 for admission in a winter or spring term are considered non-traditional.

5.02.01.04 Applicants to the two-year role and mission component of a four-year institution.

5.02.02 Non-degree-seeking applicant:

5.02.02.01 Applicants who are still enrolled in high school.

5.02.02.02 Applicants for the summer session only.

5.02.02.03 Applicants to the two-year role and mission component of a four-year institution.

5.02.02.04 Applicants to Metropolitan State College of Denver who are age 20 or older. More specifically, first-time freshmen and transfer students who are at least 20 years of age on or before September 15 for admission in a summer or fall term on or before February 15 for admission in a winter or spring term are considered non-traditional.

5.02.02.05 Applicants participating in a formal national, international, or Colorado Consortium exchange program with a planned enrollment for one year or less.

5.02.02.06 Applicants enrolled for six or fewer credits during a semester.

5.03 Freshman Standards

The freshman standard applies to all undergraduate applicants with 12 or fewer college credit hours who do not meet one of the admissions standards index exemptions listed in section 5.02. The Commission has developed a single scale for evaluating the achievement records of first-time freshmen students. The scale incorporates measures of standardized test scores, high school class rank, and high school grade point average.

More specifically, grade point average and class rank were found to be closely related and a correspondence was defined. It was used to create the Commission's High School Performance Index, with a mean and median of 50 and a standard deviation of 10. Similarly, standardized test scores from the ACT and SAT were used to create the Commission's Standardized Test Index. The Commission's Admissions Index was computed by adding the Commission's High School Performance Index and the Commission's Standardized Test Index. This creates a scale with a mean of 100. It is this scale that is used to define admission standards for first-time freshmen students.

5.03.01 Students may be admitted at Adams State College or Mesa State College in either a two-year or a four-year program. Those admitted to a four-year program as first-time freshmen must meet the freshmen admission standards.

5.03.02 The GED test is a test of equivalency for the high school diploma. Students without a high school diploma who receive a score of 550 or greater on the 2002 version (55 or greater on the 1988 version) are considered to have met the Commission standards for the high and selective institutions. Students receiving 450 or greater on the 2002 version (45 or greater on the 1988 version) meet the Commission standards for the moderately selective and modified open institutions. This route to admission is not to be used by students with the diploma.

5.03.03 The specific minimum index score at each Colorado public four-year institution is summarized in Table 1.

Table 1. CCHE Index Score for First-time Freshmen

Institution	Freshmen Admissions Index
Adams State College*	80
Colorado School of Mines	110
Colorado State University	101
Colorado State University--Pueblo**	82
Fort Lewis College	80
Mesa State College*	80
Metropolitan State College of Denver***	76
University of Colorado--Boulder	103
University of Colorado--Colorado Springs	92
University of Colorado--Denver	93
University of Northern Colorado	94
Western State College	80

*Applies to students admitted to four-year programs only.

**Effective July 2003; formerly University of Southern Colorado

***Applies to admitted students 19 years of age and younger.

5.04 Transfer Standards

The transfer standard applies to all degree-seeking undergraduate applicants with 13 or more college credit hours who do not meet one of the exemptions listed in section 5.02. No single scale comparable to that for first-time freshmen has been developed for transfer admission standards, but rather, the standards are based on grade point average from previous collegiate work, transfer hours, and high school record.

5.04.01 To meet the CCHE transfer admissions standards, students must meet one of the following conditions. A student must:

5.04.01.01 have earned fewer than 30 collegiate semester hours and meet the first time freshmen standards for the institution; or

5.04.01.02 be enrolled in a CCHE-approved statewide guaranteed transfer agreement (business, engineering, education (early childhood or elementary), or nursing) and meet the minimum academic qualifications outlined therein; or

5.04.01.03 have earned 13 to 29 collegiate semester credit hours and have the GPA shown in Table 2; or

5.04.01.04 have earned 30 or more collegiate semester credit hours and have a 2.0 GPA in previous college courses.

5.04.02 Students may be admitted at Adams State College or Mesa State College in either a two-year or a four-year program. Students admitted into the two-year programs must meet the Commission's transfer admission standards in order to pass from the two-year programs to the four-year programs.

5.04.03 The specific institution grade point average required to meet the CCHE Transfer Standards at each public education is summarized in Table 2.

5.04.04 Precollegiate Curriculum
Transfer students who graduate from high school in spring 2008 or later and have not completed the precollegiate curriculum. These students must demonstrate comparable academic preparation prior to transfer from a two-year public institution or four-year institution with a two-year transfer program to a Colorado four-year public institution by successfully completing (with a grade of C- or higher) a college-level course in each core area (English, mathematics, natural sciences, and social science) where the unit requirements have not been fulfilled. Transfer students also must meet the minimum grade point average requirement in Table 2.

Table 2. Minimum Grade Point Average Requirements for Transfer Students with 12 - 29 Collegiate Semester Credit Hours

Receiving Institution	GPA*	Transfer Window Size
Highly Selective:		
CSM	2.70	10%
Selective:		
CSU	2.70	20%
UCB	2.70	20%
UCCS	2.50	20%
UCD	2.50	20%
UNC	2.50	20%
Moderately Selective:		
ASC	2.30	20%
CSU-Pueblo**	2.30	20%
FLC	2.30	20%
Mesa	2.30	20%
WSC	2.30	20%
Modified Open:		
Metro***	2.30	20%
Open Admission:		
Community & Local District Colleges		n/a
All Other Institutions		n/a

*The same transfer standards apply to the two-year programs at these institutions

**Effective July 2003; formerly University of Southern Colorado

***Applies to admitted students 19 years of age and younger.

5.05 Students Not Meeting Institution's Admissions Standards (Window Admissions)

The purpose of the admissions window is to provide the institution greater flexibility in recognizing promising students who do not meet the CCHE admission standards. The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. The allowable percentage is determined by the Commission. The window applies to the entire pool of admitted students, and also includes non-admitted students less than age 20 who enroll for seven or more credit hours during any semester. Students with missing data are included as part of the window percentage since such students do not meet the CCHE admission standards. Separate windows exist for students admitted as first-time freshmen and for students admitted as transfer students. Since the CCHE admission standards specified in this policy apply equally to both resident and non-resident students, no differentiation is made by tuition status in the calculation of the window. Institutions also may admit students with index scores below its specified minimum score, but not to exceed ten points below the minimum.

Table 3 summarizes the CCHE determined window percentages over a five-year period beginning with FY 2004-05 for freshmen with 0 – 12 college-level credit hours. As of the writing of this policy in draft form, negotiations regarding window percentages had been completed with only the Colorado School of Mines (*Performance Agreement*) and

Table 3. Projected Window Size for Four-Year Institutions

	Admissions Window Size for --				
Admission Category/Institution	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009--Evaluation Year for Assessing Impact of Precollegiate Curriculum
Highly Selective:					
Colorado Sch of Mines	10%	10%	10%	10%	10%
Selective:					
Colorado State Univ	18%	16%	14%	12%	
Univ of Colo - Boulder*	18%	16%	14%	12%	10%
Univ of Colo - Colo Springs	19%	18%	17%	16%	
Univ of Colo - Denver	19%	18%	17%	16%	
Univ of Northern Colo	19%	18%	17%	16%	
Moderately Selective**					
Adams State Coll	20%	20%	20%	20%	
Colo State Univ - Pueblo***	20%	20%	20%	20%	
Fort Lewis Coll	20%	20%	20%	20%	
Mesa State Coll	20%	20%	20%	20%	
Western State Coll	20%	20%	20%	20%	
Modified Open:					
Metro State Coll of Denver	20%	20%	20%	20%	

*Quality for Colorado plan includes annual tuition increases requiring approval by CCHE, legislature, and the Governor. If approved, the window size will be reduced commensurate with reaching 10% by FY2009.

**The same transfer standards apply to the two-year programs at those four-year institutions with a two-year role and mission.

***Effective July 2003; formerly University of Southern Colorado

the University of Colorado-Boulder (*Quality for Colorado).* The window percentages for the other four-year public institutions have yet to be determined by the Commission. The percentages included in Table 3 are illustrative of CCHE staff thinking and are not the result of negotiations with the governing boards/institutions.

Effective with applicants who graduated from high school in spring 2008 or later, freshmen must meet both the institution's index standard and have completed the required precollegiate curriculum (if applicable) to meet an institution's freshmen admission standard. Freshmen who have not completed the required precollegiate curriculum will not meet the CCHE admission standard for any four-year college or university (except student age 20 or older at Metropolitan State College of Denver), regardless of the student's index score. Institutions may admit students who have not completed the required precollegiate curriculum, but these students will be counted as window admits.

5.06 Admission Not Guaranteed

Applicants who meet the appropriate Commission admission standard for an institution are not guaranteed admission to that institution. Institutions may make admission decisions based on other criteria resulting in admission standards more rigorous than the Commission admission standards.

5.07 Reporting of Data

Institutions shall report all undergraduate freshmen applicants, transfer applicants, and summer student applicants to the Commission on the SURDS Undergraduate Applicant File. These data will be used to monitor the compliance of institutions with the Commission's standards and to evaluate the impact of the policy on institutions and students.

Each year the Commission staff will collect data on enrollment, transfer, and first-time freshmen admission standards for all institutions and will prepare a report for Commission consideration. The Commission then will formally review the report and reconsider the question of whether the ultimate standards designated under the policy should be retained or modified and whether the implementation schedule should continue on track.

6.00 Penalties for Not Meeting the Standards

If an institution should admit more than the CCHE-determined window percent for first-time freshmen and transfer students who do not meet the applicable CCHE standards in any fiscal year, the Commission shall assess a financial penalty against the governing board. Such penalty shall be based on the number of admitted students, regardless of residency, exceeding the window percent limitation. The penalty will be calculated by multiplying the amount of state support applicable in the fiscal year the students were enrolled times the number of students admitted in excess of the window percent. The penalty is binding and may not be appealed.

If an institution exceeds the CCHE-determined window percent for two consecutive years, the Commission, in addition to the financial penalty, may adjust the institution's index score by

lowering it to the next index level or the point at which the institution would comply with the standards, whichever is lower.

7.00 Enrollment Limits on Admission Standards

7.01 Standards for Out-of-State Students Must Equal or Exceed Those For In-State Students

SB 93-136 added the following language to 23-1-113 (1) (a):

> Effective July 1, 1993, the academic admission standards established for determining admission of students who do not have in-state status, as determined pursuant to section 23-7-103, shall equal or exceed those established for determining admission of in-state students.

The admission standards policy applies equally to both in-state and out-of-state students, no differentiation is made by tuition status and the CCHE-determined window percent apply to the pool of all accepted students. It is possible, however, for an institution to use its available window "slots" to give preferential treatment to applicants according to student residency. Such a practice would violate the intent of the statutory language. Therefore, the following procedures will be carried out yearly in order to monitor compliance with the intent of this requirement.

7.01.01 Separate Window Calculations for In-State and Out-of-State Accepted Students
Each fiscal year, after final Undergraduate Applicant data has been submitted and edited, separate window calculations will be made by Commission staff for students reported as in-state and out-of-state. Institutions whose in-state window percent is less than the out-of-state percent (by at least 0.5 percent) will be subject to further analysis. If this further review is not indicated by this comparison, then the institution will be considered to be in compliance.

7.01.02 Acceptance Decisions by Admission Index Range
The acceptance decisions made by institutions who do not meet the criteria identified in 7.01.01 will be analyzed. Data will be aggregated by in-state and out-of-state applicant for the following nine categories of admission index score: No Score; LO -- 78; 79 -- 85; 86 -- 91; 92 -- 97; 98 -- 102; 103 -- 110; 111 -- 120; and 121 -- HI.

Within each category, the number of total applicants and the percent offered admission will be calculated for both in-state and out-of-state applicants. If the percent of in-state applicants offered admission is greater than the percent of out-of-state applicants in almost every case, then the institution will be considered to be in compliance with the intent of the statutory language. One or two exceptions will not necessarily be considered as evidence of lack of compliance as long as these exceptions do not indicate a clear preference for out-of-state applicants, especially in the ranges around the institution's cutoff score.

7.01.03 Consequence for Not Complying With Statutory Intent
If the data for an institution does not show compliance with the analysis described in both 7.01.01 and 7.01.02, then staff will formally request an

explanation and corrective action from the institution's governing board, and a discussion item for Commission review will be prepared.

7.02 Not less than 55 percent of the incoming freshman class at each state-supported institution of higher education shall be in-state students.

SB 93-136 added the following directive to statute (amended by SB 94-218):

> 23-1-113.5. Commission directive - resident admissions. It is the intent of the general assembly that all state-supported institutions of higher education operate primarily to serve and educate the people of Colorado. The general assembly therefore directs the commission to develop admission policies to ensure that, beginning with the fall term of 1994 and for the fall term of each year thereafter, not less than fifty-five percent of the incoming freshman class at each state-supported institution of higher education are in-state students as defined in section 23-7-102 (5). Commencing with the fall term of 1995, this requirement shall be met if the percentage of in-state students in the incoming freshman class for the then current fall term and the two previous fall terms averages not less than fifty-five percent. Such fifty-five percent requirement shall also apply to the up to twenty percent of incoming freshmen students admitted based on criteria other than standardized test scores, high school class rank, and high school grade point average pursuant to section 23-1-113 (1) (b).

7.02.01 Use of the Fall Term, SURDS Enrollment File

Fall term data from the Student Unit-Record Data System (SURDS) Enrollment File will be used to test compliance.

7.02.02 Calculation of the In-State Percentage for First-Time Freshmen

This statutory language applies to all public institutions, including state system community colleges and local district colleges. The in-state percentage will be calculated from the selection of all students on the Fall Enrollment File who meet the following conditions: credit hours - resident instruction greater than zero (in other words, students with only extended studies or sponsored program credit hours will be <u>excluded</u> from this calculation); student level less than 19; and registration status equal 1. The percent will be calculated as the total number meeting the above condition divided into those from this group that are reported as having in-state tuition status. It should be noted that this calculation <u>includes</u> all enrolled students, including those who were admitted through an institution's admission window, with the exception of native American students attending Fort Lewis College, who are <u>excluded</u> from this calculation. Beginning with fall 1995, the average of the most recent three fall term percentages will be used to test compliance. This percentage will be calculated as the total in-state over the three years divided by the total enrollment.

7.02.03 Consequence for Not Complying With 55 Percent Restriction

If the data for an institution shows an in-state percent less than 55 percent for first-time freshmen, then staff will formally request an explanation and corrective action from the institution's governing board, and a discussion item for Commission review will be prepared.

7.03 Reports to the Commission

Upon receipt and final editing of the data specified in sections 7.01, Commission staff shall prepare an analysis of the data and prepare a report for the Commission. Any institutions failing to meet the statutory language shall be identified and a subsequent discussion item from the institution and/or its board shall be prepared for Commission action.

