

CCHE Agenda

March 7, 2003

Colorado History Museum

Denver, Colorado

1:00 p.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 Authorization:
 - (1) Teacher Education Authorization: Rocky Mountain College of Art and Design – Gettle
 - (2) Teacher Education Authorization: University of Phoenix – Gettle
 - (3) Teacher Education Authorization: University of Colorado at Boulder for Secondary Science – Samson

IV. Action Items

- A. Western State College 2002 Amendment to the Facilities Master Plan of April 1992 – Hoffman (30 minutes)
- B. Performance Contract for Colorado School of Mines-FY 2004 Negotiation - Mullen (15 minutes)
- C. Front Range Community College Facilities Program Plan for a Leased Boulder County Campus – Hoffman (15 minutes)

V. Items for Discussion and Possible Action

- A. Remedial Report – Futhey

VI. Written Reports for Possible Discussion

- A. FY 2003 Student Fee Analysis – Mullen
- B. Degree Program Name Changes – Evans
- C. Report on Out-of-State Instruction – Breckel
- D. The Governor's Opportunity Scholarship Report – Mullen

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.

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**TOPIC: TEACHER EDUCATION AUTHORIZATION: ROCKY MOUNTAIN
 COLLEGE OF ART AND DESIGN**

PREPARED BY: PATTY GETTLE

I. SUMMARY

The Rocky Mountain College of Art and Design has requested teacher education authorization for its Art Education baccalaureate degree program leading to licensure in K-12 Art licensure.

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 the Rocky Mountain College of Art and Design's admissions and counseling system, content, and mastery of skills at its February 13, 2003, meeting ([attachment A](#)). The State Board of Education recommended that CCHE consider this proposal ([attachment B](#)). CCHE staff reviewed the Rocky Mountain College of Art and Design's field experience and assessment plan.

The staff recommends that the Commission authorize the Rocky Mountain College of Art and Design to offer baccalaureate teacher education in Art Education, K-12, with the understanding that a full assessment plan will be in place by June 2004 and that the Rocky Mountain College of Art and Design provide annual teacher education data files to CCHE.

II. BACKGROUND

The protocol for the private institutions differs somewhat from that of the 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 reviewed performance measures (d) the quality of the field experience and (f) assessment plan while CDE analyzed (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.

The Rocky Mountain College of Art and Design submitted a proposal in February 2002. Its Art Education program contains two emphases -- Sculpture and Painting -- that will prepare candidates to teach art. It is designed in an eight "trimester" sequence. The general studies curriculum entails 12 courses equaling 35 credits, 25 courses in art and design equaling 64

credits and 7 courses in professional knowledge equaling 29 credits that include the student teaching requirements. CCHE and CDE staff analyzed the descriptive materials prior to the on-site visit. The Rocky Mountain College of Art and Design faculty and staff responded to all requests for additional materials and explanations.

The on-site review for the Rocky Mountain College of Art and Design occurred on November 26, 2002. The on-site visit included meetings with faculty, college administrators, and a tour of the physical facilities ([attachment C](#)).

The State Board of Education has reviewed the Rocky Mountain College of Art and Design's admissions and counseling system, content, and mastery of skills at its February 13, 2003, meeting. The State Board of Education recommended that CCHE consider this proposal.

III. STAFF ANALYSIS

The following section summarizes the analysis of Rocky Mountain College of Art and Design's proposed field experience and assessment plan, including strengths and weaknesses.

Field Experience

The CCHE focus during the review was on Rocky Mountain College of Art and Design's field experience component and the capacity for students to apply content and professional knowledge in authentic school settings with teacher and faculty supervision. CCHE, in its review of the supervised field experience, ensured that Rocky Mountain College of Art and Design had the mandatory 800 hours of field experience during its program in authentic K-12 classrooms and that the field experience was frequent, focused, and intense.

General Comments:

- (1) Field-based experiences account for a minimum of 800 hours and are associated with teaching in supervised settings. Faculty supervision and practical teaching occur on-site with involvement of the cooperating teacher. The 800 hours of field experience relate to predetermined learning standards that are clearly defined in course curricula.
- (2) Four internship field experiences occur prior to student teaching, primarily in Jefferson County. Two require 15 hours in the field, and two require 60 hours in the field. Approximately 25% of the field experiences occur in the first three years and the student teaching, which contains 75% of the contact hours, occurs in year four.
- (3) For its K-12 Art Education program, Rocky Mountain College of Art and Design requires two student teaching experiences. The candidate is required to student teach

in a standards-based elementary school setting for six weeks and in a standards-based secondary school setting for nine weeks.

Strengths of field experience:

- Seminar accompanying full time student teaching.
- Clear criteria for field experience sites and for cooperating teachers, including verification through visit and interview by program chair.
- Field experience and student teaching assignments in both elementary and secondary for preparation of a K-12 license.

Weaknesses of the Field Experience:

Field experiences begin during the fifth trimester when a student is halfway through the program. CCHE staff suggested to RMCAD administrators that they consider providing a field experience and art education course earlier in the program sequence.

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:

The Rocky Mountain College of Art and Design has an extensive document of, "Assessment Initiatives: History, Plan, & Model." When the document is edited to include the Art Education Department (pending state approval) it will add detailed information for assessment including student assessment and plans for program improvement based on analysis of data.

- (1) Passing score is required on the State-approved content exam prior to student teaching
- (2) Art courses by their nature evaluate student performance.
- (3) Student portfolios document proficiencies
- (4) Program revision is initiated by analysis of data provided via student surveys and observation questionnaires.
- (5) Post-Graduation survey is conducted.

Strengths of the Assessment Plan

An institution-wide assessment plan exists.

Weaknesses of the Assessment Plan

- The specific assessment data to be collected is not defined.
- No strategies to summarize and analyze data for program improvement exist.
- The challenge for the Rocky Mountain College of Art and Design will be to maintain and submit data, in required format, as it begins its preparation of Art Education K-12 teachers for the first time.

IV. STAFF RECOMMENDATION

That the Commission approve the authorization for the Rocky Mountain College of Art and Design's baccalaureate and post-baccalaureate programs in Art Education, K-12 with the understanding that a full assessment plan be in place by June 2004 and that the Rocky Mountain College of Art and Design provide annual teacher education data files to CCHE.

Appendix A

STATUTORY AUTHORITY

(C.R.S. 23-1-121 (2)) On or before July 1, 2000, the Commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education. The Commission shall work in cooperation with the State Board of Education in developing requirements for teacher preparation programs.

SBE Approval of the Rocky Mountain College of Art and Design
Bachelor of Arts in Art Education
Undergraduate Teacher Education Proposal

The Rocky Mountain College of Art and Design has submitted a request for the approval of its Bachelor of Arts in Art Education, Undergraduate Teacher Education Proposal, to CCHE. CCHE, in turn, forwarded the program elements to the State Board for content review. Excerpts of the program proposal are enumerated in this document. (The full proposal is available for review in the Office of Professional Practices and Educator Licensing.)

Key Points of the Rocky Mountain College of Art and Design Proposal:

Entry requirements with regard to the SBE program approval requirements:

- Passing of the SAT or ACT
- **Post-baccalaureate students must pass the Colorado State-approved content-area teacher exam and provide documentation, prior to student teaching.**
- BA and post-BA students must document via transcripts that they have earned a “B” or higher in their Language Arts courses.
- Students who do not meet the specifics of the criterion must pass a proficiency test.
- Entering Freshmen are required to earn 128 credit hours, including 24 in Foundations, 41 in Liberal Arts, 9 in Art Ed Electives, 24 in general Fine Arts, and 30 in major arts classes, of which 30 credit hours must have been earned prior to program entry, while having maintained a 2.5 GPA.
- Post-Baccalaureate students, with a BFA, are required to take 30-46 credits, in art education courses.
- Recent professional recommendations from educators and staff who have worked with the applicant, as well as documentation of 200 hours of having worked with children in a coaching, aiding, teaching or supervisory capacity.
- Fingerprint investigation clearance.

The State Board of Education is responsible for the following Statutory Measure:

(e) Demonstrate the skills required for licensure as specified by the State Board of Education.

(f) Comprehensive assessment of candidates' knowledge of subject matter.

General Comments:

1. **Knowledge of Literacy:**
 - AE 324 Reading in the Content Area
 - Prerequisites: Written and Oral Communication 1, 2, and 3
 - HM 305 Topics in Philosophy
 - AE 225 Introduction to Art Education,
 - AE 423 Methods in Art Education K-12
 - HS 204 Topics in American History
2. **Knowledge of Mathematics and Math Literacy:**
 - AE 328 Statistics: Assessing Learning/Teaching
 - SO 202 Psychology of Creativity

3. **Knowledge of Standards and Assessment**

- AE 225 Introduction to Art Education
- AE 423 Methods in Art Education, K-12
- HM 305 Topics in Philosophy
- AE 427 Student Teaching and Seminar

4. **Knowledge of Content**

- Must pass the State-approved content assessment
- AE 225 Introduction to Art Education
- AE 324 Reading in the Content Area
- HM 305 Topics in Philosophy
- AE 427 Student Teaching and Seminar
- AE 225 Introduction to Art Education
- Instructional Technology
- AE 423 Methods in Art Education, K-12
- Foundation and Fine Arts major courses

5. **Classroom and instructional management regarding implementation of Content Standards:**

- AE 424 Classroom Management
- AE 423 Methods in Art Education, K-12
- AE 225 Introduction to Art Education
- SO 202 Psychology of Creativity
- SO 301 American Cultural Studies
- AE 328 Statistics: Assessing Learning/Teaching
- AE 427 Student Teaching and Seminar
- AE 327 Technology: Instructional Technology

6. **Individualized Instruction:**

- AE 225 Introduction to Art Education
- SO 202 Psychology of Creativity
- SO 301 American Cultural Studies
- HM 305 Topics in Philosophy
- AE 423 Methods in Art Education, K-12
- AE 427 Student Teaching and Seminar

7. **Technology:**

- AE 327 Instructional Technology

8. **Governance:**

- AE 225 Introduction to Art Education
- HM 305 Topics in Philosophy
- HS 204 Topics in American History
- SO 301 American Cultural Studies
- AE 427 Student Teaching and Seminar

Sources of Evidence:

- Review of syllabi
- Site visit
- Meeting with content area administration, faculty, and students

Recommended Action: Approve the content of the Rocky Mountain College of Art and Design Bachelor of Arts in Art Education Undergraduate Teacher Education Proposal and direct staff to transmit a letter to CCHE with an affirmative recommendation.

February 18, 2003

Tim Foster, Executive Director
Colorado Commission on Higher Education
1380 Lawrence St., Suite 1200
Denver, Colorado 80204

Dear Director Foster:

At its meeting of Thursday, February 13, 2003, the Colorado State Board of Education voted unanimously to approve the content of the Rocky Mountain College of Art and Design (hereinafter, RMCAD) Bachelor of Arts in Art Education Undergraduate Teacher Education Proposal. The Board's action followed staff's presentation on (1) the review of the RMCAD curriculum and other evidence of content-area incorporation, as well as, (2) a report on the joint site visit, to the College, by CCHE and CDE staff, on November 26, 2002.

The State Board determined that the program is meeting the requirements specified in the Colorado Revised Statutes 22-2-109(3), and, has consequently, directed staff to transmit its affirmative recommendation to CCHE. This notification is, therefore, provided to the Colorado Commission on Higher Education, for its consideration, as it proceeds with the overall approval process of the RMCAD teacher preparation program, as mandated, by SB 99-154.

For your information:

CDE staff has worked closely with CCHE staff to assure that the RMCAD program meets Colorado's rigorous teacher preparation standards. There is a matrix in the syllabus which shows the alignment between RMCAD's educator preparation coursework and Colorado's performance-based content and teacher preparation standards.

The Colorado State Board of Education and the staff of CDE are satisfied that RMCAD's programs will produce "highly qualified" teacher candidates for Colorado licensure, and requests approval of its program, to meet the needs of Colorado's school districts and students.

Thank you for your consideration of the State Board of Education's recommendation to CCHE, regarding the Rocky Mountain College of Art and Design Bachelor of Arts in Art Education Undergraduate Teacher Education Proposal.

Sincerely,

Dorothy Gotlieb, Director
Office of Professional Services and Educator Licensing
Colorado Department of Education

Attachment: Report to Colorado State Board of Education, February 13, 2003
cc: Peggy Lamm, Chairman Colorado Commission on Higher Education
S. Samson
P. Gettle

The following report was presented, by CDE staff, to the Colorado State Board of Education, on February 13, 2003:

Colorado State Board of Education Approval of the
Rocky Mountain College of Art and Design
Bachelor of Arts in Art Education
Undergraduate Teacher Education Proposal

The Rocky Mountain College of Art and Design has submitted a request for the approval of its Bachelor of Arts in Art Education, Undergraduate Teacher Education Proposal, to CCHE. CCHE, in turn, forwarded the program elements to the State Board for content review. Excerpts of the program proposal are enumerated in this document. (The full proposal is available for review in the Office of Professional Practices and Educator Licensing.)

Key Points of the Rocky Mountain College of Art and Design Proposal:

Entry requirements with regard to the SBE program approval requirements:

- Passing of the SAT or ACT
- **Post-baccalaureate students must pass the Colorado State-approved content-area teacher exam and provide documentation, prior to student teaching.**
- BA and post-BA students must document via transcripts that they have earned a “B” or higher in their Language Arts courses.
- Students who do not meet the specifics of the criterion must pass a proficiency test.
- Entering Freshmen are required to earn 128 credit hours, including 24 in Foundations, 41 in Liberal Arts, 9 in Art Ed Electives, 24 in general Fine Arts, and 30 in major arts classes, of which 30 credit hours must have been earned prior to program entry, while having maintained a 2.5 GPA.
- Post-Baccalaureate students, with a BFA, are required to take 30-46 credits, in art education courses.
- Recent professional recommendations from educators and staff who have worked with the applicant, as well as documentation of 200 hours of having worked with children in a coaching, aiding, teaching or supervisory capacity.
- Fingerprint investigation clearance.

The State Board of Education is responsible for the following Statutory Measure:

(e) Demonstrate the skills required for licensure as specified by the State Board of Education.

(f) Comprehensive assessment of candidates' knowledge of subject matter.

General Comments:

1. Knowledge of Literacy:

- AE 324 Reading in the Content Area
 - Prerequisites: Written and Oral Communication 1, 2, and 3
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- AE 423 Methods in Art Education K-12

- HS 204 Topics in American History
2. **Knowledge of Mathematics and Math Literacy:**
 - AE 328 Statistics: Assessing Learning/Teaching
 - SO 202 Psychology of Creativity
 3. **Knowledge of Standards and Assessment**
 - AE 225 Introduction to Art Education
 - AE 423 Methods in Art Education, K-12
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 - AE 427 Student Teaching and Seminar
 4. **Knowledge of Content**
 - Must pass the State-approved content assessment
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 - AE 225 Introduction to Art Education
 - Instructional Technology
 - AE 423 Methods in Art Education, K-12
 - Foundation and Fine Arts major courses
 5. **Classroom and instructional management regarding implementation of Content Standards:**
 - AE 424 Classroom Management
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 - SO 301 American Cultural Studies
 - AE 328 Statistics: Assessing Learning/Teaching
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Sources of Evidence:

- Review of syllabi
- Site visit
- Meeting with content area administration, faculty, and students

Recommended Action: Approve the content of the Rocky Mountain College of Art and Design Bachelor of Arts in Art Education Undergraduate Teacher Education Proposal and direct staff to transmit a letter to CCHE with an affirmative recommendation.

**COLORADO DEPARTMENT OF EDUCATION/
COLORADO COMMISSION ON HIGHER EDUCATION**

**Report of On-Site Review
Teacher Education**

Rocky Mountain College of Art and Design

Statutory Measure:

(a) Admission System: Comprehensive admission system which includes screening and counseling for students who are considering becoming teacher candidates.

Rocky Mountain College of Art and Design

General Comments:

1. The Rocky Mountain College of Art and Design Art Education K-12 program will prepare candidates with a Sculpture Emphasis or with a Painting Emphasis leading to a BFA.
2. Admission to the Art Education Program includes
 - 30 credit hours earned prior to program entry, while having maintained a 2.5 GPA.
 - Earned 3.0 in Language Arts courses, or if not meet that requirement then must pass an English proficiency
 - Pass HM 305: Topics in Philosophy and SO 202: Psychology of Creativity
 - Documentation of 200 hours of having worked with children in a coaching, aiding, teaching or supervisory capacity.
3. Maintain a 2.5 GPA throughout Art Education program
4. Entering freshmen are required to earn 128 credit hours, including 24 in Foundations, 41 in Liberal Arts, 9 in Art Ed Electives, 24 in general Fine Arts, and 30 in major arts classes, of which Post-Baccalaureate students, with a BFA, are required to take 30-46 credits, in art education and education courses.
5. Post-baccalaureate students must pass the Colorado State-approved content-area teacher exam and provide documentation, prior to student teaching.
6. Recent professional recommendations from educators and staff who have worked with the applicant.
7. Fingerprint investigation clearance.

Sources of Evidence:

Onsite review

Review of program proposal documentation

Strengths:

Documentation of 200 hours of having worked with children in a coaching, aiding, teaching or supervisory capacity.

Weaknesses:

Transcript review process for transfer students is not fully articulated

Statutory Performance Measure:

(b) Screening and Counseling: Ongoing Screening and Counseling of teacher candidates by practicing teachers or faculty members.

Rocky Mountain college of Art and Design

General Comments:

1. The assigned freshman advisor will be particularly knowledgeable about foundations and Liberal Studies requirements
2. Transition from freshman advisor to the major (degree) advisor is structured and collaborative
3. All art education candidates meet with their advisor a minimum of once per trimester
4. The Supervising faculty member, either full-time or adjunct, observes the candidate at least once during field experiences and meet with the candidate once per twenty hours of field experience.
5. There are clearly defined processes and guidelines for referring, counseling and redirecting teacher candidates that are in writing.
6. If deficiencies are noted in content standards the applicant is advised that specific classes will be added to the requirements.
7. Advising records are maintained and the system of distribution is defined

Sources of Evidence

Onsite review

Review of program proposal documentation

Strengths:

The Supervising faculty member, either full-time or adjunct, has clearly defined expectations that must be met.

Weaknesses:

There are no defined weaknesses evident in the Rocky Mountain College of Art and Design screening and counseling element of the program proposal.

Statutory Performance Measure:

(c) Coursework and field-based training: Coursework and field-based training integrates theory and practice and educates teacher candidates in the methodologies, practice, and procedures of testing standards-based education.

Rocky Mountain College of Art and Design

General comments:

1. The K-12 Art Education program may be completed in 8 “trimesters” or within the four year requirement, based on 16 credits per trimester hour
2. The art education curriculum is designed to include an appropriate mix of general studies (27% of the required program), art/design content (50%), and teaching/professional knowledge (23%).
3. The curriculum is delivered through studio, lecture, seminar, research and field experience to integrate theory and practice.
4. Candidates are required to complete field experience in a standards-based classroom
 - 150 hours of verified supervised field experience is required beginning in the fifth trimester - in addition to the 680 hours of student teaching. (Field experience is detailed in Statutory Performance Measure [d].)

Sources of Evidence:

Onsite review
Review of program proposal documentation
Syllabi analysis

Strengths:

Eight “Trimester” design of the program allows a candidate to attend year round to complete the program earlier than the traditional four years.

Weaknesses:

The general studies science requirement lacks laboratory requirements

Statutory Performance Measure:

d. Each candidate completes a minimum of 800 hours of field experience that relates to predetermined learning standards.

Rocky Mountain College of Art and Design

General Comments:

1. Required Field Experience hours total 830.
 - Supervised field experience internships prior to student teaching requires 150 hours:
 - AE 324 Reading in the Content Area; 15 hours
 - Goal: observe strategies in the art room supporting and enhancing literacy skills for elementary students

- AE 328 Statistics: Assessing Learning and Teaching; 15 hours
 - Goal: observe classroom strategies for organizing data, planning and demonstrating instruction, assessment and evaluation.
 - AE 225 Introduction to Art Education; 60 hours including
 - Goal: observe, apply, design, and demonstrate practical applications to theoretical and philosophical topics discussed in class
 - AE 423 Methods in Art Education; 60 hours including
 - Goal: observe, apply, design and demonstrate practical applications, curricular designs, and instructional strategies with focus on observing, researching and evaluating successful lesson and unit plans; in latter part of internship candidate with deliver and implement lessons under supervision of the cooperating and the supervising teachers.
- Student teaching requires two placements for a total of 680 hours: both experiences are designed for the student teacher to gradually increase their responsibility for taking over the teaching with the guidance and coaching of both the cooperating teacher and the faculty supervising teacher
 - AE 425 Student Teaching - Elementary: 6 weeks for 320 hours
 - AE 426 Student Teaching – Secondary: 9 weeks for 360 hours
- 2. Student Teaching Seminar (AE 427) is taken concurrently with student teaching
- 3. Criteria for Field Experience sites are rigorous, clearly defined and evaluated by the Art Education Program Chair. The Chair visits each potential partner school to determine their ability and commitment to provide necessary support in philosophy, resources and facility.
- 4. Cooperating Teacher criteria are clearly defined. They must have a minimum of three years teaching experience in a visual art program and interview with the RMCAD Program Chair. Cooperating teachers are encouraged (but not required) to hold membership in the Colorado Art Education Association.
- 5. Student teachers work concurrently with a cooperating teacher from an approved school site and with a supervising teacher who is either a full-time or adjunct faculty member of Rocky Mountain College of Art and Design.
- 6. The student teaching experience is designed to emphasize the application of the Colorado standards required for licensure

Sources of Evidence:

Onsite review

Review of program proposal documentation

Review of list of proposed partner schools and cooperating teachers

Strengths:

Seminar accompanying full time student teaching

Clear criteria for field experience sites and for cooperating teachers including verification through visit and interview by program chair.

Field experience and Student teaching assignments in both elementary and secondary for preparation of a K-12 license

Weaknesses:

Field experiences begin during the fifth trimester when a student is halfway through the program. CCHE staff suggested to RMCAD administrators that they consider providing a field experience and art education course earlier in the program sequence.

Statutory Performance Measure:

(e) Demonstrate the skills required for licensure as specified by the State Board of Education.

Rocky Mountain College of Art and Design

General Comments:

1. **Knowledge of Literacy:**
 - AE 324 Reading in the Content Area
 - Prerequisites: Written and Oral Communication 1, 2, and 3
 - HM 305 Topics in Philosophy
 - AE 225 Introduction to Art Education,
 - AE 423 Methods in Art Education K-12
 - HS 204 Topics in American History
2. **Knowledge of Mathematics and Math Literacy:**
 - AE 328 Statistics: Assessing Learning/Teaching
 - SO 202 Psychology of Creativity
 - Remedial coursework is available for those candidates not demonstrating proficiency.
3. **Knowledge of Standards and Assessment**
 - AE 225 Introduction to Art Education
 - AE 423 Methods in Art Education, K-12
 - HM 305 Topics in Philosophy
 - AE 427 Student Teaching and Seminar
4. **Knowledge of Content**
 - Must pass the State-approved content assessment
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- Instructional Technology
- AE 423 Methods in Art Education, K-12
- Foundation and Fine Arts major courses

5. Classroom and instructional management regarding implementation of Content Standards:

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- AE 427 Student Teaching and Seminar
- AE 327 Technology: Instructional Technology

6. Individualized Instruction:

- AE 225 Introduction to Art Education
- AE 427 Student Teaching and Seminar

7. Technology:

- AE 327 Technology: Instructional Technology

8. Educational Governance:

- AE 225 Introduction to Art Education

Sources of Evidence:

Review of syllabi
Site visit

Strengths:

Written and oral communication 1, 2, & 3 are prerequisites

Weaknesses:

Specifics to address standards six and eight not clearly articulated

Statutory Performance Measure:

f. Comprehensive assessment of candidates' knowledge of subject matter.

Rocky Mountain College of Art and Design

General Comments:

1. The Rocky Mountain College of Art and Design art education program is assessed by a citizens advisory committee made up of art education professionals for elementary, secondary, higher education and administrative levels.
2. Program revision is also initiated by the analysis of data provided via student surveys and observation questionnaires, portfolios and pending tools such as the Teacher Work Sample
3. Passing the State approved content exam is required before student teaching
4. Embedded assessments in courses clearly articulated
5. Student Portfolio includes artifacts documenting what they know and are able to do
6. The Rocky Mountain College of Art and Design program proposal has an extensive document "Assessment Initiatives: History, Plan & Model."

Sources of Evidence:

Review of program proposal

Site visit

Strengths of the Assessment Plan:

The Rocky Mountain College of Art and Design program proposal has an extensive document of, "Assessment Initiatives: History, Plan, & Model. When the document is edited to include the Art Education Department (pending state approval) it will add detailed information for assessment including student assessment and plans for program improvement based on analysis of data.

Weaknesses of the Assessment Plan:

The specific assessment data to be collected is not defined.

No strategies to summarize and analyze data for program improvement exist.

The challenge for the Rocky Mountain College of Art and Design will be to maintain and submit data, in required format, as it begins its preparation of Art Education K-12 teachers for the first time.

TOPIC: TEACHER EDUCATION AUTHORIZATION: UNIVERSITY OF PHOENIX

PREPARED BY: PATTY GETTLE

I. SUMMARY

The University of Phoenix has requested teacher education authorization for post-baccalaureate preparation leading to licensure in elementary education and licensure in secondary education for the licensure areas of Business Education, Marketing Education, Technology Education, Mathematics, English/Language Arts, and Social 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 reviewed the University of Phoenix's admissions and counseling system, content, and mastery of skills at its February 13, 2003, meeting ([attachment A](#)) The State Board of Education recommended that CCHE consider this proposal ([attachment B](#)). CCHE staff reviewed the University of Phoenix field experience and assessment plan.

The staff recommend that the Commission authorize the University of Phoenix to offer post-baccalaureate teacher education in Elementary Education, Secondary Mathematics, Secondary Language Arts, Secondary Social Studies, Secondary Business Education, Secondary Marketing Education, and Secondary Technology Education, with the understanding that a full assessment plan will be in place by June 2004 and that the University of Phoenix provide annual teacher education data files to CCHE.

II. BACKGROUND

The protocol for the private institutions differs somewhat from that of the 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 reviewed (d) the quality of the field experience and (f) assessment plan while CDE analyzed (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.

The University of Phoenix submitted a proposal in October 2002. CCHE and CDE staff read the descriptive materials prior to the on-site visit. The University of Phoenix faculty and staff responded to all requests for additional materials and explanations. The staff worked diligently, both locally and with their lead campus, to develop quality additions and revisions and/or adaptations to meet Colorado requirements.

The on-site review for the University of Phoenix occurred on January 8, 2003. The on-site visit included time meeting with faculty, college administrators, and K-12 partner school district administrators and tour and review of the physical facilities ([attachment C](#)).

The State Board of Education reviewed the University of Phoenix's admissions and counseling system, content, and mastery of skills at its February 13, 2003 meeting. The State Board of Education recommended that CCHE consider this proposal.

III. STAFF ANALYSIS

The following section summarizes the analysis of the University of Phoenix's proposed field experience and assessment plan, including strengths and weaknesses.

Field Experience

The CCHE focus during the review was on the University of Phoenix's field experience component and the capacity for students to apply content and professional knowledge in authentic school settings with teacher and faculty supervision. CCHE, in its review of the supervised field experience, ensured that the University of Phoenix had the mandatory 800 hours of field experience during its program in an authentic K-12 classroom and that the field experience was frequent, focused, and intense.

General Comments:

- (1) Field-based experiences account for a minimum of 800 hours and are associated with teaching in supervised settings. Faculty supervision and practical teaching occur on-site with involvement of the cooperating teacher. The 800 hours of field experience relate to predetermined learning standards that are clearly defined in course curricula.
- (2) The Elementary and the Secondary programs are designed on a fourteen month time frame. The curriculum entails 14 courses equaling 33 credits, which include the student teaching requirements. The elementary and secondary programs follow a similar sequence of required courses during the first six and a half months. The courses offered in the next seven months are courses are specific to elementary or secondary preparation. Of these, 15 weeks are spent in full-time student teaching in a standards-based classroom in one of the approved partner schools.

- (3) Field experiences are imbedded in 12 of the 14 courses. The field experiences are sequential and progressive in scope, frequency, and intensity. In the first two months there are required structured classroom observations. The third and fourth months include, in addition to observations, one-on-one tutoring and lesson plan development. Months five and six progress to supervised small-group planning and instruction. In months seven and eight, supervised assessment and remediation are added to small group instruction. The ninth and tenth months take the field experience to the supervised large-group level of instruction, assessment, and remediation.
- (4) The student teaching experience (15 week, 640 hours) begins in month eleven and continues through month fourteen. The candidate is increasingly responsible for large group instruction for extended periods of time, culminating in at least four weeks of full classroom responsibility for instruction and assessment under the supervision of the cooperating teacher and faculty supervisor. Within the school setting, candidates integrate theory with practice by applying various components of classroom management, technology, instruction and assessment and remediation, planning and adapting for diversity, and parent and community involvement.
- (5) The University of Phoenix signed a School Affiliation Agreement with K-12 partner schools. See Site-review Report for description and list of participant schools and districts.

Strengths of field experience:

- In the elementary and secondary licensure areas, hours were clearly defined; predetermined learning standards were clearly identified with lessons taught.
- All performance-based teacher education standards are evaluated during student teaching, where a teacher candidate must demonstrate competence in the Performance-Based Standards.
- During student teaching, College of Education faculty hold related seminars. Many of the seminar topics deal with the Performance-Based Measures for Teachers.
- Clearly defined criteria to identify and select K-12 teachers as cooperating teachers for the field experience are in place assuring that each classroom placement fosters the type of field experiences that teacher candidates need.
- During the field experiences, students have the opportunity to deliver instruction, demonstrate how to adapt content knowledge to content standards, develop assessment tools to evaluate achievement of content standards, and diagnose learning difficulties. They communicate with parents about student progress and deficiencies and must change teaching styles to respond to student learning needs.

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:

The University of Phoenix College of Education has adopted a developmental approach to candidate assessment. Assessment data will be collected at key phases of the education programs:

- Admissions -- Passing score required on the State-approved content exam
- Progression – Grade point average.
- Candidate Program Performance -- Program rubric and professional teacher portfolio measure proficiencies including content-area knowledge.
- Practicum Experiences -- University faculty supervisors and the cooperating teacher are responsible for verifying that each candidate has attained all applicable standards prior to recommending the candidate for a teaching license.
- Post-Graduation --post-graduation survey.

Strengths of the Assessment Plan

- The most developed part of the University of Phoenix's assessment plan is the part that documents candidates' mastery of teaching skills. The UP program requires a professional electronic portfolio linking student evidence to standards, competencies, and proficiencies. The portfolio will be introduced during the first course and course products will be amended to demonstrate mastery of skills as students progress through the curriculum.
- In each course, various proficiencies will be evaluated using the program rubric. Candidates are expected to progress from "basic" at the beginning of the program to "proficient" or "advanced" prior to graduation. Candidates not progressing satisfactorily along the program continuum will receive counseling and remediation options.

Weaknesses of the Assessment Plan

- The specific assessment data to be collected is not defined. It will be determined collaboratively by the Education Program Councils, faculty members, and field-based supervisors, if the teacher education program is approved.
- The Business, Marketing, and Technology assessments are not defined.
- No strategies to summarize and analyze data for program improvement exist.

- The assessment plan does not describe how prospective candidates will be advised if they do not pass the content exam.

IV. STAFF RECOMMENDATION

That the Commission approve the authorization for the University of Phoenix's post-baccalaureate programs in Elementary Education, Secondary Mathematics, Secondary Language Arts, Secondary Social Studies, Secondary Business Education, Secondary Marketing Education, and Secondary Technology Education, with the understanding that a full assessment plan be in place by June 2004 and that the University of Phoenix provide annual teacher education data files to CCHE.

Appendix A

STATUTORY AUTHORITY

(C.R.S. 23-1-121 (2)) On or before July 1, 2000, the Commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education. The Commission shall work in cooperation with the State Board of Education in developing requirements for teacher preparation programs.

The following report was presented, by CDE staff, to the Colorado State Board of Education, on February 13, 2003:

SBE Approval of the University of Phoenix Master of Arts in Education Teacher Education Proposal

The University of Phoenix has submitted a request for the approval of its Master of Arts in Education, Teacher Education Proposal, to CCHE. CCHE, in turn, forwarded the program elements to the State Board for content review. Excerpts of the program proposal are enumerated in this document. (The full proposal is available for review in the Office of Professional Practices and Educator Licensing.)

Key Points of the University of Phoenix Proposal:

Entry requirements with regard to the SBE program approval requirements:

- For elementary licensure, include a major in at least one of the following: Language arts, Liberal arts, Humanities, Sciences, Mathematics, Social sciences, Business*, Health*, Information technology. * If majoring in these majors, the candidate must have 6+ credits in language arts, social sciences and mathematics.
- Transcripts, which include credits in English composition; Natural science + Lab or Biology, Chemistry, Physics, Earth Science or Geology; Mathematics, College Algebra or higher; Social Sciences (United States History, Geography, United States Government, World Civilization or Economics); Literature, Humanities or Fine Arts; Health or physical education.
- For secondary licensure, a major in at least one of the following: English/language arts, Business, Information technology, Mathematics, Science (any field), Social Studies/History/political science
- Passing score on the State-approved content exam
- Passing score on all parts of the basic-skills proficiency assessment in reading, grammar and mathematics.
- And a fingerprint investigation clearance

The State Board of Education is responsible for the following Statutory Measure:

(e) Demonstrate the skills required for licensure as specified by the State Board of Education.

(f) Comprehensive assessment of candidates' knowledge of subject matter.

General Comments:

1. **Literacy:** Heavy emphasis on the teaching of all aspects of reading and language arts. Literacy skills are incorporated throughout subject areas.
 - MAT 530 Reading and Language Arts: Curriculum Constructs and Assessment is required for elementary teaching candidates.

- MAT 542 Reading Methods: Curriculum Constructs and Assessment is required for secondary teaching candidates.
2. **Mathematics and Math Literacy:**
 - As part of the initial admission process, basic mathematics is assessed.
 - Remedial coursework is available for those candidates not demonstrating proficiency.
 - Instruction in the teaching of mathematical functions is followed by field experience and integration into lesson planning for demonstrations of proficiency.
 3. **The following courses include specific incorporation of Colorado Content Standards:**
 - MAT 510: Models, Theories and Instructional Strategies
 - MAT 540: Curriculum Constructs and Assessment: Reading Methods, Secondary Methods
 - MAT 542: Curriculum Constructs and Assessments: Reading Methods for Secondary Settings
 - MAT 543: Secondary Student Teaching Seminar III: Instruction and Assessment
 - MAT 545: Secondary Distance Education Methods
 4. **Content Requirements:**
 - Must pass the State-approved content assessment
 - Undergo a transcript review
 - MAT 510: Models, Theories and Instructional Strategies
 - MAT 540: Curriculum Constructs and Assessments: Secondary Methods
 - MAT 542: Curriculum Constructs and Assessments: Reading Methods for Secondary Settings
 - MAT 543: Student Teaching Seminar III: Instruction and Assessment
 5. **Classroom and instructional management regarding implementation of Content Standards:**
 - MAT 500: The Art and Science of Teaching
 - MAT 505: Child and Adolescent Development
 - MAT 510: Models, Theories and Instructional Strategies
 - MAT 523: Maintaining an Effective Learning Environment
 - MAT 524: Elementary Student Teaching II: Classroom Management
 - MAT 525: Secondary Student Teaching II: Classroom Management
 - MAT 552: Secondary Student Teaching IV: Family and Community Involvement

Sources of Evidence:

- Review of syllabi
- Site visit
- Meeting with content area administration, faculty, and students

Recommended Action: Approve the content of the University of Phoenix Master of Arts in Education Teacher Education Proposal, and direct staff to transmit a letter to CCHE with an affirmative recommendation.

February 14, 2003

Tim Foster, Executive Director
Colorado Commission on Higher Education
1380 Lawrence St., Suite 1200
Denver, Colorado 80204

Dear Director Foster:

At its meeting of Thursday, February 13, 2003, the Colorado State Board of Education voted unanimously to approve the content of the University of Phoenix Master of Arts in Education Teacher Education Proposal. The Board's action followed staff's presentation on (1) the review of the University of Phoenix curriculum and other evidence of content-area incorporation, as well as (2) a report on the joint site visit, to the University, by CCHE and CDE staff, on January 8, 2003.

The State Board determined that the program is meeting the requirements specified in the Colorado Revised Statutes 22-2-109(3), and, has consequently, directed staff to transmit its affirmative recommendation to CCHE. This notification is, therefore, provided to the Colorado Commission on Higher Education, for its consideration, as it proceeds with the overall approval process of the University of Phoenix teacher preparation program, as mandated, by SB 99-154.

For your information:

CDE staff has worked closely with CCHE staff to assure that the University of Phoenix program meets Colorado's rigorous standards. In the most recent review of the course syllabi of the program, our team noted, specifically, the matrix showing the nexus between educator preparation coursework and its alignment with Colorado performance-based content and teacher preparation standards.

The administration and faculty of the University of Phoenix, in Colorado, have been aware, for quite some time, of concerns regarding their program, and, for the last year or more, have drastically modified their Colorado curriculum, which had, originally, been based on institutional standards coming out of the University of Phoenix, in Arizona, and have brought it in line with Colorado's standards. As part of its reformulated mission, at least for Colorado purposes, the University of Phoenix has officially adopted the State's performance based standards, from SB 99-154, into the design of their proposal. One can now see an impressive program stressing cohort groups, which reinforce class work; partnerships with schools and districts; a carefully-chosen and stringently-trained practitioner faculty; accessibility for those who work full-time; and, most especially, the built-in demonstrations of proficiency in all domains, including extensive field-work.

Among the major strengths of the program, in terms of the future teaching corps of Colorado, is taking work and life-experienced graduates into the program and, in addition, insistence on a 15-week full-time student-teaching commitment.

I commend the University of Phoenix, in Colorado. It is certainly not easy to turn a national bottom-line corporation around to meet Colorado's rigorous standards. The University, in turn, has commended the State of Colorado, for bringing it to a new program orientation - that of demonstrated proficiency, which, according to its national representatives, is being adopted into its programs, across the country.

School districts around the University of Phoenix programs have expressed a desire for the University of Phoenix program to move forward, so that increased numbers of high quality staff will be available. The Colorado State Board of Education and the staff of CDE are satisfied that the University of Phoenix programs will produce "highly qualified" teacher candidates for Colorado licensure, and requests speedy approval of its program, to meet the needs of Colorado's school districts and students.

Thank you for your highest consideration of the State Board of Education's recommendation to CCHE, regarding the University of Phoenix Master of Arts in Education Teacher Education Proposal.

Sincerely,

Dorothy Gotlieb, Director
Office of Professional Services and Educator Licensing
Colorado Department of Education

Attachment:

Presentation to the Colorado State Board of Education regarding the University of Phoenix.

cc: Peggy Lamm, Chairman Colorado Commission on Higher Education
S. Samson
P. Gettle

**COLORADO DEPARTMENT OF EDUCATION/
COLORADO COMMISSION ON HIGHER EDUCATION**

**Report of On-Site Review
Teacher Education**

THE UNIVERSITY OF PHOENIX

Statutory Measure:

(a) Admission System: Comprehensive admission system which includes screening and counseling for students who are considering becoming teacher candidates.

University of Phoenix

General Comments:

1. University of Phoenix offers only post-baccalaureate teacher education programs.
2. University of Phoenix has a clear admissions system.
3. Admission requirements to the University of Phoenix include a/an:
 - Undergraduate degree from a regionally- or nationally-accredited college or university;
 - Minimum equivalent of three years of post-high school work experience; and have a
 - GPA of 2.5, for the undergraduate degree.
4. The applicant must:
 - Be currently employed;
 - Have signed an enrollment agreement; and
 - Have appropriate access to technology.
5. Admission requirements to the College of Education also include a/an:
 - Comprehensive transcript review
 - For elementary licensure, a major in at least one of the following:
 - Language arts
 - Liberal arts
 - Humanities
 - Sciences
 - Mathematics
 - Social sciences
 - Business*
 - Health*
 - Information technology*

*If majoring in these majors, must have 6+ credits in language arts, social sciences and mathematics.

- In addition, for admission to the elementary education program, transcripts must include the following coursework:
 - English composition (minimum 3 semester credits)
 - Natural science + Lab (4 semester credits) – or – (2 courses chosen from Biology, Chemistry, Physics, Earth Science or Geology – 6 semester credits)
 - Mathematics: College Algebra or higher (minimum 3 semester credits)
 - Social Sciences: United States History, Geography, United States Government, World Civilization or Economics (minimum 3 semester credits).
 - Literature, Humanities or Fine Arts (minimum 3 semester credits)
 - Health education or physical education (minimum 2 semester credits)
- For secondary licensure, a major in at least one of the following:
 - English/language arts
 - Business
 - Information technology
 - Mathematics
 - Science (any field)
 - Social Studies/History/political science
- Passing score on Colorado’s State-approved content exam.
- Passing score on all parts of the basic-skills proficiency assessment in reading, grammar and mathematics.
- Passing score on the formal oral interview that occurs during the MAT 511 or MAT 512 course.
- Two recent professional letters of recommendation.
- Fingerprint and background investigation clearance.
- And taking an introductory course, which provides detailed information on study skills, resources, and information about the University of Phoenix program and its standards.

Sources of Evidence:

Onsite review
 Review of program proposal documentation

Strengths:

Requirement for work experience (real life)
 Requirement for commitment to a minimum of 15 weeks of full-time student teaching

Weaknesses:

There are no defined weaknesses evident in the University of Phoenix program proposal.

Statutory Measure:

(b) Screening and Counseling: Ongoing Screening and Counseling of teacher candidates by practicing teachers or faculty members.

University of Phoenix

General Comments:

1. Each student in the teacher education program is assigned an Academic Counselor.
2. Students must meet with his/her assigned teacher education program advisor, prior to each registration.
3. Faculty advisors are available both in person, on campus, and online, to monitor student progress and provide information and assistance to students, as needed.
4. Counseling responsibilities are clearly defined for faculty.
5. Teacher education candidates meet with their advisors on a regular basis, as required.
6. Candidates who do not pass the appropriate content area exam are given a coursework remediation plan that is monitored, by the Academic Counselor, throughout the program.
7. All documentation related to faculty recommendations and/or advice to a candidate is maintained in individual candidate files.

Sources of Evidence:

Onsite review

Review of program proposal documentation

Strengths:

Faculty is extensively trained on how to advise and counsel students.

Online advising of students

If students receive one or more faculty referrals, they are advised, remediated, or counseled out of the program, as appropriate, based on a clearly-defined policy, described and documented in the program proposal.

All documentation related to faculty recommendations/advice to a candidate is maintained in individual candidate files at the appropriate campus.

Weaknesses:

The University of Phoenix has a challenge with regard to its advising and counseling system, as, except for the period of time of student teaching, the candidates are required to be employed full-time, with the difficulty being how to arrange meeting times. Advisors are available, however, when classes are in session.

Statutory Performance Measure:

(c) Coursework and field-based training: Coursework and field-based training integrates theory and practice and educates teacher candidates in the methodologies, practice, and procedures of testing standards-based education.

University of Phoenix

General Comments:

1. Candidates are required to complete early field experience in a standards-based classroom.
 - A minimum of 200-hours of verified supervised field experience is required - in addition to the 600 hours of student teaching. (Field experience is detailed in Statutory Performance Measure [d].)
2. Various developmental assignments are part of the required coursework and designed for the understanding and application of educational theory.
 - Example: Human development theory begins with basic instruction and readings; then moves on to field experience, and finally to the creation of lesson plans appropriate to the various ability levels and ages of learners.
3. Learning team participation, for all courses, requires that candidates meet in small cohorts to discuss and plan out assignments; log them; make presentations; and eventually, utilize the concepts in lesson planning and in direct delivery of instruction.

Sources of Evidence:

Onsite review

Review of program proposal documentation

Interviews with alumni of the *principal* preparation program

Syllabi of required coursework

Strengths:

The Learning Team model

Sequential learning, observation and application requirements

Weaknesses:

The challenge for the University of Phoenix is to insure that faculty monitoring of the learning teams identifies weaker members of a cohort and advises/counsels those members so that learning within the cohort accomplishes set objectives.

Statutory Performance Measure:

d. Each candidate completes a minimum of 800 hours of field experience that relates to predetermined learning standards.

University of Phoenix

General Comments:

1. Student teachers work concurrently with a cooperating teacher from an approved school site and with a University of Phoenix faculty supervisor.
2. Field experience: Early supervised field experience requires a minimum of 215-hours; and full-time student teaching requiring 640 hours - for a *minimum* total of 855-field experience hours.
3. Candidates are provided with a clinical supervision model, during the instructional phase of coursework, that utilizes observation, analysis, reflection and conferencing components.
4. Student teachers are responsible for completing topical assignments designed to provide demonstrations of the practical application of the skills and knowledge acquired from program curricula. The completion of each assignment is designed to coincide with faculty supervisor visitations and/or student teaching seminars.
5. Full-time student teaching is completed in conjunction with MAT 511, MAT 524, MAT 533, and MAT 551 Student Teaching Seminars. Students will be assigned to a full-time student teaching placement for 40 hours per week, totaling 640-hours
6. The student teaching experience is designed to emphasize the application of the Colorado standards required for licensure
7. Learning team participation, for all courses, requires that candidates meet in small cohorts to discuss and plan out assignments, log them, make presentations, and to utilize the concepts in lesson-planning and in the direct delivery of instruction.
8. Cooperating Teacher criteria are rigorous and clearly defined. Cooperating teachers receive materials and training for the roles they play, in the program. Training includes information on the use of evaluation instruments; on standard observation methodology; and on feedback and coaching strategies, to assist student teachers. Cooperating teachers must complete an online tutorial which confirms their understanding of the material.
9. The University of Phoenix staff members work with local school districts to select quality field sites that provide diverse experiences for candidates headed for standards-based classrooms. The following is a list of the schools and districts which have agreed to accept University of Phoenix student teachers into their classrooms:
 - Jefferson County School District

- Aurora Public School District
 - Cherry Creek School District
 - Pueblo #60
 - Pueblo #70
 - Colorado Springs #11
 - Fountain-Ft. Carson
 - Cripple Creek
 - Widefield
 - Harrison
10. All candidates for teacher education are required to take the following courses, which are all entry points into the program. Each of these courses has a field experience requirement
- MAT 500 The Art and Science of Teaching – 4 week course - field experience observation
 - MAT 505 Child and Adolescent Development – 6 week course – field experience observation
 - MAT 510 Models, Theories and Instructional Strategies - 6 week course – field experience observation, lesson plan development
 - MAT 520 The Diverse Classroom – 6 week course - field experience observation
 - MAT 523 Maintaining an Effective Learning Climate – 4 week course - field experience observation, lesson plan development

The following courses are required for Elementary Teacher Education candidates. Courses that require field experience are so noted.

- MAT 530 Curriculum Constructs and Assessment: Reading/Language Arts – 8 week course - field experience tutoring, lesson plan development
- MAT 532 Curriculum Constructs and Assessment: Science/Math – 8 week course – field experience observation, lesson plan development, supervised small group planning and instruction
- MAT 536 Curriculum Constructs and Assessment: Social Studies/Fine Arts – 4 week course – field experience observation, lesson plan development
- MAT 550 Legal and Ethical Issues in Education – 2 week course
- MAT 560 Action Research – 8 week course

The following courses are required for Secondary Teacher Education candidates. Courses that require field experience are so noted.

- MAT 540 Curriculum Constructs and Assessment: Secondary Methods – 8 week course – field experience observation, lesson plan development, supervised group planning and instruction
- MAT 542 Curriculum Constructs and Assessment: Secondary Reading Methods – 6 week course – field experience observation, supervised individual & small group assessment
- MAT 545 Secondary Teacher Education Methods – 6 week course – field experience – field experience observation
- MAT 550 Legal and Ethical Issues in Education – 2 week course

- MAT 560 Action Research – 8 week course

The following courses are seminars designed to accompany the Student Teaching experience:

- MAT 511 Elementary Student Teaching I: The Professional Educator – 2 week seminar course
- MAT 512 Secondary Student Teaching I: The professional Educator – 2 week seminar course
- MAT 524 Elementary Student Teaching II: Classroom Management – 2 week seminar course
- MAT 525 Secondary Student Teaching II: Classroom Management – 2 week seminar course
- MAT 533 Elementary Student Teaching III: Instruction – 2 week seminar course
- MAT 543 Secondary Student Teaching III: Instruction – 2 week seminar course
- MAT 551 Elementary Student Teaching IV: Parent/Community Involvement – 2 week seminar course
- MAT 552 Secondary Student Teaching IV: Parent/Community Involvement – 2 week seminar course

11. The following table details the field experience requirements.

UNIVERSITY OF PHOENIX

Teacher Education Authorization	Level of Field Experience	Frequency	Scope	Intensity
Elementary	Post-baccalaureate	30-50 hours	Structured classroom observations	<p>The following courses all include supervised field experience and are designed to be taken in a sequential manner that increases the level of responsibility of the candidate. They progress in intensity: observations tutoring, lesson development small group instruction small group instruction /remediation large group instruction/ remediation</p> <p>Elementary & Secondary: MAT 500 MAT 505 MAT 510 MAT 523 Elementary only: MAT 530 MAT 532 MAT 536 Secondary only: MAT 540 MAT 542</p> <p>The Student Teacher Candidate spends 15 weeks full time in the assigned classroom and is increasingly responsible for large group instruction for extended periods of time culminating in at least 4 weeks of primary responsibility including instruction and assessment. The following are the seminar courses that accompany student teaching.</p> <p>Elementary only: MAT 511 MAT 524 MAT 533 MAT 551 Secondary only: MAT 512 MAT 525 MAT 543 MAT 554</p>
Secondary: with endorsements in:		40-50 hours	One-on-one tutoring, lesson plan development	
Business Education		45-60 hours	Supervised, small group planning / instruction	
Marketing Education				
Technology Education		50-70 hours	Supervised, small group planning / instruction / remediation	
Mathematics		50-70 hours	Supervised, large group planning / instruction / remediation	
English/Language Arts				
Social Studies				
		640 hours	Student teaching:	
Total		855 minimum hours		

Sources of Evidence:

Onsite review
Review of program proposal documentation
Detailed analysis of all Syllabi with field experience components
Interviews with Partner School District representatives
Review of Partner School contract to be used and documented requirements

Strengths:

Curricula clearly defining expectations and requirements
Early field experiences with progressively demanding requirements
Seminars accompanying full time student teaching
Written Commitment to full-time student teaching assignment
Clear criteria for cooperating teachers
Specific training provided for cooperating teachers

Weaknesses:

There are no defined weaknesses evident in the University of Phoenix program proposal.

Statutory Measure:

(e) Demonstrate the skills required for licensure as specified by the State Board of Education.

University of Phoenix

General Comments: The University of Phoenix has adopted the performance-based tenets of SB 99-154 in the design of their proposal

1. Literacy: Heavy emphasis on the teaching of all aspects of reading and language arts. Literacy skills are incorporated throughout subject areas.
 - MAT 530 Reading and Language Arts: Curriculum Constructs and Assessment is required for elementary teaching candidates.
 - MAT 542 Reading Methods: Curriculum Constructs and Assessment is required for secondary teaching candidates.
2. Mathematics and Math Literacy:
 - Basic mathematics is assessed as part of the initial admission process.
 - Remedial coursework is available for those candidates not demonstrating proficiency.
 - Instruction in the teaching of mathematical functions is followed by field experience and integration of content into lesson planning, with demonstrations of proficiency.
3. The following courses include specific incorporation of Colorado Content Standards:
 - MAT 510: Models, Theories and Instructional Strategies
 - MAT 540: Curriculum Constructs and Assessment: Reading Methods, Secondary Methods
 - MAT 530: Curriculum Constructs and Assessments: Reading and Language Arts (Elementary program)
 - MAT 542: Curriculum Constructs and Assessments: Reading Methods for Secondary Settings
 - MAT 533: Elementary Student Teaching Seminar III: Instruction and Assessment
 - MAT 543: Secondary Student Teaching Seminar III: Instruction and Assessment
 - MAT 545: Secondary Distance Education Methods
4. Content:
 - Must pass the State-approved content assessment
 - Undergo a transcript review
 - MAT 510: Models, Theories and Instructional Strategies
 - MAT 540: Curriculum Constructs and Assessments: Secondary Methods
 - MAT 530: Curriculum Constructs and Assessments: Reading and Language Arts (Elementary program)
 - MAT 542: Curriculum Constructs and Assessments: Reading Methods for Secondary Settings
 - MAT 543: Student Teaching Seminar III: Instruction and Assessment

5. Classroom and instructional management
 - MAT 500: The Art and Science of Teaching
 - MAT 505: Child and Adolescent Development
 - MAT 510: Models, Theories and Instructional Strategies
 - MAT 523: Maintaining an Effective Learning Environment
 - MAT 524: Elementary Student Teaching II: Classroom Management
 - MAT 525: Secondary Student Teaching II: Classroom Management
 - MAT 552: Secondary Student Teaching IV: Family and Community Involvement
6. Individualized instruction:
 - MAT 500: The Art and Science of Teaching
 - MAT 505: Child and Adolescent Development
 - MAT 510: Models, Theories and Instructional Strategies
 - MAT 520: The Diverse Classroom
 - MAT 545: Secondary Distance Education Methods
 - MAT 550: Legal and Ethical Issues in Education
7. Technology:
 - Candidates must demonstrate proficiency in the use of technology skills, throughout the curriculum
 - Candidates are provided with experiences in using technology to support instruction, and enhance student learning, throughout the curriculum.
 - Program rubric evaluating candidate performance includes technology as part of the assessment, in all but two proficient and advanced categories.
8. Educational Governance:
 - MAT 550: Legal and Ethical Issues in Education
 - MAT 500: The Art and Science of Teaching
 - MAT 511: Elementary Student Teaching I: The Professional Educator
 - MAT 512: Secondary Student Teaching I: The Professional Educator

Sources of Evidence:

Review of syllabi
 Site visit
 Meeting with content area faculty

Strengths:

Fully comprehensive content
 Field experiences
 Demonstrations of proficiency, practical applications inherent in class and fieldwork

Weaknesses:

No weaknesses have been identified in the delivery of skills or demonstrations of proficiency, as required for licensure, as specified by the State Board of Education.

Statutory Performance Measure:

f. Comprehensive assessment of candidates' knowledge of subject matter.

General Comments:

University of Phoenix

While there is no source of data for previously-prepared students, since this University of Phoenix program is a new proposal, the design of the assessment plan must insure that data *will be* gathered, reported and utilized for program analysis and improvement. The University of Phoenix College of Education has adopted a developmental approach to candidate assessment. Assessment data is collected after the completion of key phases of the education programs. The specific data to be collected will be determined collaboratively by the Education Program Councils, faculty members, and field-based supervisors. The four phases, following which data will be collected and analyzed, are Admissions and Progression, Candidate Program Performance, Practicum Experiences, and Post-Graduation. The data to be collected in the four phases are as follows:

1. Admissions and Progression

Examples of data collected at the admission level include:

- previous work experience
- current employment
- demographic data
- grade-point average
- type of program or degree completed
- corroborating data, such as standardized test scores, basic skills results, technology proficiency, letters of recommendation, etc.

2. Candidate Program Performance

Progression data will include many different types of information about candidates and their progress toward positively affecting student learning.

- To assess and document candidates' specific knowledge levels, skill attainment, and levels of proficiency, institutionally-developed processes and procedures will be utilized, in addition to standardized assessments.
- Candidate records, as related to demonstrations of proficiency, are accumulated, and maintained electronically, for present and future instruction and evaluation purposes.

3. Practicum Experiences

- The practicum data will involve many different types of information about the candidates, their teaching abilities, and the impact they are expected to have on student learning.

- A portion of the data may be information provided by schools (e.g., existing student achievement) and their constituents (e.g., teachers, parents, students).
- The University's teacher work-sampling model, described in more detail below, will be employed to assess candidates' abilities to plan, implement, assess, and modify instruction, as appropriate, for the students for whom they have the responsibility of facilitating learning.

The University of Phoenix has adopted six teacher performance criteria, which, if met, should significantly increase learning, when students are taught by graduates and teachers in partner schools. Teacher Work Sampling is the University of Phoenix accountability system, which is to provide evidence of teaching impact on student learning. The six areas include:

1. Aligning instruction and assessment with State and local content standards.
2. Designing instruction for *all* students - not just some.
3. Using multiple assessment tools to plan and guide student learning.
4. Using technology to enhance instruction and learning.
5. Analyzing and reporting learning growth of all students.
6. Reflecting on the teaching/learning process to plan future instruction and improve performance.

Additionally, the University's teacher work-sampling model requires teachers to turn in their formalized plans and teaching objectives, which are then scored, using a scoring rubric based on the six teacher performance areas identified earlier. The unit includes the following:

- Unit learning goals
- Contextual information
- Content
- Assessment plan
- Pre-assessment analysis
- Design for instruction
- Description of two featured students
- The instructional process of the two featured students
- Analysis of learning results
- Reflection on teaching and learning

4. Post-Graduation

- Tracking the performance of post-graduate candidates, and collecting evidence of their effectiveness, includes several different data-collection strategies.
- A post-graduation survey soliciting information from University alumni, as well as, employers of University of Phoenix graduates, will be used to collect specific feedback on educators' performance.

Professional Electronic Portfolio

The University of Phoenix requires a professional electronic portfolio. A list of standards, competencies, and proficiencies guide its development and evaluation. The electronic portfolio will validate individual performance via a CD-ROM which has a variety of digital modalities. The portfolio, as a concept and as a product, will be introduced during the first course and reinforced, thereafter, by the faculty of each course, as course "products" are chosen for inclusion.

The University will measure the electronic portfolio, using formative and summative scoring tools, to evaluate the classroom and field-experience performance of candidates. In each course, a variety of proficiencies will be evaluated, using the particular program's rubric. Candidates are expected to progress from basic, at the beginning of the program, to proficient, or advanced, prior to graduation. Candidates who do not progress satisfactorily along the program continuum will receive counseling and remediation options.

Sources of Evidence:

Review of program proposal documentation

On site visit

Interviews with assessment staff

Syllabi of required coursework

Strengths:

Assessment plan developed in performance-based system.

Assessment data collected at four phases

Passing score on the State-approved content exam

Program rubric and professional teacher portfolio measure proficiencies

Teacher work sample is developed on a standards-based model.

Weaknesses:

Strategies to summarize and analyze data for program improvement are not articulated.

The challenge for the University of Phoenix will be to maintain and submit data, in required Colorado-specific format, as it begins its preparation of teachers, for the first time, in Colorado.

**TOPIC: TEACHER EDUCATION AUTHORIZATION: UNIVERSITY OF
COLORADO AT BOULDER FOR SECONDARY SCIENCE**

PREPARED BY: SHARON SAMSON

I. SUMMARY

This agenda item adds a new degree program to the list of approved teacher preparation program at the University of Colorado at Boulder – Distributive Studies: Chemistry. Because the state has reviewed and approved UCB’s secondary program, this analysis focuses exclusively on the content alignment of the Distributive Studies degree with the secondary science content standards.

CCHE staff recommend that the Commission grant the University of Colorado at Boulder’s Distributive Studies degree program Secondary Science teacher authorization.

II. BACKGROUND

Currently, UCB has four science degree programs approved for secondary science licensure: Astronomy, Chemistry, EPOB Biology, and Physics. While these degree programs prepare teacher candidates with knowledge that is aligned with the knowledge needed by a secondary science teacher, the proposed Distributive Studies degree is more aligned with the content knowledge needed by a middle school teacher.

III. STAFF ANALYSIS

Analysis of Teacher Education Performance Criteria.

This section of the analysis is based on the materials submitted in the proposal and the findings of the 2001 teacher education site review. In its analysis of teacher education proposals, the Commission’s primary concern centers on the quality of the program and evidence that it will prepare quality teachers. CCHE examines the proposal for evidence of quality in three critical aspects of the program design – (1) content, (2) assessment, and (3) field experience.

CONTENT

CCHE’s Teacher Education Policy defines a quality teacher education preparation program as one characterized by a strong general education curriculum, coupled with a strong major. The former provides scope, the latter depth of knowledge.

A student enrolled in UCB’s Distributive Studies B.A. degree program is required to complete 120 credit hours. Students pursuing secondary science licensure will complete 125

credits, within the statutory four-year completion limit for teacher preparation programs.

General education courses provide the basic content knowledge. The Distributive Studies major – Chemistry requires 8 Chemistry courses supplemented by lab-based courses in Biology, Physics, Geology, and mathematics. Table 1 provides a general overview of the curriculum design. Table 2 lists the required courses in the major. Table 3 lists the required education courses.

CCHE and CDE staff concur that the content of the Distributive Studies provides appropriate science knowledge and opportunities to develop the skills needed by science teachers. An analysis of the content knowledge of Distributive Studies – Chemistry degree program is attached.

Table 1: Curriculum Design of the Degree Program

Curriculum	Credit Hours	Credit Hours
General Education		47
Cat 1: Communication	6	
Cat 2: Quantitative Reasoning	4	
Cat 3: Critical Thinking	3	
Cat 4: Historical Context	3	
Cat 5: Cultural and Gender Diversity	3	
Cat 6: US Context	3	
Cat 7: Literature and Arts	6	
Cat 8: Natural Science	13	
Cat 9: Contemporary Societies	3	
Cat 10: Ideas & Values	3	
Requirements for the major		44
Education courses and field experience		34
Total Credits		125

Distributive Studies - Chemistry
 Graduation Requirements

Table 2: Curriculum of Distributive Studies Degree Program

COURSES	COURSE TITLE	Credits
Chemistry		
CHEM 1111	General Education: General Chemistry 1	(5)
CHEM 1131	General Education: General Chemistry 2	(5)
CHEM 3311	Organic Chemistry 1 / Laboratory	6
CHEM 3381	Organic Chemistry 2 / Laboratory	6
CHEM 4181	Instrumental Analysis (satisfies Critical Thinking GE)	(3) +1
CHEM 4511	Physical Chemistry	3
Biology		
EPOB 1210	General Biology 1 / Lab	4
EPOB 1220	General Biology 2 / Lab	4
Physics		
PHYS 1110	General Education: General Physics 1	(3)
PHYS	General Physics 1 Lab	1
PHYS 1120	General Physics 2 / Lab	4
PHYS 1140	Experimental Physics	1
Geology		
GEO 1010	Introduction to Geology 1	3
GEO 1020	Introduction to Geology 2	3
Mathematics		
APPM 1350	General Education – Calculus I	(4)
APPM 1360	Calculus 2	4
APPM 2350	Calculus 3	4
TOTAL		44

Professional Coursework in Education
Graduation Requirements

Table 3: Required Education Courses for Secondary Science

COURSES	COURSE TITLE	Credits
EDUC 3012	School and Society	3
EDUC 3023	Teaching in American Schools	3
EDUC 4112	Educational Psychology & Adolescent Development	3
EDUC 4232	Language & Literacy Across the Curriculum	3
EDUC 4122	Principles & Methods – Secondary Education	3
EDUC 4312	The Nature of Science and Science Education	3
EDUC 4362	Methods – Secondary Science Education	4
EDUC 4513	Education & Practice	2
EDUC 4712	Secondary Student Teaching	10

ASSESSMENT

CCHE-adopted assessment criterion defines a quality teacher education preparation as one that provides strong assessment of student knowledge. Quality assessment encompasses three areas: (1) assessment of subject matter, (2) assessment of knowledge of Colorado K-12 content standards, and (3) site-based assessment of teaching skills.

UCB has not submitted its Assessment Plan in fall 2002. The following are required benchmarks:

1. **ASSESSMENT OF GENERAL EDUCATION:** No plans on file.
2. **CONTENT ASSESSMENT:** Passing Science content examination prior to student teaching.
3. **SITE-BASED ASSESSMENT OF TEACHING SKILLS:** The assessment of teaching skills will occur in the field. In order to assess proficiency in the standards and standard elements, teacher candidates are expected to demonstrate those proficiencies in field settings.
4. **POST GRADUATION:**
 - a. Placement rates
 - b. First Year Survey

FIELD EXPERIENCE

In CCHE's Teacher Education Policy, the field experience criterion defines one dimension of teacher education quality as substantial clinical training that occurs under the direct supervision of expert teachers. It is measured both quantitatively, i.e., a minimum of 800 hours that begins early in the academic program, and qualitatively, i.e., the focus, scope and intensity of the field experience.

UCB's secondary field experience was evaluated in the May 2001 agenda item. In the undergraduate program, students complete 245 hours of field experience prior to student teaching and 640 in student teaching for the secondary undergraduate program design or a total of 885 hours. The field experience emphasizes performance-based standards and Colorado Model Content Standards.

IV. STAFF RECOMMENDATION

That the Commission grant the University of Colorado at Boulder's Distributive Studies degree program Secondary Science teacher authorization.

TOPIC: WESTERN STATE COLLEGE 2002 AMENDMENT TO THE FACILITIES MASTER PLAN OF APRIL 1992

PREPARED BY: GAIL HOFFMAN

I. SUMMARY

The Board of Trustees of the State Colleges in Colorado approved the Western State College 2002 Amendment to the master plan of April 1992 on June 13, 2002. The Western State College Strategic Plan 1999-2004, recent academic reorganization, and new programs prompted development of the amendment. Because enrollment projections have not exceeded those in the 1992 plan, however, the college did not need to do a new space use analysis, and therefore chose to amend the 1992 plan rather than produce a new one. Many of the planning concepts in the 1992 master plan remain valid.

All but one of the proposed projects recommended in the amendment are for remodeling; the exceptions are a field house to be added to the Paul Wright Gymnasium and an information technology project that includes some remodeling, but is mostly designed to upgrade information technology infrastructure and instructional technology. The projects include four state-funded and four cash-funded projects. All but the information technology state-funded projects are to move programs to more places more suitable for their enrollments and recent academic reorganization. The projects are:

	<i>Gross Square Footage (gsf)</i>	<i>Estimated Project Cost</i>	<i>Description</i>
<i>General Fund</i>			
Kelley Hall Renovation	26,873 remodel	\$3,914,547 State Funds	Make the hall the location of not only Behavioral and Social Sciences (including Psychology, now in Crawford Hall), but also the Honors Program, Center for Environmental Studies, and other similar programs. Move Children's Center from Kelley Hall to renovated Thornton Gardens.
Taylor Hall Renovation	97,894 remodel	\$13,934,210 State Funds	Adjust size of offices, classrooms, and other spaces after move of Printing Services to the College Union and

	<i>Gross Square Footage (gsf)</i>	<i>Estimated Project Cost</i>	<i>Description</i>
			Computing, Media, and Telecommunications to Savage Library.
Quigley Hall Renovation	71,067 remodel	\$10,149,458 State Funds	Make life and safety improvements to music and art lab spaces. Renovate the industrial arts section for other classrooms and computer labs.
Information Technology Infrastructure	4,000 remodel in library and 38,000 in classrooms	\$7,143,607 State Funds	Upgrade cabling, wireless access, and hardware and identification of three levels of media equipment in every classroom, replace a central institution phone switch; move Computing, Media, and Telecommunications Technology unit to Savage Library to create "information commons."
<i>Auxiliary Fund</i>			
Escalante Terrace Renovation	16,566	\$875,000 Cash Funds	Renovate vacated food service kitchen on lower level for Wilderness Pursuits to house its equipment, freeing up space in College Union.
Paul Wright Gym/Field House Addition	71,500	\$6,800,000 Cash Funds	Add a field house to the gym.
Stadium Press Box Expansion	2,244	\$475,000 Cash Funds	Increase the size of the press box.
On-Campus Housing Upgrades	Not available.	Housing upgrade plan in progress; no estimates available.	Improve Escalante Terrace, Shavano, and Ute residence halls.

II. BACKGROUND

Western State College Facilities Master Plan of 1992 projected that student full-time equivalent (FTE) would reach 3,000 by 2000-2001. Instead, enrollment declined or held steady from the 1990-1991 enrollment of 2,278, rising above that level only in 1991-1992, 1992-1993, and 1997-1998. Below is the enrollment history since 1991-1992:

Western State College FTE History, 1991-1992 through 2001-2002

	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
<i>FTE</i>	2,351	2,442	2,157	2,161	2,226	2,280	2,224	2,198	2,179	2,072	2,094
<i>% Change</i>	-	3.9%	(11.7%)	0.2%	3%	2.4%	(2.5%)	(1.2%)	(0.9%)	(4.9%)	(1%)

Source: CCHE FY 2002 Final FTE Student Enrollment Report, October 3, 2002

One factor contributing to the static enrollment was the change to a Scholar’s Year school calendar in 1992. The calendar consisted of two 12-week sessions in the fall and spring, and two 8-week sessions in the summer and winter. The calendar was intended to allow more intensive study in the fall and spring, and field experiences during the summer and winter. Designed for students wanting a more private college schedule, the Scholar’s Year calendar did not appeal to most faculty or students at first. Enrollment dropped significantly after that change, then slowly built up through 1997-1998. Then, in 1997, Western State College changed back to a traditional calendar, causing another significant drop in enrollment. In addition, Western State College recruitment efforts were concentrated in the region, although less than 5 percent of the student population comes from within 100 miles of Gunnison. The strong economy for much of the 1990s also played a part, causing recent high school graduates to decide to go to work rather than college. Western State College expects its broadened student recruitment efforts and the drop in the job market for average high school graduates will cause its enrollment to increase to 1991-1992 levels or higher.

The Western State College Strategic Plan 1999-2004 outlined steps to improve Western’s academic offerings, its use of technology, and student services. Western State College added new majors of Anthropology, Environmental Studies, Computer Information Science, and a Bachelor’s Degree in Fine Arts, and collaborated with the University of Colorado-Denver to offer a master’s degree in teacher education on the Western State College campus. A Bachelor’s Degree in Fine Arts has been added since 1992. Majors were discontinued in Industrial Technology, Physics, and International Studies. The strategic plan outlines various goals for information technology, such as making sure students are able to use a variety of information technologies ranging from email to applications of information technologies to their disciplines. Consolidation of such student services as Writing Center, Academic Support, and Career Services, and a computing lab in one location, as well as providing ways for students to combine their interests in outdoor activities with educational activities, are outlined in the strategic plan as major student recruitment and retention tools.

Changes in academic organization also prompted development of the amendment. In 1998-1999, 10 academic departments were realigned, forming seven departments plus the Teacher Education licensure program. Before the reorganization, departments ranged in size from one discipline to six and the number of faculty from six to 19. Academic reorganization made the size of departments more equitable in the number of disciplines and faculty, created relationships that would strengthen programs, and grouped disciplines more consistently with the general education areas. Relationships between disciplines are inhibited when they are not always located close to each other, as is the case today.

III. STAFF ANALYSIS

Program Migration

The Department of Communication Arts, Languages, and Literature and the Department of Behavioral and Social Sciences are the biggest beneficiaries of the “program migration” plan that is part of this amendment. For example, faculty offices and classes for the Department of Communication Arts, Languages, and Literature are in three buildings: Taylor (first floor), Crawford, and Quigley. The Department of Behavioral and Social Sciences classes and faculty are in two buildings: Kelley Hall (second floor), and Crawford Hall. Under the amendment, all functions of the Behavioral and Social Sciences would be consolidated in Kelley Hall and all functions of Communication Arts, Languages, and Literature would be consolidated in Taylor Hall. Kelley Hall occupants have the additional distraction of sharing the building with the campus day care center, the Children’s Center, where it has been since it opened in 1991. The Children’s Center will move to Thornton Gardens, closer to the bus stop that school-aged children use when coming to campus. Location of the Children’s Center on the perimeter of the campus also will eliminate the need to have the children walked across campus to Taylor Hall and provide easier access for parents.

Student Success Center

Although the list of projects in the summary doesn’t make it obvious, one of the benefits to students of implementation of the master plan amendment would be the consolidation of many student services in Savage Library. The following services would be relocated from Taylor and College Union and consolidated in the library: Academic Support Center and Career Service Center, the Writing Center, a student computer lab, and Student Services Center.

Student Services Center is the result of consolidating Residence Life, Academic Support Center, Career Services, and Student in the summer of 2002 in College Union. This new Student Services Center provides assistance to academically at-risk students, advising to international students, assistance in choosing a major, assistance and information on careers and job-search skills, educational programming to help students make the transition to college life, information about employment on campus and locally, study abroad, and National Student Exchange.

Savage Library Functions

Under the plan, Savage Library would have a number of functions besides a library. It would house the Computing, Media, and Telecommunications unit, creating an “information commons” to expand academic and technological services, and the Student Success Center.

The principal way room would be created for these functions would be in placing government documents in movable cases and using more online resources in place of bound periodicals.

Space Distribution

With the completion of the Taylor Hall addition in 2002, the *overall* campus has no outstanding space deficits. However, some categories have space surpluses and others have space deficits. Academic spaces have a 12 percent surplus; academic instructional support have a 16 percent deficit, and auxiliary spaces have a 1 percent deficit. The relocation of programs and the remodeling to make that happen will use existing facilities more efficiently.

Field House Expansion

The only new space outlined in the master plan amendment is for a field house to be added to the west side of the Paul W. Wright Gymnasium, which was completed in 1993. The field house was Phase II of a CCHE-approved program plan for Kinesiology, Recreation, and Athletics Facilities Upgrade and Expansion. The field house is Phase II of that program plan. The field house is needed partly because of the increase in Kinesiology and Recreation majors from 305 majors in 1992 to 334 in 2002, mostly due to increases in recreation majors. Kinesiology (Physical Education) majors have, in fact, declined. Besides serving those who are majoring in Kinesiology and Recreation, the field house could help retain students who want physical activities when the Gunnison winters make outdoor activities difficult. A field house would provide a place for those activities all year. Although the field house has an academic component, Western State College is seeking cash funds for this project.

New Program Enrollments

The new programs of Anthropology, Bachelor of Fine Arts, Computer Science, Environmental Studies, and Interdisciplinary Studies/Liberal Arts (for those seeking teacher licensure) have had some enrollment increases. Computer Science enrolled its first students in fall 2002, but the collapse of the technology industry may hamper the growth of that program. Environmental Studies doesn't have an office or other dedicated space on campus, a factor that would be changed if it locates to Kelley Hall with other interdisciplinary programs. Anthropology, housed in the renovated Hurst Hall with Computer Science, may have suffered from the almost annual turnover in one of the two faculty positions. Seeking grant funding for a full-time temporary position may improve the situation. Despite faculty turnover, the department has made significant anthropological discoveries in the Gunnison Basin. The new programs may have also played a role in the decline of students enrolling at Western State College who are undecided about their major. Because of the new programs and others, they may be selecting the college for specific programs. On the next page are the total majors in the new programs; the enrollments begin the year a particular program first

accepted students:

Total Majors in New Western State College Programs

	92	93	94	96	97	98	99	00	01	02
Anthropology							15	27	21	23
Bachelor of Fine Arts						11	17	37	38	25
Computer Science										40
Environmental Studies								29	62	86
Interdisciplinary Studies/Liberal Arts									28	40

Source: Western State College Dec. 19, 2002, Response to CCHE Staff Questions

Information Technology Plan

In the summer of 2002, Western State College submitted to CCHE a program plan for the information technology plan that is outlined in the facility master plan amendment. CCHE neither approved nor disapproved the program plan due to the lack of state funds. However, the CCHE Chief Information Officers Council reviewed the program plan and made some comments, specifically cautioning against use of the proposed converged Internet-protocol voice, data, and audio communication system until the technology has been around awhile longer. If implemented, the plan also would equip all classrooms with some level of media equipment, as well as upgrade cabling, wireless access, servers, routers, and nodes.

Capital Construction Financing

The \$35.09 million in state capital construction funding is significant for a college the size of Western State College. It should be noted, however, that Western State College was one of only two of the higher education institutions that did not lose any capital construction or controlled maintenance funds during recent budget crises because it did not delay the design or construction of projects. Western State College is exploring private-sector funding if state capital construction dollars are not forthcoming.

IV. STAFF RECOMMENDATION

That the Commission approves the Western State College January 2002 Amendment to the Facilities Master Plan of April 1992 with the understanding that program plans based on this amendment should outline alternative sources of funding if state capital construction dollars are not available.

Appendix A

STATUTORY AUTHORITY

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

(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 programs with approved facilities master plans.

TOPIC: PERFORMANCE CONTRACT FOR COLORADO SCHOOL OF MINES—FY 2004 NEGOTIATION

PREPARED BY: BRIDGET MULLEN

I. SUMMARY

During the 2001 legislative session, the Colorado General Assembly passed legislation establishing the Colorado Compact Institution Program and selected the Colorado School of Mines as Colorado's first public institution to participate. In exchange for a stable funding base and relief from procedural controls, the Colorado School of Mines negotiated an institutional performance agreement with the Colorado Commission on Higher Education at the Commission's February 2002 meeting. The [performance agreement](#) signed by the Board of Trustees of the Colorado School of Mines represents a commitment by the Board to enhance the overall quality of the institution, strengthen its financial status, increase its commitment to student financial aid, develop strategies to achieve higher retention and graduation rates, and establish higher admission standards by reducing to 10% the number of students who can be admitted who fall below the index. CCHE has relinquished its program approval authority to the CSM Board of Trustees, its tuition recommendation authority, and its QIS and performance funding system compliance requirements.

II. BACKGROUND

Colorado Revised Statutes 23-41-104 authorizes the Colorado School of Mines (CSM) to operate under a performance agreement in lieu of the institution's annual compliance with Article 13, Section 23 of the Colorado Revised Statutes and its participation in the Quality Indicator System and the associated performance funding system. As a result, on or before February 15, 2003, and on or before February 15 every three years thereafter, the Colorado School of Mines will submit a report reviewing the institution's operations under the performance contract. The Colorado School of Mines has met the minimum standards outlined in the performance contract. Highlights of the report are summarized below and for your review the complete report follows this agenda item.

In terms of student enrollment, transfer, retention and graduation rates, **the Colorado School of Mines is meeting or exceeding the benchmarks established in the performance agreement.**

- **Admissions:** The institution is a highly selective admissions institution with an admission index of 110, an admission floor of 100 and an exception window of 10%. For fall 2003 admissions, the latest available data, students with an index below 100

were not admitted and the exception window used is **6.2%**. The institution committed to accepting all Colorado high school graduates who met the minimum admission standards and as of fall 2003 all Colorado high school students who met the admissions requirements were admitted.

- **Graduation Rates:** In the performance contract, CSM pledged to maintain at least a 55% five-year graduation rate with a goal of a 60% five-year graduation rate, and would maintain at least a 60% six-year graduation rate with a goal of a 66.67% six-year graduation rate. For the freshman cohort beginning in 1996, the five-year graduate rate is 56% and the six-year graduation rate is 64% for the freshman cohort, which entered in 1995. **CSM is exceeding these benchmarks.**
- **Retention Rates:** CSM will maintain an 80% freshmen retention rate with a goal of a 90% freshmen retention rate. The latest data available, fall 2001 to fall 2002, shows a freshmen retention rate of 84%.

As part of the performance agreement, the results of program reviews, tests and examinations, employer, alumni, and student satisfaction surveys, accreditation processes, and facilities master planning will be available to the Commission and are presented in the institution's report.

- **Student Performance on National Examinations:** The institution will annually administer the Fundamentals of Engineering examination and will continue to increase student participation in this examination. The goal will be a pass rate of at least 90%. For the 2001-2002 academic year, the average pass rate was 92% again exceeding the benchmark set in the performance agreement.
- **Student Satisfaction:** Every year the institution will administer a senior student exit survey or an alumni survey. This spring, CSM students will participate in the National Survey of Student Engagement and once completed the results will be shared with the Commission.
- **Assessment of the Quality of Academic Programs:** Within one year of graduation, at least 90% of bachelor degree recipients will either enroll in graduate school or be placed in a job directly related to their course of student. However during periods of national economic downturns, this achievement level may not be possible. For May 2001 graduates, 96% were working in their field, enrolled in a graduate or professional program, or returned to their home countries for international students. The graduates from June 2001 to December 2001 had a 91% placement rate.

The Colorado School of Mines has vowed to increase its financial support through research, student financial aid, capital construction and technological advancements.

- **Endowments:** The institution will strive to increase the size of its endowment to be one of the top ten public higher education institution endowments measured on a per student FTE basis. Currently CSM ranks 15th out of 194 public institutions based on the market value on a per student FTE basis.
- **Research Activities:** Over the five-year term of the performance agreement, sponsored research will increase annually. Since 1997-98, annual research expenditures have increased by 34%.
- **Student Financial Aid:** The institution will continue to increase financial aid for all students. Annually, the Trustees dedicate approximate 15% of the revenue from tuition rate increases for financial aid. The institution will also increase the level of financial aid for resident students each year of the performance agreement equal to the level of resident tuition and state financial aid support. For FY 2002-2003, institutional scholarships and fellowships increased by 11.7%.

III. STAFF ANALYSIS

In their first report to the Commission, the Colorado School of Mines is meeting or exceeding all of the benchmarks establish in the performance contract. In addition to reviewing the institution's report, the Commission must approve annual tuition increases recommended by the Trustees and to establish the block grant of general fund that the institution receives.

Annually, the Colorado School of Mines must also report to the Colorado Commission on Higher Education, its plans for resident and nonresident tuition increases for the following academic year. For FY 2004, the Colorado School of Mines is recommending a 3.8% increase, or twice the estimated Denver-Boulder CPI increase, for resident and up to a 7.9% increase for non-resident tuition. These proposed increases would be communicated to the General Assembly and incorporated into the department's tuition spending authority in the annual general appropriation bill.

In addition, during the period for which the institution operates under the performance contract, the General Assembly will make annual appropriations of general fund as a single block grant for the support of resident students who are enrolled in the institution. In FY 2003, due to the state's current budget crisis, the Colorado School of Mines has not maintained its block grant and has received general fund reductions totaling \$2.6 million or 12.8% of its general funds. For FY 2004 the Commission has recommended to the Joint Budget Committee no further reductions in the CSM's general funds due to statutory provisions of stable block grant appropriations.

IV. STAFF RECOMMENDATION

That the Commission accept the Colorado School of Mines Report on Institutional Operations as outlined in the performance contract in C.R.S. 23-104-41 and approve the recommended the 3.8% resident tuition increase and 7.9% non-resident tuition increase and the level of block grant funding for Colorado School of Mines for the period FY 2003-2004 and forward the agreement to the appropriate committees of the General Assembly.

Appendix A

STATUTORY AUTHORITY

23-41-104.6 “...(2) For the reasons specified in subsection (1) of this section, the general assembly hereby authorizes the Colorado school of mines to operate pursuant to a performance contract, as described in this section, with the Colorado commission on higher education. (3) Beginning July 1, 2001, the board of trustees of the Colorado school of mines shall negotiate a performance contract with the Colorado commission on higher education that shall specify the performance goals that the institution shall achieve during the period that it operates under the performance contract. Compliance with the goals specified in the performance contract shall be in lieu of compliance with the requirements of the ‘Higher Education Quality Assurance Act’, article 13 of this title, and the Colorado school of mines shall therefore be exempt from the requirements of said act while operating pursuant to the performance contract. The specified goals shall be measurable and specific to the Colorado school of mines’ role and mission and shall include, at a minimum, the following issues:

- (a) Appropriate levels of student enrollment, transfer, retention, and graduation rates, and institutional programs specifically designed to assist students in achieving their academic goals;
- (b) Student satisfaction and student performance after graduation, including employment and enrollment in graduate programs;
- (c) Assessment of the quality of the institution’s academic programs, including assessment by external reviewers such as accreditation boards and employers and consideration of student performance on national examinations;
- (d) Increasing financial support to sustain and enhance essential functions that are partially state funded, including: (I) Education, industrial, and federal research capabilities and competitiveness; (II) Student financial aid; (III) Capital construction; (IV) Technological advancements.

(5) While operating pursuant to the performance contract negotiated pursuant to this section, the board of trustees of the Colorado school of mines: ...

(b) need not consult with nor obtain approval from the Colorado commission on higher education to create, modify, or eliminate academic and vocational programs offered by the Colorado school of mines, so long as such creations, modifications, and eliminations are consistent with the institution’s statutory role and mission; (c)

(I) Shall have sole authority to establish resident and nonresident tuition rates for the Colorado school of mines; except that the annual percentage increase in resident tuition rates shall not exceed a percentage equal to two times the rate of the percentage change in the consumer price index for the Denver metropolitan area.

(6) While operating pursuant to the performance contract negotiated pursuant to this section, the Colorado school of mines shall: (a) remain eligible for state-funded capital construction projects and controlled maintenance projects as provided in

section 23-1-106; (b) Continue to admit all Colorado resident applicants who meet the admissions criteria of the institution and shall provide equal educational opportunities to all students.

(7) During the period that the Colorado school of mines operates pursuant to the performance contract negotiated pursuant to this section, the general assembly shall make annual appropriations of general fund moneys as a single block grant for the support of resident students who are enrolled in the institution. Notwithstanding the provisions of section 23-1-105 and the distribution formula established by the Colorado commission on higher education, the commission and the board of trustees for the Colorado school of mines shall annually negotiate adjustments in said annual block grant appropriation of general fund moneys, taking into account the variety of factors affecting the level of costs incurred and the level of funding received by the Colorado school of mines.

COLORADO SCHOOL OF MINES

FEBRUARY 15, 2003

INSTITUTIONAL OPERATION CONSISTENT WITH THE PERFORMANCE
CONTRACT OUTLINED IN SB01-229

STUDENT ENROLLMENT, TRANSFER, RETENTION AND GRADUATION RATE

- 1) CSM will be a highly selective admission institution. Utilizing the current CCHE admission index, CSM will have an admission index of 110, an admission floor of 100, and an exception "window" of 10% which will be calculated on the number of students admitted, except for up to 20 applicants per year who may be granted a CSM Presidential exemption.

Admissions for fall 2003, the most recent data available, shows that among accepted and contingently admitted students, the exception window stands at 6.2%. No students with an index below 100 have been admitted. Additional students will be admitted to this class. If the data change, the information will be included in future reports.

- 2) No more than one-half of the students granted admission utilizing the exception "window" will be non-resident students.

Fall 2003 admissions data shows that 62% of the students in the exception window are residents and 38% are nonresidents.

- 3) All Colorado high school graduates who meet the minimum admission standards will be admitted.

All Colorado students who have met the following criteria have been admitted.

Criteria considered in evaluating students for admissions include 1) pattern of course work in high school or college, 2) grades earned in those courses, 3) rank in

class, 4) ACT or SAT scores, and 5) other available test scores. No single criterion for admission is used; however, the most important factor is the academic record in high school or college.

The minimum admissions requirements for all high school graduates who have not attended a college or university are as follows:

An applicant must be a graduate of an accredited high school.

An applicant should rank in the upper third of the graduating class. Consideration will be given to applicants below this level on evidence of strong motivation, superior test scores, and recommendation from a principal or counselor.

The following units of secondary work must be completed in grades 9-12.

Course	Units
Algebra	2
Geometry	1
Advanced Mathematics (including Trigonometry)	1
English	4
History or Social Studies	2
Laboratory Science (one unit must be either chemistry or physics)	3
Three Additional Academic Units (social studies, mathematics, English, science, or foreign language)	3

Submission of ACT or SAT scores (Applicants from U.S and Canada only)

- 4) The admission standards for non-resident students will be no lower than the admission standards for Colorado residents.

Admissions requirements identified in the undergraduate catalog are applied equally to both resident and nonresident students.

- 5) CSM will establish minimum transfer admission standards which will be the same for non-resident and Colorado residents.

Admission requirements listed in the undergraduate catalog are applied equally to both resident and nonresident transfer students.

- 6) CSM will maintain current transfer agreements with Red Rocks Community College and will expand transfer agreements to one additional community college by 2004 and will work to expand the transfer agreement to a third community college by 2007.

The Red Rocks agreement is still in place. For academic year 2002-2003, 15 freshmen students enrolled at CSM through the Red Rocks agreement.

- 7) CSM will maintain at least a 55% five-year graduation rate with a goal of a 60% five-year graduation rate, and will maintain at least a 60% six-year graduation rate with a goal of a 66.67% six-year graduation rate.

The five-year graduation rate is 56% for the freshman cohort of 1996. The six-year graduation rate is 64% for the freshman cohort of 1995.

- 8) CSM will maintain at least an 80% freshmen retention rate with a goal of a 90% freshmen retention rate.

The fall 2001 to fall 2002 freshman retention rate is 84%.

PROGRAMS SPECIFICALLY DESIGNED TO ASSIST STUDENTS IN ACHIEVING THEIR ACADEMIC GOAL

- 1) CSM will maintain its freshmen-mentoring program consisting of one mentor per 10-12 students.

In fall 2002 the average CSM 101 (freshman success seminar) was 10.1 students.

- 2) CSM will continue career awareness programs beginning at the freshmen level.

Career Day, informational interviews, resume writing and career investigation are presented in the required "freshman success seminar".

- 3) CSM will continue specific programs to assist students. These may include: Honors, EPICS, Tutoring, Field Sessions, Counseling, Student Activities, and International Students Program.

All of these programs continue to be in place. Information about these programs is available through the undergraduate bulletin, the Mines website and the freshman success seminar.

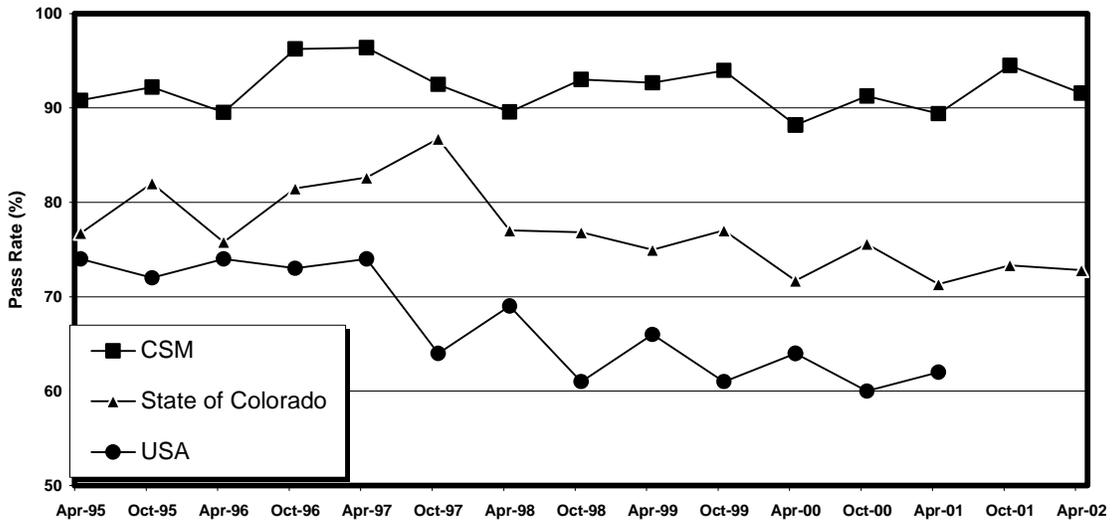
- 4) Changes to any of these above-mentioned programs will be discussed with CCHE prior to any changes being implemented.

No changes are anticipated.

STUDENT PERFORMANCE ON NATIONAL EXAMINATIONS

- 1) CSM will annually administer the Fundamentals of Engineering examination after undertaking efforts to increase student participation in this examination. A passing rate of at least 90% will be the goal. Pass rates for the most recent academic year exceeded 90%. The average pass rate for the years shown is 92%.

Fundamental of Engineering Scores at Colorado School of Mines-April 1995 to April 2000



- 2) CSM will encourage appropriate graduating students to participate in the Graduate Record Examination. CSM and CCHE will jointly determine appropriate score levels for measuring institutional performance.

Forty scores were reported for the General Test section of the GRE for October 2000 to September 2001. The table below summarizes the results.

General Test	CSM Average	Composite Report Average
Verbal	517	474
Quantitative	711	562
Analytical	667	580

- 3) CSM will investigate the use of major field tests and examinations for graduating students in non-engineering fields and report on its investigation to CCHE. For those major field tests and examinations selected by CSM, CSM and CCHE will jointly agree to appropriate passing rates and/or score levels for measuring institutional performance.

Work in this area has begun and will increase during the next academic year. Recommendations for testing and evaluation procedures will be reviewed by and reported to CCHE.

- 4) The results of all national tests and examinations will be made available to CCHE.

A summary of the results are included in 1. and 2.

STUDENT SATISFACTION

Every year, CSM will administer either a senior student exit survey or a survey of alumni. Consistent with the schedule of its primary professional accreditation organization (ABET), CSM will administer a nationally normed student satisfaction survey (e.g., Noel-Levitz). To the extent possible, these surveys will be by individual degree program. The results of the surveys will be made available to CCHE as part of the ABET accreditation review process.

In spring 2003, CSM students will participate in the National Survey of Student Engagement. The survey is administered each spring to a random group of first-year and senior students. Included in the results will be institutional data, a national report and a benchmark report allowing for comparisons with national benchmarks. An overview of the survey is attached, or see their website [NSSE> Welcome to the National Survey of Student Engagement](#).

STUDENT PERFORMANCE AFTER GRADUATION

Twice every six years, a survey of employers will be conducted regarding their assessment of the quality of CSM graduates and programs. The results of this survey will be made available to CCHE.

The last survey was completed in 1998. The next survey of employers is scheduled for 2004-05.

ASSESSMENT OF THE QUALITY OF ACADEMIC PROGRAMS

- 1) CSM will maintain accreditation by ABET. CCHE will support efforts to maintain ABET accreditation. CSM staff will request that ABET agree that CCHE staff may observe the ABET accreditation process. The results of ABET reviews will be available to CCHE upon request.

The most recent ABET accreditation letter is attached.

- 2) At least every three years, each academic program will be reviewed by an External Visiting Committee. CSM will notify CCHE of these reviews and provide the opportunity for a CCHE staff person to be an observer of the review. Reports of these reviews and the response of the CSM Board of Trustees will be made available to CCHE.

Reports and reviews from three most recent visiting committees have been sent to CCHE. The departments involved include: Liberal Arts and International Studies, Environmental Science and Engineering, and Petroleum Engineering. On September 26, 2002, the CCHE staff was apprised of the visiting committees schedule for fall 2002 including Mining and Physics. Reports and reviews will be sent to CCHE upon completion.

- 3) At least 90% of bachelor degree recipients will either enroll in graduate school or be placed in a job directly related to their course of study within one year of graduation. Graduates entering military service will be considered as being placed. During times of national economic downturns, achievement of this level of placement may not be possible.

The twelve month update on the status of May 2001 BS graduates showed that 96% were placed. The twelve month update on June 2001 to December 2001 BS graduates shows a 91% placement rate. Placement rate represents four factors, employment rate, graduate and professional school rate, international students returning to their home countries and those graduates not seeking employment.

This year's graduating class (May 2002) can expect to find employment even though placement rates have slowed somewhat. For May 2002 graduates, the placement rate is 88% as of November; approximately six months after graduation.

- 4) CSM will survey recruiters who come to the CSM campus regarding their perspective of the quality of CSM academic programs. The results of this survey will be made available to CCHE as part of the ABET accreditation review process.

The last survey was 1998. The next survey of recruiters is scheduled for 2003-04.

120 CREDIT LIMITATIONS FOR ACADEMIC DEGREE PROGRAMS

CSM will be exempted from 120 credit limitations for those academic degree programs where accreditation standards and requirements result in graduation requirements exceeding 120 credits.

Each of the eleven baccalaureate programs at Mines requires more than 120 credit hours. Several external and internal evaluation processes are in place to ensure that degree content remains appropriate including: program specific visiting committees, accrediting agencies, student and alumni evaluations, employer evaluation, and faculty oversight.

GENERAL EDUCATION COURSE COMPETENCIES (HB 1263)

CSM will participate in general education course competencies as outlined in HB 1263.

Five CSM courses have been recommended for inclusion in the general education core – Calculus for Scientists and Engineers I, II and III, Physics I, and Chemistry I.

FACILITIES MASTER PLAN AND CAPITAL CONSTRUCT

Prior to July 1, 2003, CSM will provide CCHE with a facilities master plan. Once the Master Plan has been reviewed and approved by CCHE, all CSM self-funded capital construction projects included in the approved Master Plan will be authorized to proceed after CSM Board of Trustee and CCHE review and approval.

The plan is in progress and is expected to be completed on time.

INCREASING FINANCIAL SUPPORT

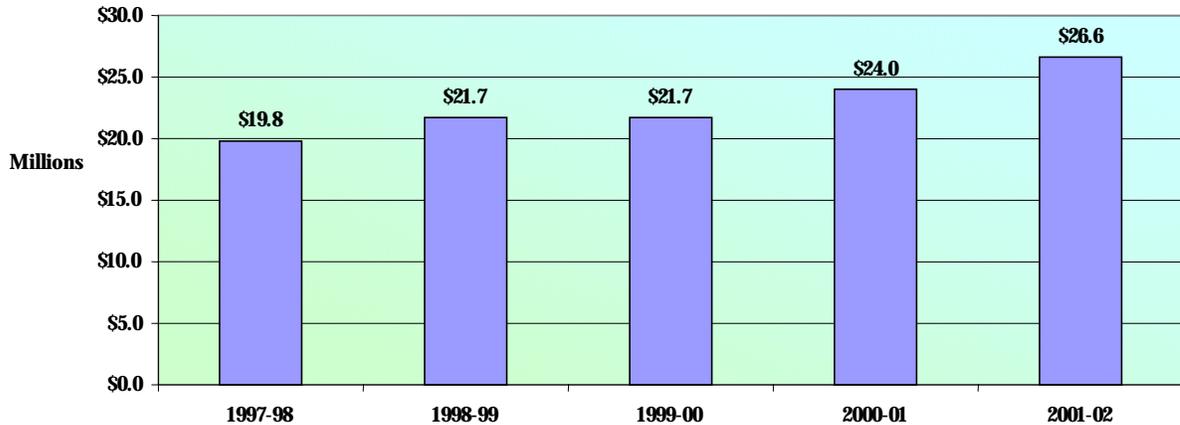
- 1) During the five-year term of this performance agreement, CSM will strive to increase the size of its endowment to a level that brings CSM to be one of the top ten public higher education institutions with an endowment measured by endowment dollars per SFTE.

According to the National Association of College and Business Officers' endowment study, CSM currently ranks 15 out of 194 public institutions based on market value of the endowment per SFTE

- 2) During the five-year term of this performance agreement, annual sponsored research at CSM will increase. During times of economic downturns, this goal may not be achieved.

The past five years show a promising trend for the future. Annual research expenditures have increased 34% since 1997-98.

Research Expenditures



- 3) During FY 2002-03, for graduate students at CSM, each 27 credit hours generated will be counted as one SFTE. The graduate SFTE used for the initial conversion from 30 credits to 27 credits will be the FY 2000-01 graduate SFTE.

This change has been implemented through the most recent enrollment report to CCHE. The change resulted in an additional 16.5 resident graduate FTE reported for fall 2002 and summer 2002, 1.4% more than would have been reported without the change.

COMMITMENT TO STUDENT FINANCIAL AID

- 1) CSM will continue to increase financial aid for all students.

Through the budget process, the Trustees will specifically approve increases for financial aid. The standard policy is to dedicate 15% of the revenue from tuition rate increases to financial aid.

- 2) Unless there is a significant decrease in State and Federal funding of financial aid, CSM will maintain the level of funding for financial aid for students at no lower than the FY 2001-02 level of \$8,850,000.

Financial aid awards for this year are expected to exceed FY 2001-02 levels. Funding for both state-funded programs and institutional aid increased at

rates greater than tuition. The scholarship and fellowship budget (institutional aid) for 2002-03 is budgeted to increase 11.7%.

- 3) CSM will increase the level of financial aid for resident students during each year of the term of this performance agreement consistent with the annual level of increase in resident tuition and state financial support.

Consistent with the policy of dedicating 15% of tuition revenue realized from rates increases toward financial aid, the scholarship and fellowship budget for 2002-03 was increased by 11.7%. This amount has been held-harmless in the budget cuts for this year.

BLOCK GRANT OF GENERAL FUND AND RELATIONSHIP TO RESIDENT ENROLLMENT

The level of the block grant of general fund to CSM will not change, except for annual inflationary adjustments as measured by the Denver-Boulder CPI, as long as CSM's resident SFTE remains within a range of +/- 2% of CSM's FY 2001-02 resident SFTE. If resident SFTE for any fiscal year of the term of this performance agreement increases or decreases more than 2%, the level of the block grant of general fund to CSM will be renegotiated by CSM and CCHE and communicated to the JBC.

Enrollment increases are expected to be slightly higher than 2% for 2002-03. Budget cuts for this year are estimated to have reduced the block grant by more than 10% resulting in a loss of more than \$1000 per student.

TUITION RATES

- 1) The CSM Board of Trustees may recommend an annual increase in the resident rate of tuition up to but not exceeding twice the rate of Denver-Boulder Consumer Price Index. CSM will provide to CCHE, the JBC, and the Education Committees its recommendation for the resident rate of tuition by February 15 of each year of the term of this performance agreement.
- 2) The CSM Board of Trustees may recommend annually a non-resident rate of tuition. This recommendation shall be made to CCHE, the JBC, and the Education Committees by February 15 of each year of the term of this performance agreement.

The Trustees will submit their recommendations for tuition rates in a separate document.

CREATION, MODIFICATION, OR ELIMINATION OF ACADEMIC DEGREE PROGRAMS

- 1) For any new academic degree program, CSM will provide to CCHE a copy of the discussion paper given to the CSM Board of Trustees for the meeting when the

proposal is first discussed, but not acted upon by the Board. CCHE may respond to the discussion paper before the next regularly scheduled meeting of the CSM Board of Trustees at which time the proposal will be scheduled for action by the Board of Trustees. CCHE's response will be limited to the proposed program's consistency with the role and mission of CSM. No new academic degree program will be approved or implemented if CCHE determines the program is inconsistent with CSM's role and mission.

The Degree of Professional Master of Petroleum Reservoir Systems was established in October 2002. The new title "Professional Master" identifies this degree as specifically designed to meet career needs of professionals in the petroleum industries and to distinguish it from the traditional, disciplinary degrees in the related fields. The new program is an interdisciplinary master's degree combining study in Geology and Geological Engineering, Petroleum Engineering, Geophysics and Geochemistry. Additional interdisciplinary graduate degrees are in the planning and development stages and are expected to be implemented during the next academic year. Staff from Mines and CCHE have met to discuss implementation of this program.

- 2) CSM will report to CCHE any proposed modification in existing academic degree programs at the time that the proposed modification is presented to the CSM Board of Trustees for initial discussion. CCHE may respond to the proposed modification before the next regularly scheduled meeting of the CSM Board of Trustees at which time the proposed modification will be scheduled for action by the Board of Trustees. No program modification will be approved or implemented if CCHE determines that the changes are inconsistent with the CSM's role and mission.

Two name changes have been recorded this year. Bachelor's, Master's and Ph.D. degrees in Chemical and Petroleum Refining Engineering changed to Chemical Engineering. The degree title Master of Physics was changed to Master in Applied Physics. CCHE review is complete for the change in Chemical Engineering; the review is pending for Applied Physics.

QUALITY ASSURANCE ACT (QIS)

CSM and CCHE are committed to accountability and to providing the public with information regarding the performance of CSM. Although CSM is exempt from the requirements associated with the Quality Assurance Act (QIS), CSM will furnish, upon request from CCHE, information and data to assure public accountability including information for such matters as the Consumer Guide (e.g., graduation rates, retention rates, persistence rates, test and examination scores and passing rates, etc.).

Requested information has been supplied to CCHE.

ADVISORY BOARD

The President of CSM and the CSM Board of Trustees may nominate members to serve on an advisory board to the CSM Board of Trustees.

The CSM Board of Trustees has established a process for nominating members for the advisory board. The nominees have been submitted to the Governor.

**TOPIC: FRONT RANGE COMMUNITY COLLEGE FACILITIES PROGRAM
PLAN FOR A LEASED BOULDER COUNTY CAMPUS**

PREPARED BY: GAIL HOFFMAN

I. SUMMARY

Front Range Community College wants to consolidate its Boulder and Longmont leased campuses at a single location in southwest Longmont. The new leased location would be two one-story leased buildings built for high-technology purposes at the corner of Hover Road and Pike Road. The two buildings are opposite Miller Drive from each other in southwest Longmont, one at 2121 Miller Drive and the other at 2190 Miller Drive. If the Commission approves this lease, the lessor would make the needed improvements to convert the buildings for higher education use, and the college over the seven-year lease term would pay about \$1.6 million to the landlord for those improvements. Building occupancy is expected in August 2003 in time for the beginning of fall term. The State Board for Community Colleges and Occupational Education approved the facilities program plan and lease at its February 12, 2003, meeting.

The property owner, Pratt Properties, offered the two buildings to Front Range Community College when they became vacant. A computer tape company, Maxtor, formerly occupied both buildings. The property owner has agreed to let Front Range move the photonics and geographic information systems programs from property it is leasing from Pratt Properties at 105 S. Sunset, Longmont, to the new location.

The two leased buildings would house the functions that currently are in the following four Boulder County leased locations:

<i>Building Name</i>	<i>Address</i>	<i>Gross Square Feet (GSF)</i>	<i>Rate Per GSF</i>	<i>Total Annual Lease Costs</i>	<i>Lease End Date</i>
Boulder – Gunbarrel	5490 Spine Road, Boulder	19,500	\$11.73	\$228,735	7/31/2004
Longmont – Pratt Properties	105 S. Sunset, Suites H-J, Longmont	6,000	\$9.99	\$59,940	9/16/2006
Longmont – Horizon Mall	2255 North Main Street, Longmont	29,566	\$6.38	\$188,631	6/30/2003
Boulder – Gunpark	6545 Gunpark, Boulder	3,750	\$14.85	\$55,687	7/31/2004

<i>Total</i>		55,066	<i>Average Rate Per GSF: \$10.74</i>	\$477,306	
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The proposed location of the Boulder County campus on Miller Road would provide the following:

<i>Address</i>	<i>GSF</i>	<i>Assignable Square Feet (ASF)</i>	<i>Lease Rate Per Square Foot/Total Lease Rate</i>	<i>Requirements</i>	<i>Total Annual Lease Cost by GSF for First Year</i>	<i>Lease End Year</i>
2121 Miller Drive	91,832	71,682	\$7.10/\$10.31 (includes \$1.21 gsf for taxes and insurance, \$2/gsf for tenant improvements)	Lease rate to escalate at 3 percent a year	\$946,788	2010
2190 Miller Drive	25,407	20,237	7.10/\$10.31 (includes \$1.21 gsf for taxes and insurance, \$2/gsf for tenant improvements)	Lease rate to escalate at 3 percent a year	\$261,946	2010
<i>Totals</i>	<i>117,239</i>	<i>91,919</i>			<i>\$1,208,734</i>	

The proposed new location would give Front Range Community College more than twice the amount of gross square feet it has now in Boulder County at a slightly lower average total lease rate.

The increased lease expense will come from the Community Colleges of Colorado System providing 75 percent of the lease costs for the academic space (excluding the Student Union, which will be paid for from student fees), or approximately \$806,569, out of its operating fund. Student Union space is approximately 11 percent of the space. Increased student tuition and fees expected as a result of improved enrollment due to having a single, identifiable facility for Boulder County are expected to help make up the difference between the current amount the system pays for rent in Boulder County and what it will pay if this lease is approved. However, calculations on the ability of Community Colleges of Colorado System to pay the increased lease costs were based on current enrollment. Pratt Properties has agreed to reduce the college's rent by the amount due to the two landlords in Boulder until the two leases expire.

Leasing the two Miller Drive buildings is expected to provide enough space for the Boulder

County campus up until the Boulder County Campus enrollment reaches 1,580 full-time equivalent (FTE) students, which is projected to occur in the 2007-2008 fiscal year. The Boulder and Longmont campuses together had an FTE enrollment of 1,241 in the fall of 2002, indicating the campus is on target to meet projections.

The proposed lease would have the following benefits to Front Range Community College:

- Group all Boulder County academic, academic support, and auxiliary functions to minimize costs and enhance services provided;
- Provide sufficient student areas and classrooms, especially for Health, Sciences, and Technology programs;
- Address administrative and faculty office and meeting spaces deficiencies;
- Provide reception, study, and library space lacking at current locations;
- Give adequate parking;
- Take advantage of current low lease rates;
- Add 12 classrooms to its inventory to increase course sections 17 percent and FTE students by 12 percent in 2004; and
- Save five new staff positions through consolidation at one site.

The larger building, at 2121 Miller Road, would contain all the academic functions (classrooms, laboratories, faculty offices), student services for a security guard only, the auxiliary funded Student Union, and most of the physical plant functions (central warehousing and a central dock for a large mailroom and other receiving functions and temporary storage.) The smaller building, at 2190 Miller Road, would have a small part of the academic offices and support, the rest of the student services, a small library heavily using information available on-line, and a small portion of the physical plant (small office and office for purchasing and mail/receiving).

According to the facility program plan for the lease, the lessor would be responsible for:

- Obtaining a change of zoning from the city of Longmont from General Industrial to Business-Light Industrial. (General Industrial is not compatible with higher education uses; Business-Light Industrial allows higher education uses. Surrounding properties in the Longmont Industrial Park are zoned for industrial purposes.)
- Receiving from the city of Longmont all acceptances needed for Front Range Community College to move in, such as providing at least 20 percent open space (excluding parking lots).

CCHE staff is referring this lease to the Commission because it represents a way for Front Range Community College to obtain its long-sought consolidated Boulder County campus via already-built leased buildings. Proposed higher-education leases ordinarily are not referred to the Commission for approval.

II. BACKGROUND

This proposal to lease the two buildings on Miller Road in southwest Longmont is the result of several years of effort to consolidate separate leased spaces in Boulder and Longmont into a separate Boulder County campus in Longmont. The first plan was to build, with state dollars, a campus in Longmont. Front Range Community College withdrew that plan in the summer of 1999 due to CCHE staff concerns about insufficient justification for a separate campus and questions about alternatives to building a separate campus that the master plan did not consider.

In the summer of 2002, Front Range Community College submitted another facility master plan, with an accompanying program plan, that recommended construction of a campus roughly at the intersection of Highway 287 and Quail Road in southeast Longmont. This time, Front Range Community College proposed that a third-party developer would build the necessary facilities on land the city of Longmont would dedicate for a community college. The Colorado Educational and Cultural Facilities Authority would issue a bond for the Educational Foundation of the Community Colleges of Colorado, and the community college would have leased the buildings from the Foundation at a rate of about \$1.8 million per year. The state would never own the buildings. The community college withdrew this plan as well due to CCHE concerns about the site. The city of Longmont had been able to dedicate 15 acres in the area for community college use, but the college wasn't certain when the other 35 acres would be dedicated for such a purpose. Site issues ranging from a flood plain crossing the northern part of the parcel and an irrigation ditch bisecting the parcel where buildings were to be built were also concerns. Between the withdrawal of the 1999 plan and submission of the 2002 plan, CCHE staff met with Front Range Community College officials on several occasions to discuss possible options.

Front Range Community College still intends to pursue the idea of a Boulder County campus built by third-party developers on land dedicated for a community college. College officials regard this lease as a way of providing additional space until a definite site has been located.

III. STAFF ANALYSIS

The Front Range Community College Boulder County Master Plan of 2002 recommended a total of 124,567 asf. Though withdrawn from CCHE consideration, the master plan became the basis for consideration of possible space uses for the two buildings Front Range Community College wants to lease. To fit the space provided in the two leased buildings, Front Range Community College proposes the following major variances from the master plan after closer study:

- Reducing the size of the library from 17,297 asf to 10,878 asf using configurations for an electronic library;
- Deleting the 5,600 asf of Assembly and Exhibit space to allow time to investigate the possibility of entering into a cooperative joint venture with the City of Longmont;
- Reducing the size of the auxiliary-funded Student Union from 22,400 asf to 9,855 asf in order to limit food services to grab-and-go food preparation, prepackaged food items, a serving area, a small dining area, and a small storage area; and
- Increasing Teaching Laboratories and Service 6,356 asf due to closer examination of program needs. The additional space would not meet CCHE space utilization standards, but college planners believe it is necessary for program support.

All of these space changes are commendable. CCHE space guidelines for libraries are outdated today due to the revolution that has occurred in the use of electronic databases; recognition of that is reflected in the decision to use less space for a library than originally planned. Seeking assembly and exhibit space elsewhere—perhaps through an arrangement with the city of Longmont—is a good, short-term solution. Reducing the amount of space provided for food services also is necessary to provide additional Teaching Laboratories and Service space. Such space is becoming more important for the hands-on coursework that many community college programs require and the recognition that many of those spaces need to be dedicated for specific programs. Providing dedicated teaching laboratories, however, could result in lower utilization rates—unless those specific teaching laboratories help spur enrollment and consequently increased usage.

The proposal would give Front Range Community College a larger, single location for its Boulder County campus, with the space paid for out of operating dollars for a lease. It represents a good, short-term solution to problems created by maintaining inadequate, widely scattered leases in Boulder and Longmont.

Front Range Community College planners and officials have answered all outstanding CCHE staff questions about this lease, clearing the way for Commission action.

IV. STAFF RECOMMENDATION

That the Commission approve the Front Range Community College Facilities Program Plan for the Boulder County Campus and Lease.

Appendix A

STATUTORY AUTHORITY

23-1-106 (C.R.S.) – Duties and powers of the commission with respect to capital construction and long-range planning.

(8) Any acquisition or utilization of real property by a state-supported institution of higher education which is conditional upon or requires expenditures of state-controlled funds or federal funds shall be subject to the approval of the commission, whether acquisition is by lease, lease-purchase, purchase, gift, or otherwise.

TOPIC: FY 2003 STUDENT FEE ANALYSIS

PREPARED BY: BRIDGET MULLEN

I. SUMMARY

The enclosed report (Attachment A) presents an analysis of FY 2003 student fees for the Colorado public institutions of higher education.

II. BACKGROUND

CCHE staff annually collects information concerning mandatory student fee rates for the public institutions of higher education in Colorado. FY 2003 is the first year that CCHE staff has collected data on course-specific fees.

III. STAFF ANALYSIS

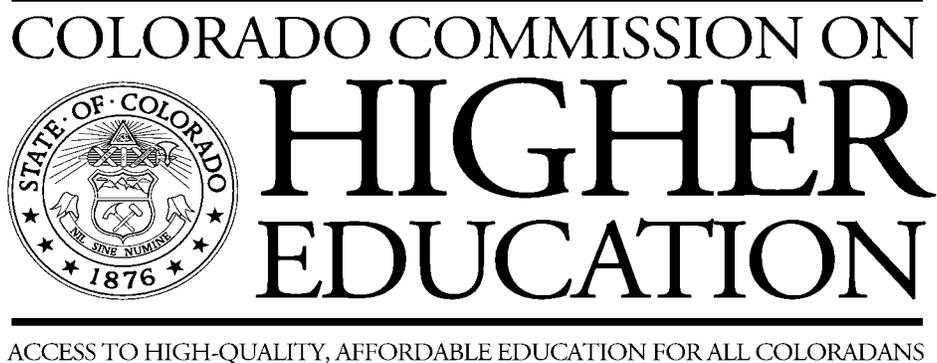
[See enclosed report.](#)
[Tables that support report](#)

Appendix A

STATUTORY AUTHORITY

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

23-1-123 (1) “The general assembly hereby finds that, due to increasing financial restrictions, fees are increasingly being used as sources of revenue for institutions of higher education. The general assembly further finds that it is necessary for institutions of higher education to consider students' opinions concerning the amount assessed in fees and the purposes for which the institution uses the revenues received. It is therefore the intent of the general assembly that the commission adopt policies concerning the definition, assessment, increase, and use of fees, including but not limited to the policies specified in this section.”



FY 2003 STUDENT FEE ANALYSIS
FOR COLORADO'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION
JANUARY 2003

FY 2003 Student Fee Analysis

In addition to tuition, students pay a variety of fees to supplement the rising costs of postsecondary education. This report provides the latest information on student fees associated with attending a public postsecondary institution in Colorado. As with tuition increases, governing boards annually review and approve all student fee increases and new fee implementations for campus-wide student fees, course-specific student fees, and fee-for-service (auxiliary) fees. However, some annual student fee increases or the implementation of new student fees must first be approved by the student body in a referendum and then recommended to the governing board for approval. According to Colorado Revised Statutes, the Commission's role is to institute and monitor a student fee policy and goes on to establish a minimum level of student involvement in assessing and setting the amount of fees and in determining the purposes for which institutions of higher education shall use the revenues obtained from the fees. The following fee report summarizes current information and historical trends on mandatory student fees (campus-wide fees that all students must pay) and course-specific fees charged by Colorado public two-year and four-year institutions.

Types of Mandatory Student Fees

Students pay a variety of mandatory student fees to cover additional costs of education not covered by tuition. Mandatory in this report is defined as campus-wide meaning all enrolled students must pay these fees and both resident and non-resident students pay the same amounts. Examples of mandatory student fees are technology fees, RTD bus pass fee, physical recreation fee, student government/organization fees and health services fees. Mandatory, campus-wide, student fees may be permanent or nonpermanent, used for bond repayments or fees used to cover administrative costs to the institution such as registration fees. Table 1 following this report shows the campus-wide mandatory fees broken out into the various student fee categories as defined by statute. The fees reported in Table 1 are classified as follows:

- Health Services: Fees collected to support the direct operating costs for either health clinics or contract health services.
- Student Center (Student Union): Fees used to support activities housed in the student center (student union) or for the operation of the center itself.
- Student Government Operations: Fees allocated to support the operating expenses of the student government for the executive, legislative and judicial branches of student government operations.

- Student Activities: Fees benefiting student programs, such as cultural or social events, legal services, off-campus housing assistance, student clubs, newspapers, etc.
- Physical Recreation: Physical recreation activities supported through student fees, including intramural and club sports. The fees may support the operating budgets for all recreation programs, including operation of the student recreation center.
- Intercollegiate Athletics: Students generally pay two separate fees, one to support men's programs and the other for women's intercollegiate athletic programs.
- Parking Facilities: Fees disbursed for the operation or construction of parking facilities.
- Technology Fees: Collected for the purpose of providing or purchasing equipment or for programmatic activities relating to computer equipment, laboratory equipment, or other technology.

Generally speaking, four-year institutions have higher fees than two-year institutions and institutions with residential facilities (dormitories) also have larger fees. Some of the differences within the various categories may be due to classification. At some institutions, the student government may be in charge of some functions that are considered student activities or recreation and athletics at others.

Mandatory Student Fee Totals

The table below reports the FY 2003 total for mandatory student fees and the percentage increase over the FY 2002 total.

FY 2003 Annual Student Fees for Full-Time Students

Institution (by type)	Annual Total Student Fees	\$ Change Over FY 2002	% Change Over FY 2002
University of Colorado – Colo. Springs	\$797	\$30.00	3.91%
University of Colorado – Boulder	\$790	\$47.20	6.35%
Colorado State University	\$780	\$29.18	3.89%
Western State College	\$774	\$28.00	3.62%
Fort Lewis College	\$730	\$1.50	0.21%
Colorado School of Mines	\$706	\$25.00	3.67%
Adams State College	\$672	\$30.00	4.67%
University of Northern Colorado	\$661	\$5.50	0.84%
Mesa State College	\$606	\$6.00	0.98%
University of Southern Colorado	\$591	\$58.40	10.97%
Northeastern Junior College	\$568	\$10.90	1.96%
Metropolitan State College of Denver	\$538	\$37.60	4.67%
University of Colorado - Denver	\$490	\$46.00	10.36%
Average Total Mandatory Student Fees	\$446	\$16.74	3.90%
Trinidad State Junior College	\$316	\$4.70	1.51%
Lamar Community College	\$305	\$9.50	3.21%
Community College of Denver	\$301	\$0.60	0.20%
Pueblo Community College	\$230	\$16.05	7.51%
Red Rocks Community College	\$212	\$6.90	3.36%
Colorado Northwestern CC	\$180	\$0.90	0.50%
Otero Junior College	\$170	\$0.90	0.53%
Front Range Community College	\$168	\$5.70	3.52%
Arapahoe Community College	\$155	\$7.70	5.25%
Morgan Community College	\$155	\$3.30	2.18%
Pikes Peak Community College	\$125	\$2.20	1.80%
Community College of Aurora	\$80	-\$6.00	-6.94%

In FY 2003, student fees charged to full-time students ranged from lows of \$80 at the Community College of Aurora and \$125 at Pikes Peak Community College to highs of \$780 at Colorado State University, \$790 at the University of Colorado – Boulder and \$797 at the University of Colorado – Colorado Springs.

Overall, the 2-year institutions have lower annual student fees as compared to the four-year institutions. Fees at the two-year institutions were highest at Northeastern Junior College (\$568) and lowest at the Community College of Aurora (\$80). The University of Colorado - Colorado Springs (\$797) had the highest fees for the four-year institutions and the University of Colorado – Denver (\$490) had the lowest. The average amount of total mandatory student fees for FY 2003 is \$446. All four-year institutions and one community college, Northeastern Junior College, lie above the average. The other twelve two-year institutions fall below the average. The average increase in mandatory student fees from FY 2002 to FY 2003 at the two-year institutions was \$7.35, a 3 percent increase over the FY 2002 fees. Mandatory student fees at the four-year institutions averaged a 4 percent increase over the previous year's totals, up \$25.

In FY 2003, twenty-four institutions had an increase in mandatory student fees ranging from less than 1 percent increase to more than 16 percent. The largest increases, as a percent, occurred at the University of Southern Colorado (10.97%), the University of Colorado – Denver (10.36%) and Metropolitan State College of Denver (8.38%). The smallest increases were at Colorado Northwestern Community College (0.50%), Fort Lewis College (0.21%) and Community College of Denver (0.20%). Student fees decreased at the Community College of Aurora (-6.94%). Table 2 following the report compares the FY 2002 and FY 2003 mandatory student fee totals.

Mandatory Student Fee History

A history of total mandatory student fees by institution is shown in Table 3. Over the past decade, FY 1993 to FY 2003, fees have more than doubled at seven institutions; the University of Colorado – Colorado Springs, University of Colorado – Denver, University of Northern Colorado, Metropolitan State College of Denver, Morgan Community College, Red Rocks Community College and Trinidad State Junior College. