# **COLORADO COMMISSION ON HIGHER EDUCATION**

June 5, 2003 Panorama Room, Student Center University of Northern Colorado Greeley, CO

# MINUTES

Commissioners

Present: Judith Altenberg; Ray Baker; Terrance L. Farina; Peggy Lamm, Chair; "Pres"

Montoya; Dean Quamme; Gully Stanford; James Stewart, Vice Chair; William

Vollbracht; and Judy Weaver.

**Advisory Committee** 

Present: Senator Ken Arnold; Wayne Artis; John Buechner; and Representative Keith

King.

Commission Staff

Present: Timothy E. Foster, Executive Director; Andy Breckel; Brian Burnett; JoAnn

Evans; Carol Futhey; Gail Hoffman; Joan Johnson; Ray Kieft; Diane Lindner;

Bridget Mullen; Sharon Samson; and Sonia Schaible-Brandon.

# I. Call to Order

Chair Peggy Lamm called the regular meeting of the Colorado Commission on Higher Education (CCHE) to order at 9:00 a.m. in the Panorama Room at the University of Northern Colorado in Greeley, Colorado.

<u>Action</u>: Commissioner Quamme moved approval of the minutes of the April 4, 2003. Commissioner Stewart seconded the motion, and the motion carried unanimously. The minutes of the March 14, 2003, teleconference meeting will be corrected to show that Commissioner Montoya was absent.

# II. Reports

# A. Chair's Report

The Chair reported that Commissioner Nagel was excused absent. Chair Lamm thanked President Norton for hosting the June Commission meeting.

Kay Norton, President of the University of Northern Colorado welcomed the Commission and the representatives of the higher education community to UNC and Greeley. She highlighted the academic achievements of the UNC student body stating that 75 percent of the students are education majors. She also stated that UNC has a dual admission policy with Aims Community College which allows students to simultaneously take classes at both institutions.

Chair Lamm announced that Brian Burnett, CCHE Chief Financial Office, would be leaving the Commission staff to take the position of Vice Chancellor of Administration and Finance at the University of Colorado at Colorado Springs, effective June 9, 2003. She also announced that Dr. Sharon Samson, Director of Academic and Student Affairs at CCHE, would retire June 30, 2003. The Commission extended deep appreciation to both Mr. Burnett and Dr. Samson for their dedicated service to the higher education community and the state of Colorado.

# B. <u>Commissioners' Reports</u>

Commissioner Montoya welcomed everyone to Greeley.

# C. <u>Advisory Committee Reports</u>

Wayne Artis reported that the Colorado Faculty Advisory Council has re-elected him to continue as chair of CFAC for another year.

# D. Public Comment

None

### III. Consent Items

# A. <u>Teacher Education Five-Year Review:</u>

### (1) Teacher Education Authorization: Colorado State University

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

#### 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).

Action: No action was taken on this item. This item was removed from the agenda.

### (2) <u>Teacher Education Authorization: University of Northern Colorado</u>

At the April meeting, the Commission discussed the teacher education authorization for the University of Northern Colorado and identified two areas of

concern, specifically the counseling system for the elementary education program and poor performance by Social Science majors on the content examination. At that time 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.

### 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.

Action: No action was taken on this item. This item was removed from the agenda.

### B. Teacher Education Authorization:

(1) <u>Teacher Education Authorization: Johnson and Wales - Consumer and Family Studies</u>

Johnson and Wales requested teacher education authorization for its new Consumer and Family Studies baccalaureate degree program leading to licensure in Consumer and Family Studies. The State Board of Education has reviewed Johnson and Wales' admissions and counseling system, content, and mastery of skills at its March 2003, meeting. The State Board of Education recommended that CCHE consider this proposal. CCHE staff reviewed Johnson and Wales' field experience and assessment plan. Staff recommend authorization of Johnson and Wales to offer baccalaureate teacher education in Consumer and Family Studies with the condition that the institution (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.

# **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.

(2) <u>Proposal for Linguistically Diverse Endorsement at the University of Colorado at Colorado Springs</u>

The Regents of the University of Colorado requested approval for a teacher education endorsement – Linguistically Diverse. The proposal is designed to meet the new linguistically diverse standards of the Colorado Department of Education. 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.

# **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.

<u>Action</u>: This item was removed from the Consent Agenda to an Action Item. Following discussion, Commissioner Stanford moved approval of the staff recommendation. Commission Vollbracht seconded the motion and the motion carried unanimously.

# C. <u>Degree Approval:</u>

(1) Proposal: Master of Science in Nursing at the University of Southern Colorado

The Board of Governors of the Colorado State University System requested approval of a Master's of Nursing (MSN) degree program at the University of Southern Colorado. The program will 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. 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.

The curriculum is designed for nurses with a BSN and meets the core requirements prescribed by the American Association of Colleges of Nursing.

The institution has addressed the issues raised by the Commission at the concept paper stage.

### 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.

(2) <u>Proposal: Doctor of Physical Therapy at the University of Colorado Health</u> Sciences Center

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

The program 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. This is a cash-funded program.

Commissioner Weaver raised concern about the additional cost of the program to the students and the institution's ability to recruit students into the program based on the current excess of physical therapists.

Chancellor James Shore was available to respond to Commission questions. He stated that UCHSC would reduce the admission into this program by 40 percent.

# **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.

<u>Action</u>: This item was removed from the Consent Agenda to Action. As an action item, Commissioner Weaver moved approval of the staff recommendation. Commissioner Quamme seconded the motion and the motion carried unanimously.

### D. Reciprocity Agreement

### (1) New Mexico/Colorado Reciprocity Agreement

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 proposed new agreement is an extension of the existing agreement which expires June 30, for the three-year period July 1, 2003, to June 30, 2006.

## **Staff Recommendation**

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

### (2) <u>Utah/Colorado Tuition Reciprocity Agreement</u>

Colorado and Utah previously had two tuition reciprocity agreements, one involving Colorado Northwestern Community College, the other Mesa State College. The agreement permitted students from one state to attend specified institutions in the other at in-state tuition rates. Because of an imbalance in the number of students participating, the two states agreed to terminate both agreements. They also agreed that they would consider a new agreement at the appropriate time.

A single agreement has been developed by CCHE staff and is being considered by the Utah System of Higher Education. 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.

# **Staff Recommendation**

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

### E. Revisions to Academic Degree Approval Policy

The Commission requested that staff streamline the academic degree approval process in August 2001. The proposed policy revisions are patterned after the language contained in the Colorado School of Mines Performance Contract legislation, in general, and the revised 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.

### **Staff Recommendation**

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

# F. Revisions to Academic Planning Policy

The proposed revisions to the current Academic Planning Policy were designed to 1) be more prospective rather than retrospective, and 2) reflect changes 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 to assure that systematic academic planning was taking place at institutional or governing board levels. The Commission more recently has held the view that the process is more appropriate for the governing board role and responsibilities. The proposed policy revisions will make the academic planning process more efficient and effective, and the annual report more useful. Instead the report focuses on what will be taking place.

# **Staff Recommendation**

That the Commission approve the revised Policy on Academic Planning.

G. <u>University of Colorado at Colorado Springs - Student Housing for Upper Classmen and Graduate Students</u>

The University of Colorado at Colorado Springs will construct 300 new apartment-style beds for its upperclassmen and graduate students. The project will be built on land already owned by the University and located on the present campus. UCCS has privatized the entire project - a private developer will design, build, maintain and operate the facility. UCCS will issue bonds to finance the \$16 million building and will own it. The bonds will be repaid from revenues received from rentals, etc.

### **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:

- The University will provide the financing for the project through Enterprise System Revenue Bonds and the financing will be for 30 years;
- A ground lease with the chosen developer will be part of the negotiations;
- The project shall not exceed \$16 million.

Action: Commissioner Stewart moved approval of the staff recommendation for Consent Items III B (1), III C (1), III D (1), III D (2), III E, III F, III G, and IV C. In addition, agenda item IV C was moved to the Consent Agenda. Commissioner Quamme seconded the motion and the motion carried unanimously.

# IV. Action Items

#### A. Revisions to Remedial Policy

Dr. Sharon Samson reported that the Remedial Policy 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. She outlined the components of the policy.

The research suggested specific policy areas to improve academic performance, 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.

Dr. Jack Burns, Vice President of Academic Affairs and Research at the University of Colorado System, endorsed the concept of the revision to the remedial policy with the transfer students completing remediation at the community college level with verification on the transcript. However, he requested that there be further discussion on the cut score of 23 on the ACT Math test. His concern was that the higher cut score might result in overloading the community college math courses for those students requiring remediation.

#### Staff Recommendation

That the Commission approve the revisions to the Remedial Policy with exception to the ACT Math score of 23.

<u>Action</u>: Commissioner Quamme made a motion to revisit aspects of the Remedial Policy. Commissioner Weaver seconded the motion and the motion carried unanimously.

### B. 2003-2004 Financial Aid Allocations

The Colorado Commission on Higher Education is responsible for annually approving the allocation for the state-funded student financial aid programs. Bridget Mullen and Diane Lindner presented the allocation methodology and the recommendations for the FY 2004 need-based, merit-based and work-study allocations. Diane Linder explained that although the Commission was successful in holding financial aid harmless from budget reductions in FY 2002 and FY 2003, FY 2004 will be the first year in the past decade that the Commission must allocate a decrease in financial aid to institutions rather than allocating new funds.

During the 2003 legislative session, the General Assembly reduced the General Fund for financial aid by \$15 million, from \$91 million to \$76 million including the elimination of the Nursing Scholarship program. Merit aid was reduced by more than 50 percent; need-based aid was decreased to \$38 million, a 13 percent reduction and work-study decreased by 10 percent to \$15 million.

At the time of this meeting Governor Owens announced there would be an additional \$2 million allocated to financial aid. These additional funds were made available from an additional grant to Colorado.

The institutional financial aid directors have been in the process of making difficult allocation decisions due to the decrease in total financial aid allocation.

### **Staff Recommendation**

That the Commission approves the revised allocation model (handed out at the meeting) and corresponding allocations for FY 2003-2004.

<u>Action</u>: Commissioner Quamme moved approval of the staff recommendation. Commissioner Farina seconded the motion and the motion carried unanimously.

### C. Regional Education Provider Policy

The Regional Education Provider policy is a new policy that articulates the elements 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 Recommendation**

That the Commission approve the proposed Regional Education Provider Policy.

<u>Action</u>: The Commission moved this item to a Consent Item and approved the staff recommendation in the Consent motion.

D. <u>University of Colorado Health Sciences Center Program Plans - State Certificates of Participation (COP): Education Facility 1B Program Plan Amendment</u>

The program plan for the design phase of this facility (\$2,350,310) was approved in March 2002. This is the first time the Commission has been asked to approve the rest of the program plan which has changed somewhat from the March 2002 submittal. The agenda item was presented by CCHE Facility Planning Analyst Gail Hoffman. CCHE Director of Capital Assets Joan Johnson presented brief remarks and Health Sciences Center Chancellor Jim Shore, and Vice Chancellor Tim Romani also presented brief testimony in support of the staff recommendation.

# 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 leasepurchase 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 submits 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 submits annually to State Buildings and Real Estate Programs CM-03 forms outlining the status of Education IB.

<u>Action</u>: Commissioner Stanford moved approval of the staff recommendation. Commissioner Baker seconded the motion and the program plan amendment that increased the cost to \$22,807,756 from \$22,210,108 and decreased the square footage to 72,709 from 82,095 gross square feet was unanimously approved by the Commission with the following conditions:

- 1. The University of Colorado System will return to the state the \$2,350,310 already appropriated for this project. The money will be used for the lease-purchase payments for the COP projects. The \$2.3 million is the amount of state funds from the Fitzsimons Trust Fund used for the design of Education IB;
- 2. The University of Colorado Health Sciences Center shall 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;
- 3. The University of Colorado Health Sciences Center shall annually submit to State Buildings and Real Estate Programs CM-03 forms outlining the status of Education IB;
- 4. The Commission delegated to CCHE staff the ability to review and approve any future program plan amendments to the Education Facility IB.
- E. University of Colorado Health Sciences Center: Infrastructure Phase 7 (Cash)

The University of Colorado Health Sciences Center requested 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. The Infrastructure Phase 7 project will support 11 new facilities at the Fitzsimons campus with the construction of:

- 1. Sanitary sewer and storm sewer mains both east and west of the proposed Library site;
- 2. Water main connections adjacent to the new Library site;
- 3. 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

5. Mechanical utilities, including steam, condensate, chilled water piping and mechanical vaults for Research Complex II.

This project had been included in the 2003 Long Appropriations Bill with a footnote to the State Controller restricting funds for its pending notification of the legislative Capital Development and Joint Budget Committees that CCHE had approved the facility program plan for the project.

### **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:

- The Agreement must be approved by the Legislature's Capital Development Committee and Joint Budget Committee;
- 2. The State Controller, Art Barnhart, 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.

Presented by CCHE Facility Planning Analyst Gail Hoffman, the Commission unanimously approved the Infrastructure Phase 7 project for \$5,424,376 Cash Funds Exempt.

<u>Action</u>: Commissioner Quamme moved approval of the staff recommendation. Commissioner Stanford seconded the motion and the motion carried unanimously.

F. Community College's Agreement with Lowry Redevelopment Authority

CCHE Director of Capital Assets Joan Johnson presented this item. She was joined at the table by Barbara McDonnell, Vice President for Legal Affairs & Voc Ed Administration for the Colorado Community College System.

Ms. Johnson presented the background information on this item: In 1996, the State Board for Community Colleges and Occupational Education (SBCCOE) entered into an infrastructure payment agreement with the Lowry Redevelopment Authority in which SBCCOE would pay the LRA a total of \$4.5 million in thirteen installments through July 31, 2010. The payments would reimburse the LRA for repair and replacement of off-site public infrastructure improvements. The agreement, signed by then system President Jerry Wartgow and the Controller's Delegate, Dan Whittemore, was never sent to CCHE, the Attorney General's office or the Controller for review and approval.

SBCCOE made payments under this agreement from various capital construction projects over the next five years. No payment was made for the 2002-03 fiscal year which is why the LRA contacted the Governor's office to try and get their money.

CCHE, staff from the Governor's office, staff and Board Members of the SBCCOE and staff and legal advisor from the LRA met in February 2003 to try and solve the problem. It was agreed that the SBCCOE and the LRA would negotiate a new agreement which they have done and which will have the SBCCOE pay the LRA a total of \$2.1 million by June 20, 2010, from its general operating funds. The final \$600,000 will come from one of three sources:

- 1. Requesting capital construction appropriations for a total of \$600,000 beginning in fiscal year 2006 (the Controller has requested that the SBCCOE could request this amount from other sources as well as capital construction funds);
- 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. Alternatives two and three require the approval of the U.S. Department of Education and/or the United States Congress.

# **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 Barnhart, 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.

<u>Action</u>: Commissioner Farina moved approval of the staff recommendation. Commissioner Baker seconded the motion and the motion carried unanimously.

# G. Election of Officers

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

# **Staff Recommendation**

That the Commission elect a chair and vice-chair to serve through its June 2004 meeting.

<u>Action</u>: Commissioner Quamme made a motion to elect Commissioner Ray Baker as Chair of the Commission. Commissioner Altenberg seconded the motion and the motion carried unanimously.

<u>Action</u>: Commissioner Vollbracht made a motion to elect Commissioner Terry Farina as Vice Chair of the Commission. Commissioner Baker seconded the motion and the motion carried unanimously.

# V. Items for Discussion and Possible Action

- A. <u>Implementation of Transfer Policy</u>
  - (1) Immplementation of Transfer Policy: Statewide Articulation Agreements

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
- Engineering
- Early Childhood

## **Staff Recommendation**

That the Commission accept the Elementary Teacher Education, Early Childhood, and Engineering Statewide Articulation Agreements.

Action: No formal action was taken on this discussion item.

# (2) Approval of Associate of Arts Degree Program

Dr. Sharon Samson reported that under the current Academic Degree Approval Policy, the Commission approves substantive changes to academic degrees, including two-year degrees. The Colorado 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.
- 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 colleges to complete the 60credit 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 System is working on an Associate of Science degree.

### Staff Recommendation

That the Commission approve the revised Associate of Arts degree program.

<u>Action</u>: Commissioner Vollbracht moved approval of the staff recommendation. Commissioner Stanford seconded the motion and the motion carried unanimously.

# (3) <u>Liberal Arts and Science Transfer Guides (60 Plus 60)</u>

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. A student who earns an Associate of Arts or Associate of Science degree at a Colorado community college will transfer 35 credits of general education and 25 credits of lower division elective courses. This approach transfers 60 credits from the two-year college to apply to the four-year graduation requirements and 60 credits from the four-year college complete the four-year graduation requirements.

During the past six months, the four-year institutions have developed transfer guides/graduation plans for community college students who earn an A.A. and A.S. to recognize that the 60 credit hours earned in the associate degree will apply to the 120 credit hour graduation requirements for liberal arts and science degree programs. The goal is 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.

No Commission action was needed for the 60 Plus 60 Transfer Guides.

### B. Revision of Admissions Standards Policy

Dr. Ray Kieft and Dr. Carol Futhey presented proposed revisions to the admissions standards policy. Dr. Kieft stated that the goals of the Commission are to improve the opportunity for increased success in higher education, as well as raise college-going rates, a precollegiate curriculum for incorporation to the policy was described and discussed. The proposed precollegiate curriculum for Colorado's four-year public institutions consists of a minimum of 15 academic units: English (4 units), mathematics at the algebra I level and higher (3 units), natural science, of which two must be lab-based (3 units), social units (3 units), and academic electives (2 units). If adopted, these requirements would be effective with students graduating from high school in spring 2008. 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.

Dr. Robert Schwartz, a professor of education at the Graduate School of Education at Harvard University, joined the Commission by telephone to share his expertise on raising standards. He stated that he is very supportive of the proposed admission standards and encouraged the collaboration of higher education and the K-12 system for several reasons, including teacher preparation.

Dr. Schwartz suggested that the Commission include the following in its process of strengthening the policy:

- The notion that some high school students go on to college and other into the vocational area is no longer valid. Employers are looking for the same type of skills that are required to succeed in college reading, writing and mathematics.
- In terms of core curriculum, he recommended that the Commission consider a strategy to assure the content of the courses in the core curriculum for accountability and consistency of content, e.g., statewide assessment of the subject. (quality control).
- Collaboration between higher education and K-12 to join forces to send a clear message to students and parents.
- Exit exam/or some form of assessment.

Texas has a recommendation similar to the proposed CCHE admission standard, that all kids will be required to complete rigorous core curriculum and leave high school with the ability to keep on learning.

<u>Precollegiate Curriculum:</u> Dr. Futhey shared five points summarizing the need for and value of a precollegiate curriculum, along with analyses of student course-taking patterns based on self-reported responses by 248,000 Colorado students on their ACT Assessment application between 1991 and 2001:

- 1. A precollegiate curriculum promotes academic success in high school and is the single most important predictor of college degree completion. In 2001, for Colorado's test-takers the differential was approximately 2.5 score points. Nearly 40% of the students statewide completed the equivalent of the 15-hour core. Another 20% were deficient in only one area, led by science. An overwhelming majority of those students were within one class of meeting the individual unit requirement proposed for the admission standard: 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. The most common multi-discipline deficiency was a combination of math, science, and elective units (25%). 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.
- 2. Most high school students go on to college at some point, yet less than half of college-bound students complete a precollegiate curriculum. About 70% actually enroll within two years of high school graduation, according to the Education Trust but there are misperceptions related to the level of academic preparedness necessary for higher education success. Erroneous perceptions underscore the need by higher education to communicate academic expectations clearly and consistently to those seeking to participate successfully.
- 3. Students and parents often do not have access to information about college opportunities. Surveys show that parents from all racial/ethnic groups have an awareness of and emphasize the value of higher education but a significant share lack access to comprehensible information and the experience needed to guide students and make informed decisions. 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.
- 4. District- and college-based decisions add to the complexity and misalignment of expectations. In Colorado local control school districts set high school graduation requirements and college admission requirement vary by institution. Currently, the minimum high school curricular standards for admission are set at the governing board or institutional level, but given the level of student mobility, there is need for a statewide consensus on what constitutes college readiness.

The impact of a precollegiate requirement clearly has implications for school districts, as well as individual students.

5. The state, as well as students, suffers due to inadequate preparation of high school graduates. Results from a recent CCHE report on remedial needs for students graduating in 2001 from a Colorado public high school found that 23.4 percent 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 percent were found to need remediation in all three disciplines. The cost associated with undergraduates enrolled in basic skills exceeded \$15.8 million in general fund support.

<u>Freshmen and Transfer Student Admission Standards Calculation:</u> Dr. Kieft gave an overview of the current freshmen admissions index, based on high school grade point average (or class rank) and standardized test score. He indicated that high school rank has limited relevance in predicting student success in college. The admission index currently allows institutions to admit up to 20 percent of freshmen that do not meet the admissions criteria. Research overwhelming showed that if a high school student successfully completed a precollegiate curriculum in high school chance of success in college increased dramatically when compared to students who had not completed such a set of courses.

Use of the window has been analyzed for the past few years to determine the impact on an institution should the size of the window be brought to a common percent for all institutions of similar role and mission type.

Dr. Kieft described the current admissions and reporting practices associated with non-degree-seeking undergraduate student. 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. Discussion focused on whether all students should be subject to admission standards at the time they seek admission unless they qualify under one of the exceptions specified in the policy.

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. 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.

Dr. Jack Burns, from the University of Colorado, indicated that the University of Colorado was generally supportive of the changes to the admissions standards policy, but did express concern about possible adjustments to the admissions window and channel student to community colleges. He supports a partnership of higher education with K-12 and the business community.

The following recommendations were made for Commission consideration:

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.

Recommendation #2: The Commission include in its admission standards policy the varying upper limits for the window size for first-time freshmen admits for each of the indicated fiscal years in and the lower limit of the window be set at ten points below the institution's freshmen admissions index.

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.

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.

<u>Recommendation #5:</u> That the Commission approve the attached document as the admission standards policy, effective fiscal year 2005.

### **Staff Recommendation**

That the Commission approve the attached document as the admission standards policy, effective fiscal year 2005.

<u>Action</u>: This item was reported for discussion only and no action was taken at this time. There will be additional discussion of the item in future months.

# VI. Written Reports for Possible Discussion

### A. FTE Service Area Exemptions

The Commission accepted the report on FTE service area exemptions approved by the Executive Director.

# B. Report on Out-of-State Instruction

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

The Board of Regents of the University of Colorado has submitted a request for an outof-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 outof-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 oneyear 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 oneyear 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 oneyear 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-ofstate 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.

#### C. Degree Program Name Changes

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

1. Institution: 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.

2. 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.

3. 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.

### D. Report on Site-Based Out-of-Country Degree Programs

The Commission accepted the report on site-based out-of-country instruction.

<u>Action</u>: Commissioner Baker moved to adjourn. Commissioner Nagel seconded the motion and the meeting adjourned at 12:00 p.m.