Attachment B

MEMBERS OF ADMISSIONS STANDARDS POLICY REVIEW GROUP

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Nancy Breckel, Metropolitan State College of Denver, Director of Student Transfer Center
David Clark, Colorado State University System, Vice President for Academic Affairs
Barbara Edwards, University of Colorado-Denver, Director of Admissions
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**Table 1. AVERAGE ACT COMPOSITE SCORE FOR COLORADO ACT TEST-TAKERS*
BY PRECOLLEGIATE CURRICULUM STATUS BY RACE/ETHNICITY, 1991 - 2001**

Student Race/Ethnicity	Pre-Coll Curr Status**	Average Units Reported by Report Year --										
		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Asian	C	**21.79**	**22.11**	**21.93**	**21.89**	**22.40**	**21.79**	**21.75**	**22.00**	**21.75**	**21.88**	**22.00**
	NC	19.34	19.36	19.52	19.72	19.37	19.56	19.71	19.51	19.74	20.01	19.86
Black, Non-Hispanic	C	**19.53**	**18.92**	**19.36**	**19.63**	**19.24**	**18.92**	**18.91**	**19.41**	**18.86**	**19.17**	**18.74**
	NC	17.00	16.91	17.08	17.15	17.24	17.33	17.11	17.33	17.18	17.40	17.36
Hispanic	C	**20.44**	**20.66**	**20.58**	**20.60**	**20.54**	**20.39**	**20.79**	**20.11**	**20.12**	**20.46**	**20.99**
	NC	17.91	17.84	17.69	17.89	17.74	17.90	17.91	17.90	17.89	17.88	17.86
Native American	C	**20.41**	**20.38**	**21.31**	**21.64**	**20.94**	**21.95**	**21.22**	**21.53**	**21.87**	**20.65**	**21.54**
	NC	18.05	17.24	17.97	18.33	19.63	18.30	18.32	18.24	18.63	18.54	18.49
White, Non-Hispanic	C	**23.29**	**23.20**	**23.10**	**23.16**	**23.12**	**23.11**	**23.26**	**23.32**	**23.30**	**23.27**	**23.20**
	NC	20.05	20.25	20.23	20.35	20.22	20.38	20.53	20.53	20.74	20.62	20.82
TOTAL	C	**22.90**	**22.81**	**22.73**	**22.77**	**22.73**	**22.73**	**22.86**	**22.90**	**22.87**	**22.86**	**22.77**
	NC	19.70	19.73	19.71	19.87	19.70	19.89	20.00	20.00	20.18	20.07	20.23

*Based on self-reported information by students on ACT Assessment application.

**C = precollegiate curriculum completer; NC = non-precollegiate curriculum completer.

Table 2. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY RACE/ETHNICITY, 1991 - 2001

Student Race/Eth	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Asian	**Completed core**	**N**	**277**	**270**	**308**	**287**	**281**	**304**	**316**	**351**	**337**	**445**	**373**	**3,549**
		%	**42.1**	**37.7**	**42.8**	**38.8**	**39.6**	**42.1**	**43.1**	**43.0**	**41.9**	**45.5**	**40.9**	**41.7**
	Missing English only	**N**	7	11	15	17	12	13	19	18	15	21	18	166
	Missing Math only	**N**	20	16	23	26	17	18	19	26	20	37	43	265
	Missing Science only	**N**	21	42	32	28	28	21	19	28	26	39	27	311
	Missing Social Science only	**N**	49	64	49	70	57	56	54	53	68	46	42	608
	Missing Elective only	**N**	26	48	32	50	33	45	46	52	45	46	42	465
	Missing more than one component	**N**	120	139	138	137	143	126	133	151	157	166	191	1,601
	Unknown/Not Reported	**N**	138	126	122	124	139	139	127	138	137	177	177	1,544
	TOTAL	**N**	**658**	**716**	**719**	**739**	**710**	**722**	**733**	**817**	**805**	**977**	**913**	**8,509**

Table 2. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY RACE/ETHNICITY, 1991 - 2001

Student Race/Eth	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Black, Non-Hispanic	**Completed core**	**N**	**176**	**184**	**189**	**207**	**235**	**166**	**195**	**231**	**202**	**242**	**253**	**2,280**
		%	**29.0**	**28.1**	**29.2**	**31.6**	**34.3**	**26.6**	**28.2**	**32.0**	**26.9**	**28.6**	**30.7**	**29.6**
	Missing English only	**N**	6	7	8	7	13	7	11	9	13	14	16	111
	Missing Math only	**N**	21	16	23	20	15	19	22	21	23	40	39	259
	Missing Science only	**N**	38	46	33	33	51	48	49	41	34	37	45	455
	Missing Social Science only	**N**	22	37	35	53	37	33	49	45	28	38	23	400
	Missing Elective only	**N**	17	32	31	27	33	40	36	23	31	42	39	351
	Missing more than one component	**N**	207	224	197	190	183	183	196	209	233	222	209	2,253
	Unknown/Not Reported	**N**	119	108	132	119	119	127	133	144	187	211	199	1,598
	TOTAL	**N**	**606**	**654**	**648**	**656**	**686**	**623**	**691**	**723**	**751**	**846**	**823**	**7,707**

Table 2. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY RACE/ETHNICITY, 1991 - 2001

Student Race/Eth	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Hispanic	**Completed core**	**N**	**525**	**584**	**594**	**641**	**676**	**637**	**692**	**694**	**690**	**694**	**712**	**7,139**
		%	**28.0**	**30.4**	**29.8**	**32.3**	**31.9**	**32.6**	**32.1**	**31.4**	**29.9**	**28.7**	**29.0**	**30.5**
	Missing English only	**N**	25	30	29	23	35	32	34	30	29	43	45	355
	Missing Math only	**N**	84	77	97	81	100	78	70	77	90	107	121	982
	Missing Science only	**N**	132	151	132	149	178	166	175	197	176	163	168	1,787
	Missing Social Science only	**N**	72	61	88	67	80	76	85	76	93	91	85	874
	Missing Elective only	**N**	93	98	75	103	108	99	92	97	90	95	84	1,034
	Missing more than one component	**N**	687	691	706	623	669	584	683	711	760	825	790	7,729
	Unknown/Not Reported	**N**	259	227	270	295	275	280	326	328	380	397	452	3,489
	TOTAL	**N**	**1,877**	**1,919**	**1,991**	**1,982**	**2,121**	**1,952**	**2,157**	**2,210**	**2,308**	**2,415**	**2,457**	**23,389**

Table 2. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY RACE/ETHNICITY, 1991 - 2001

Student Race/Eth	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Native American	**Completed core**	**N**	**58**	**50**	**71**	**73**	**64**	**58**	**77**	**66**	**54**	**60**	**67**	**698**
		%	**28.9**	**30.1**	**37.6**	**39.2**	**33.5**	**31.9**	**33.6**	**34.9**	**32.1**	**31.1**	**38.1**	**33.7**
	Missing English only	**N**	0	1	4	2	3	2	5	2	5	4	0	28
	Missing Math only	**N**	14	12	12	8	9	5	6	8	8	6	9	97
	Missing Science only	**N**	16	14	16	6	12	16	18	11	12	16	10	147
	Missing Social Science only	**N**	6	6	10	4	10	5	10	9	4	6	6	76
	Missing Elective only	**N**	7	3	4	6	9	8	4	5	2	3	8	59
	Missing more than one component	**N**	70	55	46	68	56	60	74	58	47	56	46	636
	Unknown/Not Reported	**N**	30	25	26	19	28	28	35	30	36	42	30	329
	TOTAL	**N**	**201**	**166**	**189**	**186**	**191**	**182**	**229**	**189**	**168**	**193**	**176**	**2,070**

Table 2. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY RACE/ETHNICITY, 1991 - 2001

Student Race/Eth	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
White, Non-Hispanic	**Completed core**	**N**	**5,864**	**5,872**	**6,056**	**6,171**	**6,481**	**6,445**	**6,777**	**7,426**	**7,311**	**7,669**	**7,448**	**73,520**
		%	**39.2**	**39.1**	**40.1**	**40.8**	**42.2**	**41.9**	**41.8**	**42.9**	**40.6**	**40.5**	**39.3**	**40.8**
	Missing English only	**N**	184	188	206	260	301	263	302	322	319	292	332	2,969
	Missing Math only	**N**	588	576	517	556	574	515	559	607	606	661	668	6,427
	Missing Science only	**N**	1,028	1,032	1,037	1,052	1,084	1,095	1,294	1,224	1,244	1,343	1,318	12,751
	Missing Social Science only	**N**	934	910	934	860	741	778	764	822	819	723	669	8,954
	Missing Elective only	**N**	597	584	626	645	716	683	691	674	729	806	718	7,469
	Missing more than one component	**N**	3,550	3,533	3,385	3,324	3,113	3,165	3,427	3,619	3,823	3,924	3,896	38,759
	Unknown/Not Reported	**N**	2,229	2,307	2,352	2,267	2,351	2,444	2,389	2,627	3,144	3,533	3,892	29,535
	TOTAL	**N**	**14,974**	**15,002**	**15,113**	**15,135**	**15,361**	**15,388**	**16,203**	**17,321**	**17,995**	**18,951**	**18,941**	**180,384**

Table 2. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY RACE/ETHNICITY, 1991 - 2001

Student Race/Eth	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Unknown	**Completed core**	**N**	**392**	**410**	**483**	**549**	**654**	**734**	**967**	**977**	**839**	**944**	**907**	**7,856**
		%	**24.8**	**24.5**	**23.8**	**25.0**	**27.0**	**31.5**	**31.5**	**34.4**	**34.0**	**35.0**	**33.4**	**30.2**
	Missing English only	**N**	16	13	20	35	33	28	53	55	43	52	60	408
	Missing Math only	**N**	58	46	58	58	67	65	95	119	100	107	115	888
	Missing Science only	**N**	71	95	120	95	95	127	186	158	174	172	169	1,462
	Missing Social Science only	**N**	56	65	55	93	87	81	121	114	113	106	83	974
	Missing Elective only	**N**	27	38	40	38	51	70	101	81	79	72	71	668
	Missing more than one component	**N**	337	308	403	396	463	525	678	653	624	656	679	5,722
	Unknown/Not Reported	**N**	624	700	854	933	970	702	867	680	499	590	633	8,052
	TOTAL	**N**	**1,581**	**1,675**	**2,033**	**2,197**	**2,420**	**2,332**	**3,068**	**2,837**	**2,471**	**2,699**	**2,717**	**26,030**

Table 2. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY RACE/ETHNICITY, 1991 - 2001

Student Race/Eth	Core Status		ACT Test-takers in Report Year -- 1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total
All Test-takers	**Completed core**	**N**	**7,292**	**7,370**	**7,701**	**7,928**	**8,391**	**8,344**	**9,024**	**9,745**	**9,433**	**10,054**	**9,760**	**95,042**
		%	**36.6**	**36.6**	**37.2**	**37.9**	**39.0**	**39.4**	**39.1**	**40.4**	**38.5**	**38.5**	**37.5**	**38.3**
	Missing English only	**N**	238	250	282	344	397	345	424	436	424	426	471	4,037
		%	1.2	1.2	1.4	1.6	1.8	1.6	1.8	1.8	1.7	1.6	1.8	1.6
	Missing Math only	**N**	785	743	730	749	782	700	771	858	847	958	995	8,918
		%	3.9	3.7	3.5	3.6	3.6	3.3	3.3	3.6	3.5	3.7	3.8	3.6
	Missing Science only	**N**	1,306	1,380	1,370	1,363	1,448	1,473	1,741	1,659	1,666	1,770	1,737	16,913
		%	6.6	6.9	6.6	6.5	6.7	6.9	7.5	6.9	6.8	6.8	6.7	6.8
	Missing Social Science only	**N**	1,139	1,143	1,171	1,147	1,012	1,029	1,083	1,119	1,125	1,010	908	11,886
		%	5.7	5.7	5.7	5.5	4.7	4.9	4.7	4.6	4.6	3.9	3.5	4.8
	Missing Elective only	**N**	767	803	808	869	950	945	970	932	976	1,064	962	10,046
		%	3.9	4.0	3.9	4.2	4.4	4.5	4.2	3.9	4.0	4.1	3.7	4.0
	Missing more than one component	**N**	4,971	4,950	4,875	4,738	4,627	4,643	5,191	5,401	5,644	5,849	5,811	56,700
		%	25.0	24.6	23.6	22.7	21.5	21.9	22.5	22.4	23.0	22.4	22.3	22.9
	Unknown/Not Reported	**N**	3,399	3,493	3,756	3,757	3,882	3,720	3,877	3,947	4,383	4,950	5,383	44,547
		%	17.1	17.4	18.2	18.0	18.1	17.5	16.8	16.4	17.9	19.0	20.7	18.0
	TOTAL	**N**	**19,897**	**20,132**	**20,693**	**20,895**	**21,489**	**21,199**	**23,081**	**24,097**	**24,498**	**26,081**	**26,027**	**248,089**

*Based on self-reported information by students on ACT Assessment application.

Table 3. AVERAGE ACADEMIC UNITS* BY DISCIPLINE FOR STUDENTS NOT MEETING PRECOLLEGIATE CURRICULUM, 1991 - 2001

Number of English Units		ACT Test-takers Not Meeting Precollegiate Unit Requirement in English in Report Year --											
		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total
0	N	0	0	0	0	1	0	0	0	0	1	0	2
1	N	3	4	3	2	3	2	1	1	4	6	7	36
2	N	11	16	13	17	19	22	18	20	23	15	16	190
3	**N**	**224**	**230**	**266**	**325**	**374**	**321**	**405**	**415**	**397**	**404**	**448**	**3,809**
	%	**94.1**	**92.0**	**94.3**	**94.5**	**94.2**	**93.0**	**95.5**	**95.2**	**93.6**	**94.8**	**95.1**	**94.4**
	TOTAL	**238**	**250**	**282**	**344**	**397**	**345**	**424**	**436**	**424**	**426**	**471**	**4,037**

Number of Math Units		ACT Test-takers Not Meeting Precollegiate Unit Requirement in Mathematics in Report Year --											
		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total
0	N	10	11	4	7	7	5	4	8	11	15	10	92
0.5	N	0	0	0	0	0	3	2	5	3	6	10	29
1	N	76	61	72	64	66	57	60	57	57	50	51	671
1.5	N	5	2	5	5	5	5	10	5	14	14	12	82
2	**N**	**474**	**442**	**410**	**415**	**398**	**333**	**369**	**361**	**302**	**316**	**288**	**4,108**
	%	**62.3**	**61.8**	**58.1**	**57.2**	**52.7**	**49.3**	**50.1**	**43.5**	**37.5**	**34.8**	**30.2**	**47.9**
2.5	**N**	**77**	**81**	**82**	**98**	**124**	**107**	**98**	**155**	**164**	**192**	**226**	**1,404**
	%	**10.1**	**11.3**	**11.6**	**13.5**	**16.4**	**15.8**	**13.3**	**18.7**	**20.4**	**21.1**	**23.7**	**16.4**
3	**N**	**70**	**61**	**76**	**71**	**102**	**108**	**117**	**149**	**172**	**205**	**229**	**1,360**
	%	**9.2**	**8.5**	**10.8**	**9.8**	**13.5**	**16.0**	**15.9**	**18.0**	**21.4**	**22.6**	**24.0**	**15.9**
3.5	**N**	**49**	**57**	**57**	**66**	**53**	**58**	**76**	**89**	**82**	**110**	**128**	**825**
	%	**6.4**	**8.0**	**8.1**	**9.1**	**7.0**	**8.6**	**10.3**	**10.7**	**10.2**	**12.1**	**13.4**	**9.6**
	TOTAL	**761**	**715**	**706**	**726**	**755**	**676**	**736**	**829**	**805**	**908**	**954**	**8,571**

Number of Nat Sci Units		ACT Test-takers Not Meeting Precollegiate Unit Requirement in Natural Science in Report Year --											
		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total
0	N	0	4	1	1	2	0	0	2	1	1	1	13

1	N	77	89	77	73	81	73	73	85	88	99	101	916
2	**N**	**1,229**	**1,287**	**1,292**	**1,289**	**1,365**	**1,400**	**1,668**	**1,572**	**1,577**	**1,670**	**1,635**	**15,984**
	%	**94.1**	**93.3**	**94.3**	**94.6**	**94.3**	**95.0**	**95.8**	**94.8**	**94.7**	**94.4**	**94.1**	**94.5**
	TOTAL	**1,306**	**1,380**	**1,370**	**1,363**	**1,448**	**1,473**	**1,741**	**1,659**	**1,666**	**1,770**	**1,737**	**16,913**

Number of Soc Sci Units		**ACT Test-takers Not Meeting Precollegiate Unit Requirement in Social Science in Report Year --**											
		1991	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**Total**
0.5	N	0	0	1	0	0	0	1	0	0	0	0	2
1	N	10	7	6	8	8	0	4	2	0	5	1	51
1.5	N	79	86	98	105	45	51	61	43	57	39	22	686
2	**N**	**267**	**303**	**306**	**290**	**187**	**187**	**204**	**220**	**190**	**185**	**165**	**2,504**
	%	**23.4**	**26.5**	**26.1**	**25.3**	**18.5**	**18.2**	**18.8**	**19.7**	**16.9**	**18.3**	**18.2**	**21.1**
2.5	**N**	**783**	**747**	**760**	**744**	**772**	**791**	**813**	**854**	**878**	**781**	**720**	**8,643**
	%	**68.7**	**65.4**	**64.9**	**64.9**	**76.3**	**76.9**	**75.1**	**76.3**	**78.0**	**77.3**	**79.3**	**72.7**
	TOTAL	**1,139**	**1,143**	**1,171**	**1,147**	**1,012**	**1,029**	**1,083**	**1,119**	**1,125**	**1,010**	**908**	**11,886**

*Based on self-reported information by students on ACT Assessment application.

Table 4. AVERAGE ACADEMIC UNITS* BY DISCIPLINE FOR STUDENTS NOT MEETING PRECOLLEGIATE CURRICULUM BY RACE/ETHNICITY, 1991 - 2001

Student Race/Ethnicity	Number of English Units		ACT Test-takers Not Meeting Precollegiate Unit Requirement in English in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Asian	1	N	0	0	0	0	2	0	0	0	1	0	0	3
	2	N	0	0	1	1	1	0	1	1	2	3	0	10
	3	**N**	**7**	**11**	**14**	**16**	**9**	**13**	**18**	**17**	**12**	**18**	**18**	**153**
		%	**100.0**	**100.0**	**93.3**	**94.1**	**75.0**	**100.0**	**94.7**	**94.4**	**80.0**	**85.7**	**100.0**	**92.2**
	TOTAL		**7**	**11**	**15**	**17**	**12**	**13**	**19**	**18**	**15**	**21**	**18**	**166**
Black, Non-Hispanic	1	N	0	0	0	0	0	1	0	0	0	0	1	2
	2	N	0	1	0	0	1	0	0	0	0	1	2	5
	3	**N**	**6**	**6**	**8**	**7**	**12**	**6**	**11**	**9**	**13**	**13**	**13**	**104**
		%	**100.0**	**85.7**	**100.0**	**100.0**	**92.3**	**85.7**	**100.0**	**100.0**	**100.0**	**92.9**	**81.3**	**93.7**
	TOTAL		**6**	**7**	**8**	**7**	**13**	**7**	**11**	**9**	**13**	**14**	**16**	**111**
Hispanic	1	N	3	1	0	0	1	1	0	0	1	3	0	10
	2	N	0	2	2	1	4	3	2	3	1	2	0	20
	3	**N**	**22**	**27**	**27**	**22**	**30**	**28**	**32**	**27**	**27**	**38**	**45**	**325**
		%	**88.0**	**90.0**	**93.1**	**95.7**	**85.7**	**87.5**	**94.1**	**90.0**	**93.1**	**88.4**	**100.0**	**91.5**
	TOTAL		**25**	**30**	**29**	**23**	**35**	**32**	**34**	**30**	**29**	**43**	**45**	**355**
Native American	2	N		1	0	1	0	0	1	1	0	0		4
	3	**N**		**0**	**4**	**1**	**3**	**2**	**4**	**1**	**5**	**4**		**24**
		%		**0.0**	**100.0**	**50.0**	**100.0**	**100.0**	**80.0**	**50.0**	**100.0**	**100.0**		**85.7**
	TOTAL			**1**	**4**	**2**	**3**	**2**	**5**	**2**	**5**	**4**		**28**
White, Non-Hispanic	0	N	0	0	0	0	1	0	0	0	0	1	0	2
	1	N	0	3	2	1	0	0	1	0	0	2	6	15
	2	N	9	11	8	11	11	15	12	12	15	6	14	124
	3	**N**	**175**	**174**	**196**	**248**	**289**	**248**	**289**	**310**	**304**	**283**	**312**	**2,828**
		%	**95.1**	**92.6**	**95.1**	**95.4**	**96.0**	**94.3**	**95.7**	**96.3**	**95.3**	**96.9**	**94.0**	**95.3**
	TOTAL		**184**	**188**	**206**	**260**	**301**	**263**	**302**	**322**	**319**	**292**	**332**	**2,969**

Student Race/Ethnicity	Number of Math Units		ACT Test-takers Not Meeting Precollegiate Unit Requirement in Mathematics in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Asian	0	N	0	0	0	1	0	0	0	0	0	0	0	1
	0.5	N	0	0	0	0	0	0	0	0	0	0	2	2
	1	N	0	0	1	1	1	1	1	0	1	1	1	8
	1.5	N	1	0	1	0	0	0	2	1	1	1	4	11
	2	**N**	**8**	**4**	**7**	**8**	**6**	**6**	**6**	**10**	**5**	**5**	**4**	**69**
		%	**44.4**	**28.6**	**31.8**	**32.0**	**35.3**	**40.0**	**35.3**	**38.5**	**25.0**	**14.3**	**10.0**	**27.7**
	2.5	**N**	**4**	**2**	**8**	**5**	**4**	**1**	**0**	**2**	**7**	**8**	**7**	**48**
		%	**22.2**	**14.3**	**36.4**	**20.0**	**23.5**	**6.7**	**0.0**	**7.7**	**35.0**	**22.9**	**17.5**	**19.3**
	3	**N**	**1**	**3**	**3**	**3**	**3**	**2**	**5**	**7**	**3**	**14**	**16**	**60**
		%	**5.6**	**21.4**	**13.6**	**12.0**	**17.6**	**13.3**	**29.4**	**26.9**	**15.0**	**40.0**	**40.0**	**24.1**
	3.5	**N**	**4**	**5**	**2**	**7**	**3**	**5**	**3**	**6**	**3**	**6**	**6**	**50**
		%	**22.2**	**35.7**	**9.1**	**28.0**	**17.6**	**33.3**	**17.6**	**23.1**	**15.0**	**17.1**	**15.0**	**20.1**
	TOTAL		**18**	**14**	**22**	**25**	**17**	**15**	**17**	**26**	**20**	**35**	**40**	**249**
Black,	0	N	0	0	0	0	1	0	0	0	0	0	1	2
	0.5	N	0	0	0	0	0	0	0	1	0	0	1	2
	1	N	2	1	4	4	1	2	1	1	2	4	1	23
	1.5	N	0	0	1	0	0	0	0	0	0	0	0	1
	2	**N**	**13**	**12**	**11**	**14**	**10**	**11**	**9**	**8**	**7**	**17**	**9**	**121**
		%	**65.0**	**80.0**	**52.4**	**70.0**	**71.4**	**57.9**	**47.4**	**42.1**	**31.8**	**43.6**	**27.3**	**50.2**
	2.5	**N**	**3**	**1**	**2**	**1**	**2**	**5**	**2**	**3**	**7**	**6**	**14**	**46**
		%	**15.0**	**6.7**	**9.5**	**5.0**	**14.3**	**26.3**	**10.5**	**15.8**	**31.8**	**15.4**	**42.4**	**19.1**
	3	**N**	**2**	**1**	**1**	**1**	**0**	**1**	**4**	**5**	**3**	**8**	**5**	**31**
		%	**10.0**	**6.7**	**4.8**	**5.0**	**0.0**	**5.3**	**21.1**	**26.3**	**13.6**	**20.5**	**15.2**	**12.9**
	3.5	**N**	**0**	**0**	**2**	**0**	**0**	**0**	**3**	**1**	**3**	**4**	**2**	**15**
		%	**0.0**	**0.0**	**9.5**	**0.0**	**0.0**	**0.0**	**15.8**	**5.3**	**13.6**	**10.3**	**6.1**	**6.2**
	TOTAL		**20**	**15**	**21**	**20**	**14**	**19**	**19**	**19**	**22**	**39**	**33**	**241**

Non-Hispanic														
Hispanic	0	N	1	1	2	1	0	1	1	2	2	0	1	12
	1	N	6	8	9	4	6	5	7	5	7	8	4	69
	1.5	N	0	0	0	0	0	0	2	2	2	5	1	12
	2	**N**	**49**	**36**	**54**	**41**	**39**	**33**	**30**	**26**	**31**	**41**	**43**	**423**
		%	**59.8**	**50.0**	**58.7**	**52.6**	**41.1**	**43.4**	**45.5**	**37.1**	**36.0**	**39.4**	**36.8**	**45.1**
	2.5	**N**	**11**	**14**	**8**	**14**	**18**	**19**	**9**	**19**	**19**	**20**	**27**	**178**
		%	**13.4**	**19.4**	**8.7**	**17.9**	**18.9**	**25.0**	**13.6**	**27.1**	**22.1**	**19.2**	**23.1**	**19.0**
	3	**N**	**11**	**4**	**10**	**11**	**23**	**11**	**11**	**10**	**16**	**22**	**24**	**153**
		%	**13.4**	**5.6**	**10.9**	**14.1**	**24.2**	**14.5**	**16.7**	**14.3**	**18.6**	**21.2**	**20.5**	**16.3**
	3.5	**N**	**4**	**9**	**9**	**7**	**9**	**7**	**6**	**6**	**9**	**8**	**17**	**91**
		%	**4.9**	**12.5**	**9.8**	**9.0**	**9.5**	**9.2**	**9.1**	**8.6**	**10.5**	**7.7**	**14.5**	**9.7**
	TOTAL		**82**	**72**	**92**	**78**	**95**	**76**	**66**	**70**	**86**	**104**	**117**	**938**

Student Race/Ethnicity	Number of Math Units		ACT Test-takers Not Meeting Precollegiate Unit Requirement in Mathematics in Report Year --											
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total
Native American	1	N	2	1	2	1	1	2	2	3	0	0	1	15
	1.5	N	0	1	0	1	0	0	0	0	0	0	0	2
	2	**N**	**8**	**7**	**5**	**6**	**4**	**2**	**2**	**4**	**2**	**2**	**3**	**45**
		%	**57.1**	**63.6**	**41.7**	**75.0**	**44.4**	**40.0**	**40.0**	**50.0**	**25.0**	**33.3**	**33.3**	**47.4**
	2.5	**N**	**1**	**2**	**3**	**0**	**3**	**1**	**0**	**0**	**1**	**3**	**4**	**18**
		%	**7.1**	**18.2**	**25.0**	**0.0**	**33.3**	**20.0**	**0.0**	**0.0**	**12.5**	**50.0**	**44.4**	**18.9**
	3	**N**	**2**	**0**	**1**	**0**	**1**	**0**	**1**	**0**	**4**	**0**	**1**	**10**
		%	**14.3**	**0.0**	**8.3**	**0.0**	**11.1**	**0.0**	**20.0**	**0.0**	**50.0**	**0.0**	**11.1**	**10.5**
	3.5	**N**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**5**
		%	**7.1**	**0.0**	**8.3**	**0.0**	**0.0**	**0.0**	**0.0**	**12.5**	**12.5**	**16.7**	**0.0**	**5.3**
	TOTAL		**14**	**11**	**12**	**8**	**9**	**5**	**5**	**8**	**8**	**6**	**9**	**95**
White, Non-Hispanic	0	N	7	9	2	5	5	4	3	5	7	13	8	68
	0.5	N	0	0	0	0	0	3	1	4	2	6	6	22
	1	N	56	48	51	47	50	41	42	37	41	30	36	479
	1.5	N	4	1	3	4	5	5	6	2	6	6	6	48
	2	**N**	**362**	**351**	**302**	**315**	**306**	**250**	**283**	**266**	**227**	**218**	**194**	**3,074**
		%	**63.5**	**62.7**	**59.9**	**58.3**	**55.2**	**50.3**	**52.6**	**44.9**	**39.5**	**35.2**	**30.2**	**49.6**
	2.5	**N**	**53**	**58**	**54**	**69**	**83**	**69**	**74**	**107**	**113**	**128**	**146**	**954**
		%	**9.3**	**10.4**	**10.7**	**12.8**	**15.0**	**13.9**	**13.8**	**18.1**	**19.7**	**20.6**	**22.7**	**15.4**
	3	**N**	**51**	**52**	**59**	**53**	**68**	**85**	**78**	**108**	**128**	**137**	**162**	**981**
		%	**8.9**	**9.3**	**11.7**	**9.8**	**12.3**	**17.1**	**14.5**	**18.2**	**22.3**	**22.1**	**25.2**	**15.8**
	3.5	**N**	**37**	**41**	**33**	**47**	**37**	**40**	**51**	**63**	**51**	**82**	**84**	**566**
		%	**6.5**	**7.3**	**6.5**	**8.7**	**6.7**	**8.0**	**9.5**	**10.6**	**8.9**	**13.2**	**13.1**	**9.1**
	TOTAL		**570**	**560**	**504**	**540**	**554**	**497**	**538**	**592**	**575**	**620**	**642**	**6,192**

Student Race/Ethnicity	Number of Nat Sci Units		ACT Test-takers Not Meeting Precollegiate Unit Requirement in Natural Science in Report Year --											
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total
Asian	0	N	0	2	0	0	0	0	0	0	0	0	0	2
	1	N	1	1	3	0	4	3	1	1	0	2	5	21
	2	**N**	**20**	**39**	**29**	**28**	**24**	**18**	**18**	**27**	**26**	**37**	**22**	**288**
		%	**95.2**	**92.9**	**90.6**	**100.0**	**85.7**	**85.7**	**94.7**	**96.4**	**100.0**	**94.9**	**81.5**	**92.6**
	TOTAL		**21**	**42**	**32**	**28**	**28**	**21**	**19**	**28**	**26**	**39**	**27**	**311**
Black, Non-Hispanic	1	N	3	7	2	4	3	1	2	3	3	1	4	33
	2	**N**	**35**	**39**	**31**	**29**	**48**	**47**	**47**	**38**	**31**	**36**	**41**	**422**
		%	**92.1**	**84.8**	**93.9**	**87.9**	**94.1**	**97.9**	**95.9**	**92.7**	**91.2**	**97.3**	**91.1**	**92.7**
	TOTAL		**38**	**46**	**33**	**33**	**51**	**48**	**49**	**41**	**34**	**37**	**45**	**455**
Hispanic	0	N	0	0	0	0	0	0	0	1	0	0	0	1
	1	N	12	16	5	20	12	9	8	20	10	9	9	130
	2	**N**	**120**	**135**	**127**	**129**	**166**	**157**	**167**	**176**	**166**	**154**	**159**	**1,656**
		%	**90.9**	**89.4**	**96.2**	**86.6**	**93.3**	**94.6**	**95.4**	**89.3**	**94.3**	**94.5**	**94.6**	**92.7**
	TOTAL		**132**	**151**	**132**	**149**	**178**	**166**	**175**	**197**	**176**	**163**	**168**	**1,787**
Native American	**1**	**N**	2	0	1	1	1	1	2	0	0	2	2	12
	2	**N**	**14**	**14**	**15**	**5**	**11**	**15**	**16**	**11**	**12**	**14**	**8**	**135**
		%	**87.5**	**100.0**	**93.8**	**83.3**	**91.7**	**93.8**	**88.9**	**100.0**	**100.0**	**87.5**	**80.0**	**91.8**
	TOTAL		**16**	**14**	**16**	**6**	**12**	**16**	**18**	**11**	**12**	**16**	**10**	**147**
White, Non-Hispanic	0	N	0	2	1	1	2	0	0	1	1	1	1	10
	1	N	52	56	57	44	58	46	51	58	63	74	75	634
	2	**N**	**976**	**974**	**979**	**1,007**	**1,024**	**1,049**	**1,243**	**1,165**	**1,180**	**1,268**	**1,242**	**12,107**
		%	**94.9**	**94.4**	**94.4**	**95.7**	**94.5**	**95.8**	**96.1**	**95.2**	**94.9**	**94.4**	**94.2**	**94.9**
	TOTAL		**1,028**	**1,032**	**1,037**	**1,052**	**1,084**	**1,095**	**1,294**	**1,224**	**1,244**	**1,343**	**1,318**	**12,751**

Student Race/Ethnicity	Number of Soc Sci Units		ACT Test-takers Not Meeting Precollegiate Unit Requirement in Social Science in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Asian	1	N	1	0	0	1	0	0	0	1	0	0	0	3
	1.5	N	5	3	7	11	4	2	2	4	2	2	2	44
	2	**N**	**13**	**15**	**13**	**14**	**10**	**18**	**14**	**15**	**14**	**13**	**6**	**145**
		%	**26.5**	**23.4**	**26.5**	**20.0**	**17.5**	**32.1**	**25.9**	**28.3**	**20.6**	**28.3**	**14.3**	**23.8**
	2.5	**N**	**30**	**46**	**29**	**44**	**43**	**36**	**38**	**33**	**52**	**31**	**34**	**416**
		%	**61.2**	**71.9**	**59.2**	**62.9**	**75.4**	**64.3**	**70.4**	**62.3**	**76.5**	**67.4**	**81.0**	**68.4**
	TOTAL		**49**	**64**	**49**	**70**	**57**	**56**	**54**	**53**	**68**	**46**	**42**	**608**
Black, Non-Hispanic	1	N	0	1	1	0	1	0	1	0	0	0	0	4
	1.5	N	2	4	3	4	3	4	1	2	1	0	1	25
	2	**N**	**7**	**13**	**11**	**15**	**6**	**7**	**11**	**16**	**1**	**6**	**6**	**99**
		%	**31.8**	**35.1**	**31.4**	**28.3**	**16.2**	**21.2**	**22.4**	**35.6**	**3.6**	**15.8**	**26.1**	**24.8**
	2.5	**N**	**13**	**19**	**20**	**34**	**27**	**22**	**36**	**27**	**26**	**32**	**16**	**272**
		%	**59.1**	**51.4**	**57.1**	**64.2**	**73.0**	**66.7**	**73.5**	**60.0**	**92.9**	**84.2**	**69.6**	**68.0**
	TOTAL		**22**	**37**	**35**	**53**	**37**	**33**	**49**	**45**	**28**	**38**	**23**	**400**
Hispanic	1	N	1	0	0	0	1	0	0	0	0	0	0	2
	1.5	N	5	1	10	6	5	2	7	4	6	3	1	50
	2	**N**	**18**	**16**	**22**	**14**	**13**	**10**	**19**	**12**	**12**	**13**	**15**	**164**
		%	**25.0**	**26.2**	**25.0**	**20.9**	**16.3**	**13.2**	**22.4**	**15.8**	**12.9**	**14.3**	**17.6**	**18.8**
	2.5	**N**	**48**	**44**	**56**	**47**	**61**	**64**	**59**	**60**	**75**	**75**	**69**	**658**
		%	**66.7**	**72.1**	**63.6**	**70.1**	**76.3**	**84.2**	**69.4**	**78.9**	**80.6**	**82.4**	**81.2**	**75.3**
	TOTAL		**72**	**61**	**88**	**67**	**80**	**76**	**85**	**76**	**93**	**91**	**85**	**874**
Native	1.5	N	0	0	1	1	0	0	0	0	0	0	0	2
	2	**N**	**0**	**1**	**3**	**0**	**4**	**2**	**0**	**0**	**2**	**0**	**1**	**13**
		%	**0.0**	**16.7**	**30.0**	**0.0**	**40.0**	**40.0**	**0.0**	**0.0**	**50.0**	**0.0**	**16.7**	**17.1**
	2.5	**N**	**6**	**5**	**6**	**3**	**6**	**3**	**10**	**9**	**2**	**6**	**5**	**61**
		%	**100.0**	**83.3**	**60.0**	**75.0**	**60.0**	**60.0**	**100.0**	**100.0**	**50.0**	**100.0**	**83.3**	**80.3**
	TOTAL		**6**	**6**	**10**	**4**	**10**	**5**	**10**	**9**	**4**	**6**	**6**	**76**

American														
	0.5	N	0	0	1	0	0	0	0	0	0	0	0	1
	1	N	8	6	5	7	5	0	2	1	0	5	1	40
	1.5	N	62	72	72	77	31	39	47	29	41	28	16	514
White, Non-Hispanic	**2**	**N**	**217**	**241**	**245**	**218**	**139**	**136**	**133**	**143**	**140**	**128**	**113**	**1,853**
		%	**23.2**	**26.5**	**26.2**	**25.3**	**18.8**	**17.5**	**17.4**	**17.4**	**17.1**	**17.7**	**16.9**	**20.7**
	2.5	**N**	**647**	**591**	**611**	**558**	**566**	**603**	**582**	**649**	**638**	**562**	**539**	**6,546**
		%	**69.3**	**64.9**	**65.4**	**64.9**	**76.4**	**77.5**	**76.2**	**79.0**	**77.9**	**77.7**	**80.6**	**73.1**
	TOTAL		**934**	**910**	**934**	**860**	**741**	**778**	**764**	**822**	**819**	**723**	**669**	**8,954**

*Based on self-reported information by students on ACT Assessment application.

Table 5. AVERAGE TOTAL ACADEMIC UNITS* FOR COLORADO ACT TEST-TAKERS* BY RACE/ETHNICITY, 1991 - 2001

Student Race/Ethnicity	Average Units Reported by Report Year --										
	1991	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
Asian	18.62	18.59	18.78	18.91	18.83	18.83	18.83	18.92	18.94	19.05	18.91
Black, Non-Hispanic	17.30	17.29	17.48	17.58	17.75	17.65	17.37	17.83	17.33	17.69	17.81
Hispanic	17.23	17.19	17.31	17.69	17.62	17.72	17.76	17.72	17.66	17.59	17.72
Native American	17.57	17.62	18.17	17.34	18.22	17.47	17.92	17.67	18.03	18.09	18.43
White, Non-Hispanic	18.14	18.20	18.30	18.34	18.49	18.53	18.47	18.57	18.59	18.60	18.62
Total	**18.04**	**18.07**	**18.18**	**18.26**	**18.38**	**18.42**	**18.37**	**18.46**	**18.46**	**18.48**	**18.51**

*Based on self-reported information by students on ACT Assessment application.

Table 6. PRECOLLEGIATE CURRICULUM COMPLETION STATUS BY EXPECTED FAMILY CONTRIBUTION LEVELS

Precollegiate Curriculum* Status	Percent of Enrolled First-time Undergraduates at Colorado Public Four-Year Institutions Receiving Financial Aid with an Expected Family Contribution at --							
	Up to 100% of Pell		>100% - 150% of Pell		>150 - 200% of Pell		> 200% of Pell	
	FY01	FY02	FY01	FY02	FY01	FY02	FY01	FY02
Completed Precoll Curr*	**40.1%**	**40.9%**	**38.6%**	**41.5%**	**41.2%**	**42.0%**	**47.1%**	**46.3%**
Missing English Only	1.8%	2.0%	1.6%	2.0%	1.2%	1.2%	2.1%	1.7%
Missing Math Only	3.6%	4.3%	4.1%	5.4%	4.9%	4.5%	3.5%	3.7%
Missing Science Only	7.7%	6.3%	7.6%	7.0%	7.4%	9.3%	5.9%	6.3%
Missing Soc Sci Only	4.9%	3.9%	5.2%	3.0%	4.9%	2.9%	4.6%	4.2%
Missing Elective Only	4.4%	4.1%	5.5%	3.3%	4.9%	4.7%	5.8%	4.5%
Missing More Than One Component	21.5%	18.8%	22.3%	17.5%	15.2%	19.6%	14.6%	14.3%
Unknown	16.0%	19.6%	15.0%	20.3%	20.3%	15.8%	16.4%	19.1%
Number of Students	**1,627**	**3,713**	**632**	**644**	**571**	**514**	**3,356**	**3,485**

*Based on proposed 15-unit curriculum; ACT data based on self-reported information by students on ACT Assessment applications.

Note 1: Pell limit for FY01 was up to $3,100, and for FY02 was up to $3,550; 100 - 150% of Pell was from $3,101 - $4,650 in FY01 and $3,551 - $5.325 in FY02; 150 - 200% of Pell was $4,651 - $6,200 in FY00 and $5,326 - $7,100 for FY02; more than 200% of Pell was <$6,200 for FY01 and >$7,100 for FY02.

Note 2: Total percentage may not equal 100 due to rounding.

Table 7. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY SCHOOL DISTRICT SIZE, 1991 - 2001

School District	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
300 or fewer	**Completed core**	**N**	**103**	**75**	**98**	**128**	**105**	**109**	**148**	**165**	**145**	**141**	**150**	**1,367**
		%	**32.4**	**24.7**	**27.7**	**35.5**	**29.4**	**34.1**	**38.8**	**42.4**	**38.9**	**35.3**	**38.4**	**34.6**
	Missing English only	**N**	5	5	10	6	10	10	5	8	3	11	8	81
	Missing Math only	**N**	26	15	23	19	26	20	25	31	23	23	17	248
	Missing Science only	**N**	16	16	21	13	23	24	29	20	25	34	33	254
	Missing Social Science only	**N**	12	17	19	21	23	13	10	15	11	15	18	174
	Missing Elective only	**N**	13	11	19	19	10	13	14	12	10	7	8	136
	Missing more than one component	**N**	98	101	98	100	102	73	94	86	98	108	96	1,054
	Unknown/Not Reported	**N**	45	64	66	55	58	58	56	52	58	60	61	633
	TOTAL	**N**	**318**	**304**	**354**	**361**	**357**	**320**	**381**	**389**	**373**	**399**	**391**	**3,947**
301 - 600	**Completed core**	**N**	**147**	**164**	**191**	**221**	**245**	**219**	**214**	**220**	**227**	**250**	**231**	**2,329**
		%	**29.5**	**33.1**	**36.7**	**39.7**	**38.8**	**38.6**	**35.7**	**41.1**	**39.0**	**40.1**	**38.0**	**37.4**
	Missing English only	**N**	8	2	8	3	2	9	8	8	6	6	9	69
	Missing Math only	**N**	28	33	27	14	42	22	23	20	20	27	19	275
	Missing Science only	**N**	39	37	36	42	51	50	60	40	68	51	69	543
	Missing Social Science only	**N**	21	13	16	16	17	14	18	21	25	18	23	202

Table 7. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY SCHOOL DISTRICT SIZE, 1991 - 2001

School District	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
	Missing Elective only	N	18	18	12	27	41	27	16	13	20	26	20	238
	Missing more than one component	N	162	149	154	142	143	136	150	141	136	163	140	1,616
	Unknown/Not Reported	N	76	80	76	92	90	91	110	72	80	83	97	947
	TOTAL	**N**	**499**	**496**	**520**	**557**	**631**	**568**	**599**	**535**	**582**	**624**	**608**	**6,219**
601 - 1,200	**Completed core**	**N**	**198**	**210**	**229**	**204**	**214**	**241**	**262**	**255**	**241**	**279**	**257**	**2,590**
		%	**27.5**	**29.4**	**31.2**	**28.8**	**28.3**	**32.3**	**31.1**	**33.2**	**30.5**	**31.2**	**29.6**	**30.3**
	Missing English only	N	17	17	14	26	21	16	34	25	29	17	36	252
	Missing Math only	N	46	35	31	30	29	28	39	28	34	29	24	353
	Missing Science only	N	36	45	48	42	50	40	82	66	82	89	89	669
	Missing Social Science only	N	39	29	30	29	42	50	44	43	51	52	38	447
	Missing Elective only	N	14	20	23	29	22	27	20	14	15	24	19	227
	Missing more than one component	N	270	263	255	246	244	247	276	256	249	315	301	2,922
	Unknown/Not Reported	N	101	96	104	102	133	97	86	80	90	88	103	1,080
	TOTAL	**N**	**721**	**715**	**734**	**708**	**755**	**746**	**843**	**767**	**791**	**893**	**867**	**8,540**
	Completed core	**N**	**1,036**	**1,076**	**1,170**	**1,241**	**1,275**	**1,353**	**1,458**	**1,495**	**1,428**	**1,620**	**1,542**	**14,694**
		%	**33.3**	**33.9**	**33.9**	**35.3**	**35.7**	**37.5**	**38.4**	**40.2**	**38.0**	**38.3**	**37.2**	**36.6**

Table 7. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY SCHOOL DISTRICT SIZE, 1991 - 2001

School District	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
1,201 - 6,000	Missing English only	N	37	36	53	53	73	65	63	72	81	66	73	672
	Missing Math only	N	137	138	130	152	133	128	155	154	150	172	182	1,631
	Missing Science only	N	242	262	281	267	285	318	345	297	306	339	394	3,336
	Missing Social Science only	N	162	139	175	157	164	171	158	144	159	150	121	1,700
	Missing Elective only	N	78	96	104	109	83	96	105	95	84	105	100	1,055
	Missing more than one component	N	899	939	971	951	971	919	946	906	959	1,034	1,018	10,513
	Unknown/Not Reported	N	524	488	572	582	587	557	570	560	590	747	719	6,496
	TOTAL	**N**	**3,115**	**3,174**	**3,456**	**3,512**	**3,571**	**3,607**	**3,800**	**3,723**	**3,757**	**4,233**	**4,149**	**40,097**

Table 7. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY SCHOOL DISTRICT SIZE, 1991 - 2001

School District	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
6,001 - 25,000	**Completed core**	**N**	**1,853**	**1,884**	**1,959**	**2,073**	**2,099**	**2,178**	**2,232**	**2,405**	**2,302**	**2,514**	**2,375**	**23,874**
		%	**35.9**	**36.1**	**36.8**	**38.3**	**38.7**	**40.2**	**40.1**	**42.6**	**40.8**	**40.6**	**38.9**	**39.1**
	Missing English only	**N**	89	102	95	118	157	145	175	161	122	159	155	1,478
	Missing Math only	**N**	211	186	202	208	215	174	168	175	181	218	234	2,172
	Missing Science only	**N**	408	408	425	408	415	426	486	471	488	539	491	4,965
	Missing Social Science only	**N**	270	295	274	240	192	235	232	277	262	270	227	2,774
	Missing Elective only	**N**	162	141	122	154	162	138	117	72	92	76	81	1,317
	Missing more than one component	**N**	1,406	1,460	1,386	1,360	1,318	1,265	1,340	1,325	1,308	1,418	1,438	15,024
	Unknown/Not Reported	**N**	763	743	867	857	861	855	814	759	889	1,002	1,111	9,521
	TOTAL	**N**	**5,162**	**5,219**	**5,330**	**5,418**	**5,419**	**5,416**	**5,564**	**5,645**	**5,644**	**6,196**	**6,112**	**61,125**
	Completed core	**N**	**3,573**	**3,563**	**3,714**	**3,661**	**3,945**	**3,722**	**3,945**	**3,949**	**3,754**	**4,261**	**4,297**	**42,384**
		%	**38.9**	**38.6**	**39.8**	**39.3**	**41.2**	**40.1**	**40.2**	**41.3**	**38.5**	**39.3**	**38.3**	**39.6**
	Missing English only	**N**	76	80	96	130	126	89	116	110	118	123	153	1,217
	Missing Math only	**N**	304	296	279	277	293	274	276	301	288	371	408	3,367
	Missing Science only	**N**	525	563	508	537	569	562	598	518	510	577	544	6,011

Table 7. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY SCHOOL DISTRICT SIZE, 1991 - 2001

School District	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
Greater than 25,000	Missing Social Science only	N	575	587	597	626	499	455	508	494	465	385	393	5,584
	Missing Elective only	N	470	511	518	519	624	627	652	648	657	741	682	6,649
	Missing more than one component	N	1,986	1,853	1,834	1,776	1,671	1,776	1,933	1,839	2,057	2,096	2,216	21,037
	Unknown/Not Reported	N	1,686	1,775	1,786	1,787	1,855	1,785	1,789	1,710	1,913	2,293	2,536	20,915
	TOTAL	**N**	**9,195**	**9,228**	**9,332**	**9,313**	**9,582**	**9,290**	**9,817**	**9,569**	**9,762**	**10,847**	**11,229**	**107,164**
Private Schools	**Completed core**	**N**	**382**	**398**	**340**	**400**	**508**	**522**	**765**	**1,256**	**1,336**	**989**	**908**	**7,804**
		%	**43.1**	**40.0**	**35.2**	**39.0**	**43.3**	**41.7**	**36.8**	**36.2**	**37.2**	**34.2**	**34.0**	**37.2**
	Missing English only	N	6	8	6	8	8	11	23	52	65	44	37	268
	Missing Math only	N	33	40	38	49	44	54	85	149	151	118	111	872
	Missing Science only	N	40	49	51	54	55	53	141	247	187	141	117	1,135
	Missing Social Science only	N	60	63	60	58	75	91	113	125	152	120	88	1,005
	Missing Elective only	N	12	6	10	12	8	17	46	78	98	85	52	424
	Missing more than one component	N	150	185	177	163	178	227	452	848	837	715	602	4,534
	Unknown/Not Reported	N	204	247	285	282	298	277	452	714	763	677	756	4,955
	TOTAL	**N**	**887**	**996**	**967**	**1,026**	**1,174**	**1,252**	**2,077**	**3,469**	**3,589**	**2,889**	**2,671**	**20,997**

Table 7. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY SCHOOL DISTRICT SIZE, 1991 - 2001

School District	Core Status		ACT Test-takers in Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	

*Based on self-reported information by students on ACT Assessment application.

Table 8. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY SCHOOL DISTRICT SETTING, 1991 - 2001

School District	Core Status		ACT Test-takers in Report Year -- 1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total
Denver Metro	**Completed core**	**N**	**3,836**	**3,853**	**4,060**	**4,041**	**4,266**	**4,070**	**4,405**	**4,415**	**4,194**	**4,752**	**4,732**	**46,624**
		%	**38.7**	**38.8**	**39.7**	**39.6**	**41.1**	**40.6**	**41.2**	**42.6**	**39.6**	**40.4**	**38.9**	**40.1**
	Missing English only	**N**	88	96	113	150	144	105	142	143	134	146	185	1,446
	Missing Math only	**N**	336	341	336	309	339	318	321	322	329	419	443	3,813
	Missing Science only	**N**	571	601	573	581	585	571	602	500	515	593	586	6,278
	Missing Social Science only	**N**	682	693	703	722	583	551	581	581	517	440	449	6,502
	Missing Elective only	**N**	408	453	478	495	580	588	615	592	613	671	624	6,117
	Missing more than one component	**N**	2,238	2,079	2,082	1,992	1,887	1,932	2,078	1,953	2,236	2,245	2,394	23,116
	Unknown/Not Reported	**N**	1,751	1,818	1,875	1,912	2,002	1,895	1,945	1,856	2,061	2,509	2,745	22,369
	TOTAL	**N**	**9,910**	**9,934**	**10,220**	**10,202**	**10,386**	**10,030**	**10,689**	**10,362**	**10,599**	**11,775**	**12,158**	**116,265**
	Completed core	**N**	**1,677**	**1,701**	**1,764**	**1,844**	**1,961**	**2,028**	**2,029**	**2,196**	**2,091**	**2,297**	**2,253**	**21,841**
		%	**35.4**	**34.9**	**35.9**	**37.0**	**38.8**	**39.6**	**38.6**	**40.9**	**39.1**	**38.7**	**38.2**	**38.0**
	Missing English only	**N**	75	85	83	98	151	134	156	140	112	148	133	1,315
	Missing Math only	**N**	187	156	158	184	188	147	151	169	176	214	251	1,981
	Missing Science only	**N**	374	397	400	389	419	446	514	501	502	538	471	4,951

Urban/ Suburban	**Missing Social Science only**	**N**	186	210	189	167	141	157	177	196	222	233	187	2,065
	Missing Elective only	**N**	235	234	200	221	225	202	183	151	154	179	174	2,158
	Missing more than one component	**N**	1,220	1,318	1,232	1,244	1,177	1,199	1,270	1,284	1,240	1,391	1,377	13,952
	Unknown/Not Reported	**N**	779	778	883	834	786	806	778	731	846	934	1,046	9,201
	TOTAL	**N**	**4,733**	**4,879**	**4,909**	**4,981**	**5,048**	**5,119**	**5,258**	**5,368**	**5,343**	**5,934**	**5,892**	**57,464**
	Completed core	**N**	**547**	**569**	**566**	**575**	**607**	**631**	**658**	**635**	**596**	**698**	**609**	**6,691**
		%	**35.0**	**36.1**	**35.9**	**36.4**	**35.6**	**38.1**	**39.1**	**39.5**	**36.7**	**39.2**	**36.4**	**37.1**
Outlying City	**Missing English only**	**N**	26	22	27	29	35	40	33	30	55	35	32	364
	Missing Math only	**N**	68	68	60	59	56	60	66	78	64	58	63	700
	Missing Science only	**N**	133	133	134	129	137	147	151	130	129	148	178	1,549
	Missing Social Science only	**N**	71	53	63	53	56	68	60	71	73	60	49	677
	Missing Elective only	**N**	33	24	29	31	32	35	41	33	28	35	15	336
	Missing more than one component	**N**	445	483	459	434	487	389	420	401	433	461	452	4,864
	Unknown/Not Reported	**N**	241	223	240	269	293	286	253	229	244	287	275	2,840
	TOTAL	**N**	**1,564**	**1,575**	**1,578**	**1,579**	**1,703**	**1,656**	**1,682**	**1,607**	**1,622**	**1,782**	**1,673**	**18,021**
	Completed core	**N**	**569**	**565**	**637**	**693**	**689**	**737**	**766**	**782**	**789**	**879**	**818**	**7,924**
		%	**31.3**	**31.6**	**32.5**	**33.9**	**33.6**	**35.5**	**34.4**	**36.3**	**36.2**	**35.9**	**34.2**	**34.2**

Outlying Town	Missing English only	N	29	25	31	47	40	31	50	49	46	30	57	435
	Missing Math only	N	90	94	93	106	93	73	95	84	79	95	89	991
	Missing Science only	N	123	142	133	141	163	175	221	205	229	242	277	2,051
	Missing Social Science only	N	97	74	106	92	98	117	105	81	93	94	64	1,021
	Missing Elective only	N	45	49	53	58	53	63	52	50	56	54	59	592
	Missing more than one component	N	599	569	595	606	581	599	668	641	589	689	663	6,799
	Unknown/Not Reported	N	265	270	313	304	332	281	269	265	300	366	364	3,329
	TOTAL	**N**	**1,817**	**1,788**	**1,961**	**2,047**	**2,049**	**2,076**	**2,226**	**2,157**	**2,181**	**2,449**	**2,391**	**23,142**
Rural	**Completed core**	**N**	**284**	**289**	**335**	**381**	**362**	**358**	**406**	**464**	**437**	**444**	**443**	**4,203**
		%	**28.5**	**29.7**	**31.1**	**35.4**	**31.4**	**33.1**	**34.7**	**40.1**	**36.9**	**35.1**	**35.4**	**33.9**
	Missing English only	N	14	14	22	12	20	24	20	22	12	23	27	210
	Missing Math only	N	74	49	48	43	64	48	53	57	48	55	38	577
	Missing Science only	N	65	58	79	69	90	81	112	76	105	109	109	953
	Missing Social Science only	N	43	50	50	55	62	49	49	69	70	63	71	631
	Missing Elective only	N	35	38	43	54	52	40	35	28	27	41	38	431

	Missing more than one component	**N**	320	317	336	302	327	302	311	283	313	353	325	3,489
	Unknown/Not Reported	**N**	161	157	163	159	176	179	183	158	173	178	201	1,888
	TOTAL	**N**	**996**	**972**	**1,076**	**1,075**	**1,153**	**1,081**	**1,169**	**1,157**	**1,185**	**1,266**	**1,252**	**12,382**
Private Schools	**Completed core**	**N**	**379**	**393**	**339**	**394**	**506**	**520**	**760**	**1,253**	**1,326**	**984**	**905**	**7,759**
		%	**43.2**	**39.9**	**35.7**	**39.0**	**44.0**	**42.0**	**36.9**	**36.4**	**37.2**	**34.2**	**34.0**	**37.3**
	Missing English only	**N**	6	8	6	8	7	11	23	52	65	44	37	267
	Missing Math only	**N**	30	35	35	48	42	54	85	148	151	117	111	856
	Missing Science only	**N**	40	49	51	54	54	53	141	247	186	140	116	1,131
	Missing Social Science only	**N**	60	63	60	58	72	87	111	121	150	120	88	990
	Missing Elective only	**N**	11	5	5	10	8	17	44	78	98	84	52	412
	Missing more than one component	**N**	149	184	171	160	168	222	444	839	833	710	600	4,480
	Unknown/Not Reported	**N**	202	247	282	279	293	273	449	708	759	676	752	4,920
	TOTAL	**N**	**877**	**984**	**949**	**1,011**	**1,150**	**1,237**	**2,057**	**3,446**	**3,568**	**2,875**	**2,661**	**20,815**

*Based on self-reported information by students on ACT Assessment application.

Table 9. PRECOLLEGIATE CURRICULUM COMPLETION* FOR COLORADO ACT TEST-TAKERS BY PERCENTAGE OF SCHOOL DISTRICT ENROLLMENT QUALIFYING FOR FREE/REDUCED LUNCH, 1991 - 2001

Quartiles (%	Core Status		ACT Test-takers in Report Year -- 1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	Total
Quartile 1** -- Highest % Free/Reduced Lunch	**Completed core**	**N**	**1,701**	**1,652**	**1,835**	**1,861**	**1,831**	**1,817**	**1,927**	**1,945**	**1,886**	**2,024**	**1,990**	**20,469**
		%	**32.9**	**32.7**	**34.4**	**34.5**	**33.6**	**34.6**	**34.9**	**36.8**	**34.8**	**34.5**	**33.8**	**34.3**
	Missing English only	**N**	74	81	75	82	94	77	119	123	82	119	136	1,062
	Missing Math only	**N**	253	250	253	261	225	209	210	249	224	250	259	2,643
	Missing Science only	**N**	423	433	422	449	476	494	526	453	504	492	559	5,231
	Missing Social Science only	**N**	155	135	170	172	198	167	184	173	195	183	158	1,890
	Missing Elective only	**N**	203	196	197	249	231	219	193	166	162	197	162	2,175
	Missing more than one component	**N**	1,602	1,596	1,579	1,493	1,496	1,432	1,544	1,479	1,540	1,639	1,638	17,038
	Unknown/Not Reported	**N**	766	702	801	820	894	830	817	698	827	956	978	9,089
	TOTAL	**N**	**5,177**	**5,045**	**5,332**	**5,387**	**5,445**	**5,245**	**5,520**	**5,286**	**5,420**	**5,860**	**5,880**	**59,597**
Quartile 2** --	**Completed core**	**N**	**1,586**	**1,594**	**1,645**	**1,783**	**1,933**	**1,895**	**2,021**	**1,972**	**1,889**	**2,234**	**2,157**	**20,709**
		%	**33.3**	**33.5**	**33.5**	**35.7**	**38.0**	**37.3**	**37.9**	**38.0**	**35.8**	**37.1**	**37.0**	**36.2**
	Missing English only	**N**	66	50	81	82	113	96	92	86	116	112	108	1,002
	Missing Math only	**N**	173	138	147	159	205	153	181	158	185	252	277	2,028
	Missing Science only	**N**	327	350	343	340	384	411	474	457	477	519	460	4,542

Second Highest % Free/Reduced Lunch	**Missing Social Science only**	**N**	363	358	366	347	245	241	245	248	225	178	161	2,977
	Missing Elective only	**N**	178	183	209	195	212	214	226	194	208	220	212	2,251
	Missing more than one component	**N**	1,318	1,301	1,315	1,274	1,217	1,273	1,307	1,339	1,390	1,562	1,456	14,752
	Unknown/Not Reported	**N**	747	778	811	809	777	798	787	734	784	952	999	8,976
	TOTAL	**N**	**4,758**	**4,752**	**4,917**	**4,989**	**5,086**	**5,081**	**5,333**	**5,188**	**5,274**	**6,029**	**5,830**	**57,237**
	Completed core	**N**	**1,998**	**1,979**	**2,045**	**1,948**	**2,028**	**2,014**	**2,108**	**2,210**	**2,049**	**2,238**	**2,163**	**22,780**
		%	**44.1**	**43.1**	**43.8**	**43.1**	**43.1**	**43.2**	**43.3**	**45.5**	**42.9**	**41.8**	**40.0**	**43.0**
Quartile 3 -- Second Lowest % Free/Reduced Lunch**	**Missing English only**	**N**	45	45	51	83	97	86	103	78	77	67	84	816
	Missing Math only	**N**	224	226	208	184	213	176	173	185	163	194	178	2,124
	Missing Science only	**N**	223	257	251	220	243	228	261	231	220	291	266	2,691
	Missing Social Science only	**N**	164	186	177	161	96	138	112	140	133	136	142	1,585
	Missing Elective only	**N**	193	213	231	247	312	323	334	360	350	415	380	3,358
	Missing more than one component	**N**	884	864	887	855	806	844	893	775	871	920	990	9,589
	Unknown/Not Reported	**N**	802	820	824	824	908	857	882	876	917	1,097	1,211	10,018
	TOTAL	**N**	**4,533**	**4,590**	**4,674**	**4,522**	**4,703**	**4,666**	**4,866**	**4,855**	**4,780**	**5,358**	**5,414**	**52,961**

	Completed core	**N**	**1,628**	**1,752**	**1,837**	**1,942**	**2,093**	**2,098**	**2,208**	**2,365**	**2,283**	**2,574**	**2,545**	**23,325**
		%	**35.8**	**36.8**	**38.1**	**38.9**	**41.0**	**42.2**	**41.6**	**44.4**	**41.8**	**43.2**	**40.8**	**40.6**
	Missing English only	**N**	47	66	69	89	86	75	87	97	84	84	106	890
	Missing Math only	**N**	105	94	87	97	97	108	122	118	124	145	170	1,267
	Missing Science only	**N**	293	291	303	300	291	287	339	271	279	328	336	3,318
Quartile 4 -- Lowest % Free/Reduced Lunch**	**Missing Social Science only**	**N**	397	401	398	409	401	396	431	437	422	393	359	4,444
	Missing Elective only	**N**	182	206	166	168	187	172	173	134	158	148	156	1,850
	Missing more than one component	**N**	1,018	1,005	923	956	940	872	1,003	969	1,010	1,018	1,127	10,841
	Unknown/Not Reported	**N**	882	946	1,038	1,025	1,010	962	942	931	1,096	1,269	1,443	11,544
	TOTAL	**N**	**4,552**	**4,761**	**4,821**	**4,986**	**5,105**	**4,970**	**5,305**	**5,322**	**5,456**	**5,959**	**6,242**	**57,479**

*Based on self-reported information by students on ACT Assessment application.

**Ranges for quartiles are: Quartile 1: 37.2% and higher; Quartile 2: 18.3 - 37.1%; Quartile 3: 12.2 - 18.2%; Quartile 4: 0 - 12.1%.

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
ACADEMY 20	**Completed core**	**N**	**176**	**181**	**200**	**236**	**265**	**279**	**237**	**318**	**308**	**333**	**358**	**2,891**
		%	**32.2**	**31.4**	**35.7**	**38.8**	**40.8**	**44.9**	**38.2**	**49.8**	**44.4**	**44.2**	**48.9**	**41.3**
	Missing English only	**N**	4	9	3	11	13	11	11	10	8	7	6	93
	Missing Math only	**N**	17	15	7	13	12	7	15	15	28	31	25	185
	Missing Science only	**N**	17	29	16	30	30	40	49	36	35	32	32	346
	Missing Social Science only	**N**	44	49	33	30	50	54	50	58	80	65	53	566
	Missing Elective only	**N**	63	60	42	38	48	31	36	10	8	4	5	345
	Missing more than one component	**N**	116	135	99	99	114	89	108	95	101	126	102	1,184
	Unknown/Not Reported	**N**	110	99	160	151	118	111	114	97	126	156	151	1,393
	TOTAL	**N**	**547**	**577**	**560**	**608**	**650**	**622**	**620**	**639**	**694**	**754**	**732**	**7,003**
ADAMS-ARAPAHOE 28J	**Completed core**	**N**	**111**	**105**	**107**	**131**	**222**	**179**	**219**	**207**	**166**	**281**	**218**	**1,946**
		%	**14.3**	**14.7**	**14.8**	**17.4**	**29.3**	**25.8**	**29.2**	**33.8**	**28.9**	**41.9**	**38.7**	**25.7**
	Missing English only	**N**	6	4	5	8	19	13	14	7	10	18	14	118
	Missing Math only	**N**	18	16	21	9	40	33	28	23	26	56	58	328
	Missing Science only	**N**	11	18	9	11	31	38	25	26	30	38	31	268
	Missing Social Science only	**N**	224	219	223	225	112	101	112	88	58	13	9	1,384
	Missing Elective only	**N**	4	1	4	5	10	3	13	6	9	9	5	69

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
	Missing more than one component	N	314	269	253	246	212	209	223	173	207	168	131	2,405
	Unknown/Not Reported	N	86	80	102	117	111	117	116	83	68	88	97	1,065
	TOTAL	**N**	**774**	**712**	**724**	**752**	**757**	**693**	**750**	**613**	**574**	**671**	**563**	**7,583**
BOULDER VALLEY RE-2	**Completed core**	**N**	**341**	**386**	**410**	**365**	**399**	**348**	**359**	**342**	**326**	**356**	**349**	**3,981**
		%	**45.8**	**49.9**	**51.3**	**46.9**	**50.8**	**48.3**	**49.7**	**50.2**	**44.4**	**47.2**	**42.9**	**47.9**
	Missing English only	N	13	18	19	21	20	13	17	14	24	19	28	206
	Missing Math only	N	11	7	7	7	7	10	11	17	11	11	17	116
	Missing Science only	N	56	59	47	52	43	44	41	25	28	55	34	484
	Missing Social Science only	N	22	14	10	8	12	13	8	14	6	6	3	116
	Missing Elective only	N	20	16	16	21	33	27	35	13	28	22	19	250
	Missing more than one component	N	112	119	108	121	89	90	87	84	122	104	132	1,168
	Unknown/Not Reported	N	169	154	183	183	182	175	165	172	190	182	231	1,986
	TOTAL	**N**	**744**	**773**	**800**	**778**	**785**	**720**	**723**	**681**	**735**	**755**	**813**	**8,307**
	Completed core	**N**	**333**	**324**	**301**	**362**	**364**	**332**	**382**	**436**	**452**	**475**	**453**	**4,214**
		%	**24.9**	**24.7**	**23.0**	**26.0**	**25.7**	**24.1**	**25.8**	**28.8**	**28.4**	**28.2**	**26.8**	**26.2**
	Missing English only	N	2	8	10	8	10	6	6	7	8	9	8	82
	Missing Math only	N	25	19	20	27	24	31	33	21	15	28	18	261
	Missing Science only	N	26	31	12	23	28	26	28	40	31	49	38	332

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
CHERRY CREEK 5	Missing Social Science only	N	262	279	295	288	281	271	306	311	286	269	274	3,122
	Missing Elective only	N	64	71	67	60	73	80	72	75	89	77	82	810
	Missing more than one component	N	353	302	336	343	340	343	382	363	384	406	396	3,948
	Unknown/Not Reported	N	270	276	270	282	294	286	270	260	325	370	419	3,322
	TOTAL	**N**	**1,335**	**1,310**	**1,311**	**1,393**	**1,414**	**1,375**	**1,479**	**1,513**	**1,590**	**1,683**	**1,688**	**16,091**
COLORADO SPRINGS 11	**Completed core**	**N**	**404**	**385**	**397**	**388**	**410**	**398**	**363**	**358**	**335**	**339**	**335**	**4,112**
		%	**41.4**	**39.1**	**41.4**	**42.4**	**42.8**	**42.5**	**38.6**	**39.0**	**36.5**	**37.0**	**34.9**	**39.6**
	Missing English only	N	4	5	7	3	4	5	2	7	7	4	13	61
	Missing Math only	N	20	15	15	26	24	13	25	24	29	26	31	248
	Missing Science only	N	92	93	97	104	106	102	118	115	120	99	109	1,155
	Missing Social Science only	N	15	10	11	10	8	6	8	5	13	18	5	109
	Missing Elective only	N	88	86	67	69	81	68	83	82	65	89	82	860
	Missing more than one component	N	148	168	149	147	147	174	184	200	186	180	196	1,879
	Unknown/Not Reported	N	204	223	217	168	179	170	157	128	162	162	188	1,958
	TOTAL	**N**	**975**	**985**	**960**	**915**	**959**	**936**	**940**	**919**	**917**	**917**	**959**	**10,382**

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
DENVER COUNTY 1	**Completed core**	**N**	**551**	**522**	**569**	**544**	**584**	**486**	**574**	**541**	**537**	**585**	**610**	**6,103**
		%	**39.9**	**38.3**	**39.8**	**39.0**	**41.2**	**39.8**	**40.0**	**43.1**	**39.6**	**38.9**	**38.0**	**39.7**
	Missing English only	**N**	19	13	18	18	21	13	24	28	19	20	35	228
	Missing Math only	**N**	28	35	34	33	28	29	28	37	29	47	49	377
	Missing Science only	**N**	128	117	113	115	123	96	108	71	78	73	88	1,110
	Missing Social Science only	**N**	24	24	21	46	44	34	42	28	45	39	53	400
	Missing Elective only	**N**	74	96	102	101	88	93	95	87	71	88	62	957
	Missing more than one component	**N**	292	290	288	244	237	212	272	226	274	302	323	2,960
	Unknown/Not Reported	**N**	265	266	284	294	294	257	293	236	303	348	387	3,227
	TOTAL	**N**	**1,381**	**1,363**	**1,429**	**1,395**	**1,419**	**1,220**	**1,436**	**1,254**	**1,356**	**1,502**	**1,607**	**15,362**
DOUGLAS COUNTY RE-1	**Completed core**	**N**	**262**	**314**	**354**	**349**	**425**	**483**	**490**	**504**	**485**	**637**	**664**	**4,967**
		%	**49.4**	**50.7**	**57.7**	**55.3**	**57.7**	**59.0**	**57.9**	**59.3**	**55.5**	**59.8**	**54.5**	**56.4**
	Missing English only	**N**	6	5	7	12	15	10	5	17	12	19	17	125
	Missing Math only	**N**	11	17	15	13	15	16	22	27	27	27	52	242
	Missing Science only	**N**	46	50	68	56	61	80	81	68	63	70	83	726
	Missing Social Science only	**N**	0	2	1	1	0	1	0	0	1	4	5	15
	Missing Elective only	**N**	12	16	0	0	1	1	1	1	2	3	1	38

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
	Missing more than one component	N	121	97	72	93	96	90	120	110	127	113	157	1,196
	Unknown/Not Reported	N	72	118	97	107	123	138	127	123	157	193	240	1,495
	TOTAL	**N**	**530**	**619**	**614**	**631**	**736**	**819**	**846**	**850**	**874**	**1,066**	**1,219**	**8,804**
FALCON 49	**Completed core**	**N**	**35**	**36**	**47**	**28**	**39**	**56**	**44**	**46**	**63**	**86**	**93**	**573**
		%	**58.3**	**52.2**	**65.3**	**53.8**	**68.4**	**69.1**	**49.4**	**49.5**	**54.3**	**53.1**	**55.0**	**56.2**
	Missing English only	**N**	0	0	1	2	2	2	5	6	5	2	4	29
	Missing Math only	**N**	2	1	0	1	1	0	4	3	2	7	7	28
	Missing Science only	**N**	3	5	2	2	2	1	3	2	3	3	3	29
	Missing Social Science only	**N**	0	1	2	0	0	0	1	5	8	11	6	34
	Missing Elective only	**N**	4	5	0	3	0	4	1	0	1	0	1	19
	Missing more than one component	**N**	6	16	9	8	6	9	15	17	24	14	27	151
	Unknown/Not Reported	**N**	10	5	11	8	7	9	16	14	10	39	28	157
	TOTAL	**N**	**60**	**69**	**72**	**52**	**57**	**81**	**89**	**93**	**116**	**162**	**169**	**1,020**
	Completed core	**N**	**91**	**104**	**101**	**98**	**87**	**83**	**102**	**103**	**111**	**109**	**139**	**1,128**
		%	**37.8**	**44.1**	**40.2**	**33.6**	**30.9**	**28.5**	**31.1**	**28.1**	**29.1**	**28.7**	**33.0**	**32.5**
	Missing English only	**N**	7	11	13	18	15	15	30	24	15	17	13	178
	Missing Math only	**N**	3	5	2	7	3	2	5	4	8	6	8	53
	Missing Science only	**N**	37	25	30	42	49	53	61	65	70	75	65	572

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
GREELEY 6	Missing Social Science only	N	5	2	2	3	3	0	3	5	2	1	2	28
	Missing Elective only	N	0	0	0	1	0	0	0	0	0	0	2	3
	Missing more than one component	N	69	57	64	79	81	102	97	126	130	134	126	1,065
	Unknown/Not Reported	N	29	32	39	44	44	36	30	39	45	38	66	442
	TOTAL	**N**	**241**	**236**	**251**	**292**	**282**	**291**	**328**	**366**	**381**	**380**	**421**	**3,469**
HARRISON 2	**Completed core**	**N**	**71**	**71**	**59**	**89**	**61**	**88**	**72**	**73**	**53**	**85**	**89**	**811**
		%	**38.6**	**35.5**	**33.3**	**41.0**	**31.8**	**41.1**	**35.1**	**42.9**	**30.5**	**39.9**	**41.8**	**37.6**
	Missing English only	N	1	4	0	2	1	3	7	8	5	11	5	47
	Missing Math only	N	5	4	9	9	6	6	6	8	16	11	12	92
	Missing Science only	N	7	12	15	10	14	13	19	9	11	2	4	116
	Missing Social Science only	N	2	4	3	5	3	0	0	1	0	3	3	24
	Missing Elective only	N	16	18	15	31	26	21	22	13	27	17	22	228
	Missing more than one component	N	47	56	48	39	46	50	52	33	44	44	37	496
	Unknown/Not Reported	N	35	31	28	32	35	33	27	25	18	40	41	345
	TOTAL	**N**	**184**	**200**	**177**	**217**	**192**	**214**	**205**	**170**	**174**	**213**	**213**	**2,159**

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
JEFFERSON COUNTY R-1	**Completed core**	**N**	**1,405**	**1,340**	**1,366**	**1,296**	**1,295**	**1,253**	**1,286**	**1,338**	**1,220**	**1,290**	**1,332**	**14,421**
		%	**47.7**	**46.3**	**46.9**	**45.4**	**44.4**	**43.2**	**43.4**	**44.5**	**42.6**	**40.4**	**40.1**	**44.0**
	Missing English only	**N**	26	22	25	49	23	19	42	27	24	24	34	315
	Missing Math only	**N**	177	179	153	149	143	131	111	134	122	142	131	1,572
	Missing Science only	**N**	119	133	114	130	141	130	138	108	100	131	120	1,364
	Missing Social Science only	**N**	7	9	13	15	11	15	14	11	15	9	18	137
	Missing Elective only	**N**	173	191	216	226	296	306	306	342	334	397	368	3,155
	Missing more than one component	**N**	496	454	476	450	417	481	501	459	474	488	555	5,251
	Unknown/Not Reported	**N**	544	569	550	538	592	564	568	591	574	710	765	6,565
	TOTAL	**N**	**2,947**	**2,897**	**2,913**	**2,853**	**2,918**	**2,899**	**2,966**	**3,010**	**2,863**	**3,191**	**3,323**	**32,780**
LITTLETON 6	**Completed core**	**N**	**320**	**335**	**351**	**390**	**357**	**359**	**393**	**407**	**366**	**396**	**349**	**4,023**
		%	**42.8**	**42.8**	**44.6**	**47.5**	**46.3**	**52.8**	**51.2**	**53.2**	**48.8**	**53.8**	**44.8**	**48.0**
	Missing English only	**N**	7	12	7	16	9	13	14	19	10	15	27	149
	Missing Math only	**N**	21	13	29	22	23	20	21	11	19	14	21	214
	Missing Science only	**N**	98	83	97	100	77	58	82	64	77	66	80	882
	Missing Social Science only	**N**	22	20	14	29	10	12	14	22	13	11	5	172
	Missing Elective only	**N**	2	1	3	2	1	4	2	4	4	2	3	28

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
	Missing more than one component	N	156	190	151	147	153	103	127	134	128	88	125	1,502
	Unknown/Not Reported	N	121	129	135	115	141	111	115	104	133	144	169	1,417
	TOTAL	**N**	**747**	**783**	**787**	**821**	**771**	**680**	**768**	**765**	**750**	**736**	**779**	**8,387**
MESA COUNTY VALLEY 51	**Completed core**	**N**	**185**	**172**	**214**	**236**	**224**	**270**	**277**	**284**	**256**	**265**	**248**	**2,631**
		%	**36.6**	**35.3**	**39.5**	**42.7**	**42.5**	**43.0**	**45.7**	**45.1**	**45.8**	**43.6**	**41.3**	**42.1**
	Missing English only	**N**	7	15	8	5	9	3	4	5	0	2	9	67
	Missing Math only	**N**	25	19	22	21	10	18	18	21	13	21	15	203
	Missing Science only	**N**	42	49	53	59	62	79	79	74	77	97	81	752
	Missing Social Science only	**N**	21	25	29	21	22	16	17	15	16	11	18	211
	Missing Elective only	**N**	1	2	0	3	2	0	0	0	0	0	0	8
	Missing more than one component	**N**	147	153	146	131	112	137	118	141	106	109	139	1,439
	Unknown/Not Reported	**N**	77	52	70	77	86	105	93	90	91	103	91	935
	TOTAL	**N**	**505**	**487**	**542**	**553**	**527**	**628**	**606**	**630**	**559**	**608**	**601**	**6,246**
	Completed core	**N**	**166**	**187**	**210**	**226**	**246**	**243**	**272**	**223**	**233**	**298**	**336**	**2,640**
		%	**32.6**	**32.9**	**36.1**	**37.9**	**41.4**	**38.7**	**40.2**	**30.6**	**27.3**	**28.1**	**31.8**	**33.6**
	Missing English only	**N**	0	5	5	11	14	10	6	3	14	10	4	82
	Missing Math only	**N**	14	8	14	13	12	11	18	18	29	34	52	223
	Missing Science only	**N**	47	62	48	46	36	46	59	65	60	62	41	572

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
NORTHGLENN-THORNTON 12	Missing Social Science only	N	21	30	23	33	31	14	18	37	41	27	26	301
	Missing Elective only	N	35	34	46	37	42	49	47	42	59	56	63	510
	Missing more than one component	N	150	154	152	132	133	177	164	224	283	335	326	2,230
	Unknown/Not Reported	N	76	89	83	98	80	78	93	117	134	240	209	1,297
	TOTAL	**N**	**509**	**569**	**581**	**596**	**594**	**628**	**677**	**729**	**853**	**1,062**	**1,057**	**7,855**
POUDRE R-1	**Completed core**	**N**	**212**	**231**	**220**	**236**	**303**	**252**	**304**	**335**	**292**	**305**	**258**	**2,948**
		%	**37.7**	**35.0**	**36.1**	**36.0**	**42.9**	**39.8**	**44.7**	**47.8**	**42.6**	**41.6**	**35.8**	**40.1**
	Missing English only	N	8	11	10	20	53	50	39	27	24	30	27	299
	Missing Math only	N	9	17	18	12	28	12	10	17	4	4	6	137
	Missing Science only	N	50	65	64	43	48	46	55	70	61	81	53	636
	Missing Social Science only	N	56	68	59	66	17	28	29	40	39	40	53	495
	Missing Elective only	N	0	0	4	1	0	2	1	2	0	0	0	10
	Missing more than one component	N	135	152	133	177	140	124	134	110	139	160	153	1,557
	Unknown/Not Reported	N	93	116	101	100	117	119	108	100	127	114	171	1,266
	TOTAL	**N**	**563**	**660**	**609**	**655**	**706**	**633**	**680**	**701**	**686**	**734**	**721**	**7,348**

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
PUEBLO CITY 60	**Completed core**	**N**	**45**	**45**	**50**	**52**	**46**	**55**	**42**	**60**	**77**	**97**	**94**	**663**
		%	**7.8**	**8.1**	**8.7**	**9.3**	**8.7**	**10.6**	**8.7**	**11.3**	**15.6**	**16.2**	**17.4**	**11.1**
	Missing English only	**N**	7	10	3	6	9	5	6	9	12	23	17	107
	Missing Math only	**N**	70	51	58	65	68	61	36	44	36	50	66	605
	Missing Science only	**N**	44	53	37	35	28	31	20	26	15	15	33	337
	Missing Social Science only	**N**	3	6	3	4	2	4	22	26	21	30	7	128
	Missing Elective only	**N**	39	30	29	37	35	44	15	19	19	35	33	335
	Missing more than one component	**N**	340	328	347	308	301	287	306	300	257	293	247	3,314
	Unknown/Not Reported	**N**	27	36	46	53	38	30	37	47	56	54	43	467
	TOTAL	**N**	**575**	**559**	**573**	**560**	**527**	**517**	**484**	**531**	**493**	**597**	**540**	**5,956**
ST.VRAIN VALLEY RE-1J	**Completed core**	**N**	**217**	**220**	**235**	**218**	**217**	**230**	**254**	**254**	**251**	**287**	**244**	**2,627**
		%	**39.4**	**43.1**	**38.7**	**42.9**	**40.6**	**42.6**	**45.6**	**48.0**	**44.4**	**46.0**	**42.1**	**43.0**
	Missing English only	**N**	7	5	7	3	3	5	8	9	8	3	8	66
	Missing Math only	**N**	17	19	21	15	23	15	25	18	18	27	10	208
	Missing Science only	**N**	18	13	32	17	15	20	11	18	21	25	37	227
	Missing Social Science only	**N**	82	82	89	60	53	68	50	54	40	41	36	655
	Missing Elective only	**N**	7	8	4	7	8	1	13	5	7	5	5	70

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
	Missing more than one component	N	117	85	126	86	100	104	90	85	107	103	110	1,113
	Unknown/Not Reported	N	86	78	93	102	115	97	106	86	113	133	129	1,138
	TOTAL	**N**	**551**	**510**	**607**	**508**	**534**	**540**	**557**	**529**	**565**	**624**	**579**	**6,104**
THOMPSON R-2J	**Completed core**	**N**	**222**	**214**	**196**	**208**	**241**	**209**	**221**	**248**	**260**	**294**	**234**	**2,547**
		%	**46.9**	**48.4**	**45.0**	**49.1**	**53.8**	**46.7**	**46.8**	**50.9**	**53.4**	**51.6**	**45.1**	**48.9**
	Missing English only	N	26	16	30	25	30	24	37	23	23	21	14	269
	Missing Math only	N	16	9	13	17	15	8	6	5	4	6	10	109
	Missing Science only	N	38	23	25	16	22	20	33	28	25	32	30	292
	Missing Social Science only	N	4	16	18	2	4	26	18	22	24	29	23	186
	Missing Elective only	N	1	1	1	0	0	1	0	0	2	0	1	7
	Missing more than one component	N	114	103	87	92	79	89	94	96	73	105	111	1,043
	Unknown/Not Reported	N	52	60	66	64	57	71	63	65	76	83	96	753
	TOTAL	**N**	**473**	**442**	**436**	**424**	**448**	**448**	**472**	**487**	**487**	**570**	**519**	**5,206**
	Completed core	**N**	**151**	**132**	**135**	**108**	**106**	**104**	**100**	**99**	**92**	**65**	**47**	**1,139**
		%	**42.9**	**42.7**	**45.0**	**37.6**	**38.1**	**36.0**	**36.5**	**38.8**	**36.5**	**26.5**	**18.6**	**36.8**
	Missing English only	N	7	7	8	9	3	6	8	4	3	0	2	57
	Missing Math only	N	12	17	8	7	12	16	7	17	10	15	13	134
	Missing Science only	N	22	23	19	19	16	17	14	15	22	23	35	225

Table 10. PRECOLLEGIATE CURRICULUM COMPLETION* FOR ACT TEST-TAKERS FROM THE 20 LARGEST COLORADO PUBLIC SCHOOL DISTRICTS, 1991 - 2001

School District	Core Status		ACT Test-takers for Report Year --											Total
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	
WESTMINSTER 50	Missing Social Science only	N	16	9	7	11	9	10	8	11	8	9	3	101
	Missing Elective only	N	18	6	6	12	13	16	17	11	9	8	3	119
	Missing more than one component	N	76	71	71	68	73	61	74	60	75	93	116	838
	Unknown/Not Reported	N	50	44	46	53	46	59	46	38	33	32	34	481
	TOTAL	**N**	**352**	**309**	**300**	**287**	**278**	**289**	**274**	**255**	**252**	**245**	**253**	**3,094**
WIDEFIELD 3	**Completed core**	**N**	**70**	**90**	**89**	**107**	**103**	**104**	**109**	**114**	**93**	**106**	**137**	**1,122**
		%	**37.6**	**49.2**	**44.7**	**51.2**	**50.5**	**46.8**	**47.6**	**46.7**	**39.6**	**37.3**	**49.6**	**45.4**
	Missing English only	N	7	1	0	1	3	6	4	14	7	23	17	83
	Missing Math only	N	6	3	6	5	6	2	7	8	9	9	16	77
	Missing Science only	N	23	13	22	11	21	29	28	43	46	55	12	303
	Missing Social Science only	N	9	9	10	8	14	11	5	1	3	2	2	74
	Missing Elective only	N	0	0	1	0	0	0	1	0	0	0	0	2
	Missing more than one component	N	27	37	30	41	31	36	49	40	46	61	50	448
	Unknown/Not Reported	N	44	30	41	36	26	34	26	24	31	28	42	362
	TOTAL	**N**	**186**	**183**	**199**	**209**	**204**	**222**	**229**	**244**	**235**	**284**	**276**	**2,471**

*Based on self-reported information by students on ACT Assessment application.

**Note: These 20 school districts enroll approximately 75% of the pupils in Colorado's public school system.

Table 11. SUMMARY OF ELIGIBLE ADMITTED STUDENTS MEETING/EXCEEDING INSTITUTION'S FRESHMEN ADMISSIONS STANDARDS INDEX

Institution		Number of Eligible Students and Percent Meeting/Exceeding Institution Freshmen Admission Standards Criteria in --		
		FY00	**FY01**	**FY02**
ASC	# Admitted Students Eligible	1,358	1,277	1,361
	% Meeting/Exceeding Inst Standard	**92.8**	**94.7**	**95.2**
	% Not Meeting/ Exceeding Inst Standard	7.2	5.3	4.8
CSM	# Admitted Students Eligible	1,527	1,582	1,414
	% Meeting/Exceeding Inst Standard	**88.7**	**86.7**	**81.8**
	% Not Meeting/ Exceeding Inst Standard	11.3	13.3	18.2
CSU	# Admitted Students Eligible	8,220	8,597	9,262
	% Meeting/Exceeding Inst Standard	**80.3**	**80.1**	**80.1**
	% Not Meeting/ Exceeding Inst Standard	19.7	19.9	19.9
FLC	# Admitted Students Eligible	2,707	2,767	2,831
	% Meeting/Exceeding Inst Standard	**81.1**	**81.9**	**81.7**
	% Not Meeting/ Exceeding Inst Standard	18.9	18.1	18.3
Mesa	# Admitted Students Eligible	1,562	1,493	1,427
	% Meeting/Exceeding Inst Standard	**96.5**	**98.9**	**99.0**
	% Not Meeting/ Exceeding Inst Standard	3.5	1.1	1.0
Metro	# Admitted Students Eligible*	2,810	2,927	3,255
	% Meeting/Exceeding Inst Standard	**85.9**	**88.1**	**87.2**
	% Not Meeting/ Exceeding Inst Standard	14.1	11.9	12.8
UCB	# Admitted Students Eligible	12,382	13,299	14,646

	% Meeting/Exceeding Inst Standard	**80.1**	**80.5**	**84.8**
	% Not Meeting/ Exceeding Inst Standard	19.9	19.5	15.2
UCCS	# Admitted Students Eligible	1,626	1,777	1,822
	% Meeting/Exceeding Inst Standard	**88.4**	**88.1**	**89.7**
	% Not Meeting/ Exceeding Inst Standard	11.6	11.9	10.3
UCD	# Admitted Students Eligible	1,059	1,247	1,140
	% Meeting/Exceeding Inst Standard	**80.1**	**80.1**	**80.2**
	% Not Meeting/ Exceeding Inst Standard	19.9	19.9	19.8
UNC	# Admitted Students Eligible	5,684	5,531	5,285
	% Meeting/Exceeding Inst Standard	**80.7**	**80.5**	**81.2**
	% Not Meeting/ Exceeding Inst Standard	19.3	19.5	18.8
USC	# Admitted Students Eligible	848	1,708	1,548
	% Meeting/Exceeding Inst Standard	**79.7**	**83.2**	**85.1**
	% Not Meeting/ Exceeding Inst Standard	20.3	16.8	14.9
WSC	# Admitted Students Eligible	1,489	1,349	1,617
	% Meeting/Exceeding Inst Standard	**85.4**	**85.0**	**83.9**
	% Not Meeting/ Exceeding Inst Standard	14.6	15.0	16.1

Source: SURDS UAF Reports, Table 5.

*Based on students under 20 years of age.

Table 12. SUMMARY OF ELIGIBLE ENROLLED STUDENTS MEETING/EXCEEDING INSTITUTION'S FRESHMEN ADMISSIONS STANDARDS INDEX

Institution		Number of Eligible Enrolled Students and Percent Meeting/Exceeding Institution Freshmen Admission Standards Criteria in --		
		FY00	**FY01**	**FY02**
ASC	# Enrolled Students Eligible	453	416	458
	% Meeting/Exceeding Inst Standard	**89.0**	**91.1**	**91.0**
	% Not Meeting/ Exceeding Inst Standard	11.0	8.9	9.0
CSM	# Enrolled Students Eligible	578	636	606
	% Meeting/Exceeding Inst Standard	**83.6**	**84.7**	**79.5**
	% Not Meeting/ Exceeding Inst Standard	16.4	15.3	20.5
CSU	# Enrolled Students Eligible	3,242	3,390	3,773
	% Meeting/Exceeding Inst Standard	**75.6**	**76.4**	**76.8**
	% Not Meeting/ Exceeding Inst Standard	24.4	23.6	23.2
FLC	# Enrolled Students Eligible	1,075	1,086	1,219
	% Meeting/Exceeding Inst Standard	**73.4**	**77.7**	**78.2**
	% Not Meeting/ Exceeding Inst Standard	26.6	22.3	21.8
Mesa	# Enrolled Students Eligible	795	797	720
	% Meeting/Exceeding Inst Standard	**87.5**	**90.3**	**91.7**
	% Not Meeting/ Exceeding Inst Standard	12.5	9.7	8.3
Metro	# Enrolled Students Eligible*	1,563	1,514	1,871
	% Meeting/Exceeding Inst Standard	**77.8**	**83.2**	**81.1**
	% Not Meeting/ Exceeding Inst Standard	22.2	16.8	18.9
UCB	# Enrolled Students Eligible	4,653	5,134	5,059

	% Meeting/Exceeding Inst Standard	**74.8**	**75.1**	**79.9**
	% Not Meeting/ Exceeding Inst Standard	25.2	24.9	20.1
UCCS	# Enrolled Students Eligible	820	845	881
	% Meeting/Exceeding Inst Standard	**84.8**	**83.7**	**88.5**
	% Not Meeting/ Exceeding Inst Standard	15.2	16.3	11.5
UCD	# Enrolled Students Eligible	607	640	595
	% Meeting/Exceeding Inst Standard	**73.1**	**74.4**	**75.6**
	% Not Meeting/ Exceeding Inst Standard	26.9	25.6	24.4
UNC	# Enrolled Students Eligible	2,373	2,160	2,022
	% Meeting/Exceeding Inst Standard	**68.0**	**68.9**	**68.1**
	% Not Meeting/ Exceeding Inst Standard	32.0	31.1	31.9
USC	# Enrolled Students Eligible	725	804	817
	% Meeting/Exceeding Inst Standard	**76.0**	**76.5**	**77.5**
	% Not Meeting/ Exceeding Inst Standard	24.0	23.5	22.5
WSC	# Enrolled Students Eligible	610	529	625
	% Meeting/Exceeding Inst Standard	**79.7**	**81.3**	**77.1**
	% Not Meeting/ Exceeding Inst Standard	20.3	18.7	22.9

Source: SURDS UAF Files.

*Based on students under 20 years of age.

Table 13. SUMMARY OF ELIGIBLE ADMITTED STUDENTS MEETING/EXCEEDING INSTITUTION'S TRANSFER ADMISSIONS STANDARDS INDEX

Institution		Number of Eligible Students and Percent Meeting/Exceeding Institution Transfer Admission Standards Criteria in --		
		FY00	**FY01**	**FY02**
ASC	# Admitted Students Eligible	310	385	310
	% Meeting/Exceeding Inst Standard	**95.2**	**95.8**	**92.3**
	% Not Meeting/ Exceeding Inst Standard	4.8	4.2	7.7
CSM	# Admitted Students Eligible	242	194	180
	% Meeting/Exceeding Inst Standard	**74.0**	**69.9**	**73.3**
	% Not Meeting/ Exceeding Inst Standard	26.0	30.1	26.7
CSU	# Admitted Students Eligible	3,836	3,574	3,696
	% Meeting/Exceeding Inst Standard	**91.9**	**92.5**	**93.4**
	% Not Meeting/ Exceeding Inst Standard	8.1	7.5	6.6
FLC	# Admitted Students Eligible	944	882	1,037
	% Meeting/Exceeding Inst Standard	**98.0**	**98.6**	**94.2**
	% Not Meeting/ Exceeding Inst Standard	2.0	1.4	5.8
Mesa	# Admitted Students Eligible	656	647	708
	% Meeting/Exceeding Inst Standard	**96.0**	**96.8**	**97.9**
	% Not Meeting/ Exceeding Inst Standard	4.0	3.2	2.1
Metro	# Admitted Students Eligible*	416	435	496
	% Meeting/Exceeding Inst Standard	**93.3**	**93.8**	**96.2**
	% Not Meeting/ Exceeding Inst Standard	6.7	6.2	3.8
UCB	# Admitted Students Eligible	2,810	2,797	2,975

	% Meeting/Exceeding Inst Standard	**97.3**	**96.9**	**95.9**
	% Not Meeting/ Exceeding Inst Standard	2.7	3.1	4.1
UCCS	# Admitted Students Eligible	1,412	1,435	1,632
	% Meeting/Exceeding Inst Standard	**97.2**	**97.1**	**95.9**
	% Not Meeting/ Exceeding Inst Standard	2.8	2.9	4.1
UCD	# Admitted Students Eligible	2,189	2,296	2,383
	% Meeting/Exceeding Inst Standard	**95.2**	**95.9**	**96.9**
	% Not Meeting/ Exceeding Inst Standard	4.8	4.1	3.1
UNC	# Admitted Students Eligible	1,946	1,951	1,963
	% Meeting/Exceeding Inst Standard	**87.9**	**86.1**	**85.7**
	% Not Meeting/ Exceeding Inst Standard	12.1	13.9	14.3
USC	# Admitted Students Eligible	713	871	749
	% Meeting/Exceeding Inst Standard	**85.7**	**79.7**	**84.4**
	% Not Meeting/ Exceeding Inst Standard	14.3	20.3	15.6
WSC	# Admitted Students Eligible	542	520	538
	% Meeting/Exceeding Inst Standard	**90.4**	**88.3**	**90.7**
	% Not Meeting/ Exceeding Inst Standard	9.6	11.7	9.3

Source: SURDS UAF Reports, Table 7.

*Based on students under 20 years of age.

TOPIC: **FTE – SERVICE AREA EXEMPTIONS**

PREPARED BY: **SHARON SAMSON**

I. SUMMARY

This agenda item publishes approved service area exemptions that allow community colleges, local district colleges, and area vocational schools to provide short-term access to a certificate or degree program not available in another institution's defined service area. The FTE is claimable for state support.

C.R.S. 23-1-109 limits state support eligibility to credit hours offered within the geographic boundaries of the campus. The geographic service areas for community colleges are defined in CCHE policy Section I, Part N *Service Areas of Colorado Public Institutions of Higher Education* apply to two-year colleges, area vocational schools (AVS), Adams State College (ASC) and Mesa State College (MSC).

The Commission recognizes that the FTE Policy may not address every possible circumstance. Institutions may request an exemption from the Commission when encountering a circumstance that the policy does not explicitly address (e.g., no other institution is approved to offer this degree within the service area). Exemptions approved by CCHE staff and entered into the public record do not alter or establish the state policy, but only apply to the applying institution for the particular circumstance for a specified period of time.

CCHE staff approved the following service areas exemptions. No further action is needed.

INSTITUTION	HOST INSTITUTION	PROGRAM	SERVICE AREA	FTE	Approval Period
Delta Montrose AVS	Mesa State College	Nursing, LPN	Western Slope	34	2003-2004
Aims Community College	Northeastern Jr. College	Digital Photography	Northeast (Idalia HS)	1.5	2003-2004

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 seven 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 their institutions. This agenda item includes instruction that the Executive Director has certified as meeting the criteria for out-of-state delivery. It is sponsored by the Board of Regents of the University of Colorado and The State Colleges in 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 when 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 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.

- **"SPED495/595, Summer Institutes 2003,"** described herein as a one-year out-of-state instructional program to be offered in Arizona, California, Florida, Georgia,

Idaho, Nevada, South Carolina, Tennessee, Virginia, and Wyoming, beginning June 8, 2003 and ending August 6, 2003.

- **"SPED594-3 Language! Professional Development Course for Reading Educators and SPED 593-2 Step Up to Writing: Basic, Practical and Helpful Writing Instruction with Sopris West Educational Services,"** described herein as one-year out-of-state instructional programs to be offered in Alabama, Alaska, Arkansas, Arizona, California, Florida, Hawaii, Idaho, Kentucky, Michigan, Minnesota, New Jersey, New Mexico, New York, North Carolina, Pennsylvania, Tennessee, Virginia, Washington and other possible locations. These courses will commence in April 2003 and end one year later.

- **"National Soccer Coaches Association of America (NSCAA) National and Advanced National Diploma Courses: S L 461 – Basic Techniques and Tactics, S L 462 – Intermediate Techniques and Tactics, S L 463 – Advanced Techniques and Tactics, S L 561 – Basic Techniques and Tactics, S L 562 – Intermediate Techniques and Tactics, and S L 563 – Advanced Techniques and Tactics and Premier Advanced Techniques and Tactics,"** described herein as a three-year, out-of-state program to be offered at various sites across the country.

- **"TED 453/553 – Brain Compatible Learning,"** described herein as a one-year out-of-state instructional course to be offered throughout the United States, and possibly the American Territories, and at Department of Defense schools worldwide. This course will run from July 1, 2003 to June 30, 2004.

- **"TED 301/501 – Early School Experience Practicum,"** described herein as a one-year out-of-state instructional course to be offered throughout the United States, and possibly the American Territories, and at Department of Defense schools worldwide. This course will run from July 1, 2003 to June 30, 2004.

- **"LEAD 152-2 – Citizenship and Community Service,"** described herein as a one-year out-of-state instructional course to be offered throughout the United States, and possibly the American Territories, and at Department of Defense schools worldwide. This course will run from July 1, 2003 to June 30, 2004.

- **"TED 300/500 – Contemporary American Education,"** described herein as a one-year out-of-state instructional course to be offered throughout the United States, and possibly the American Territories, and at Department of Defense schools worldwide. This course will run from July 1, 2003 to June 30, 2004.

- **"TED 452/552 – Educational Psychology,"** described herein as a one-year out-of-state instructional course to be offered throughout the United States, and possibly the American Territories, and at Department of Defense schools worldwide. This course will run from July 1, 2003 to June 30, 2004.

The Board of Trustees of The State Colleges in Colorado has submitted a request for out-of-state instructional programs to be delivered by Adams State College.

- **SPT 559 The Dramatic Landscape of England**
  The dates for this course are July 5, 2003, through August 2003.

- **ED 589 High Impact Mentoring & Coaching Strategies Training**
  The dates for this course are June 4, 2003, through June 6, 2003.

The Board of Trustees of The State Colleges in Colorado has submitted a request for out-of-state instructional Programs to be delivered by Western State College.

- **SPANISH 490 Workshop in Mexico, Civilization and Culture of Mexico**
- **SPANISH 490 Workshop in Mexico, Language and History**
  The dates for this course are June 1, 2003, through June 28, 2003.

- **History 397—The Historical Landscape of England**
- **History 397—Literary Landscape of England**
- **History 397—The Dramatic Landscape of England**
  The dates for this course are July 5, 2003, through August 2, 2003.

Appendix A

STATUTORY AUTHORITY

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

TOPIC: **DEGREE PROGRAM NAME CHANGES**

PREPARED BY: **JOANN EVANS**

I. SUMMARY

This agenda item describes the degree program changes that the Executive Director has approved during the month. This agenda item serves as public confirmation of an approved change unless the proposed action is not acceptable to the Commission.

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

A. Institution: Colorado State University

Current Degree Program Name: Geology (M.S.)

Revised Degree Program Name: Geosciences (M.S.)

Approved by: Board of Governors of the Colorado State University System, February 4, 2003

Rationale:

The Department of Earth Resources was renamed the Department of Geosciences. This name change will coincide with the newly renamed Department of Geosciences.

Scope of Proposed Change:

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

Proposed Action by the Executive Director:

Approve the degree title change as requested, effective immediately.

B. Institution: Colorado State University

Current Degree Program Name: Master of Science (M.S.) and Doctor of

	Philosophy (Ph.D.) programs in Anatomy and Neurobiology and Master of Science (M.S.) and the Doctor of Philosophy (Ph.D.) in Physiology
Revised Degree Program Name:	Biomedical Sciences (M.S.) (Ph.D.)
Approved by:	Board of Governors of the Colorado State University System, February 4, 2003

Rationale:

The Department of Anatomy and Neurobiology and the Department of Physiology merged effective July 1, 2002, to form the Department of Biomedical Sciences in the College of Veterinary Medicine and Biomedical Sciences. The two departments each offered M.S. and Ph.D. degree programs and now desire to have the degree programs reflect the name of the new Department of Biomedical Sciences.

Scope of Proposed Change:

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

Proposed Action by the Executive Director:

Approve the degree title change as requested, effective immediately.

C.

Institution:	Colorado State University
Current Degree Title:	Master of Computer Science (M.S.)
Amended Degree Title	(M.S./M.C.S.)
Approved by:	Board of Governors of the Colorado State University System, February 4, 2003

Rationale:

The Plan C Master of Computer Science Degree Program in the Department of Computer Science in the College of Natural Sciences is proposed because there are students in traditional undergraduate degree programs as well as, professional software engineers who see the need for additional education beyond the Bachelor of

Science level, but who have small interest in pursuing a research career path, and thus are not attracted to the existing Plan A or Plan B Master of Science degree programs. The program title, Master of Computer Science, is becoming common and is currently used by many universities throughout the country.

Scope of Proposed Change:

The courses required of each student will be selected on the basis of the particular needs of the students, and this is a non-thesis option of the M.S. in Computer Science. In addition to providing an alternative for on-campus students, the new program will facilitate advanced computer science education for distance learners who will be able to complete a degree part time, exclusively using non-traditional methods of course delivery such as the Internet.

Proposed Action by the Executive Director:

Approve the degree title change as requested, effective immediately.

TOPIC: **REPORT ON SITE-BASED OUT-OF-COUNTRY DEGREE PROGRAMS**

PREPARED BY: **ANDREW BRECKEL III**

I. SUMMARY

The Commission holds statutory responsibility to approve instruction offered out-of-state beyond the seven contiguous states. By action of the Commission in 1986 the Executive Director may act for the Commission to approve or deny requests from governing boards for approval of courses and programs to be offered by their institutions. This agenda item includes a request for the reauthorization of three out-of-country degree programs that the Executive Director has certified as *not* meeting the criteria for site-based out-of-country delivery. It is sponsored by the Board of Regents of the University of Colorado for the University of Colorado at Denver.

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 when 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 or denied out-of-state instruction is reported to the Commission as it is received and reviewed. In January 2003, the Commission approved a policy requiring all site-based degree programs to be reviewed and reauthorized on an annual basis.

III. ACTION

The Executive Director has *not* reauthorized the following site-based out-of-country programs.

The Board of Regents of the University of Colorado submitted a request for the reauthorization for FY2004 of three site-based out-of-country degree programs to be

delivered by the University of Colorado at Denver. The three programs are located in **Beijing, Moscow** and **Katmandu.** Commission policy Section IV, Part E requires that institutions offering site-based out-of-country degree programs request a review and reauthorization of each program by May 1 of each year.

Authorization and Status

A review of the current status of these programs reveals that there is no current and up-to-date legal agreement or contract in place between the Board of Regents of the University of Colorado and/or the University of Colorado at Denver and the appropriate authorization entity in the countries in which the three programs are being offered.

The educational Ministry of China has not signed the agreement for the program being offered in Beijing. In addition because of the continuing problems being faced by Chinese health officials attempting to control the SARS epidemic, the Beijing program ceased operations on April 25 for an undetermined period of time. This condition will not permit program officials to recruit the needed number of new students to achieve financial stability for FY2004.

An educational agreement has been developed for the Moscow program but remains unsigned by all parties.

The educational agreement that supports the Katmandu has expired. Currently no new agreement has been developed.

Financial Status

The collective estimated financial losses for the three programs for FY 2003 as of May 1, 2003 are $486, 027. During the previous fiscal year, FY 2002, the programs lost $96, 917. Collective losses for the past two-year are $582,944. (A report on the revenues and expenses appears as Appendix B.)

The institution's Extended Campus has absorbed the losses for FY2003. Those funds could have been used to support Extended Campus program activity within the Denver metropolitan area and Colorado. The Commission is statutorily responsible for the administration of the Statewide Extended Campus (C.R.S. 23-1-109) and in Section IV. Part B, 3.01.01 of the related polices it states that *Tuition for credit, non-credit and CEU courses shall be set at levels which ensure that at least full instructional and administrative costs associated with the courses are recovered.*

Role and Mission

23-20-101 (1) (c) The Denver campus of the University of Colorado shall be a comprehensive baccalaureate liberal arts and sciences institution with high admissions

standards. The Denver campus shall provide selected professional programs and such graduate programs at the master's and doctoral level as *will serve the needs of the Denver metropolitan area*, emphasizing those professional programs not offered by other institutions of higher education.

The delivery of site-based out-of-country programs in **Beijing, Moscow** and **Katmandu** does not meet the role and mission test.

Appendix A

STATUTORY AUTHORITY

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

Expense and Revenue Report

Appendix B

CLAS/OES – International College Programs

OPERATING EXPENSES	**Projected FY04**	**Estimated FY03**	**Actual FY02**
Faculty	$168,000	$419,100	$689,391
Financial Aid Specific to the Program	N/A	N/A	N/A
Instructional Materials	$52,600	$41,041	$69,929
Program Administration	$210,752	$367,857	$397,304
Auditing, Quality Control Costs	N/A	N/A	N/A
Rent/Lease	N/A	N/A	N/A
Indirect Costs	$64,771	$104,950	$100,502
Other Operating Expenses	$29,399	$38,750	$99,653
Total Operating Expenses	**$525,522**	**$971,698**	**$1,356,779**
PROGRAM START-UP EXPENSES			
Capital Construction	N/A	N/A	N/A
Equipment Acquisitions	N/A	N/A	N/A
Library Acquisitions	N/A	N/A	N/A
Other Program Start-Up Expenses	N/A	N/A	N/A
Total Program Start-Up Expenses	N/A	N/A	N/A
ENROLLMENT REVENUE			
General Fund: State Support	$0	$0	$0
Cash Revenue: Tuition	$612,652	$650,701	$1,259,862
Cash Revenue: Fees	$0	$1,962	$0
Revenue Adjustments	$0	($166,992)	$0
Federal Grants	N/A	N/A	N/A
Corporate Grants/Donations	N/A	N/A	N/A
Other Fund Sources	N/A	N/A	N/A
Institutional Reallocation	N/A	N/A	N/A
Total Program Revenue	**$612,652**	**$485,671**	**$1,259,862**
Total Net Income/Loss	**$87,130**	**($486,027)**	**($96,917)**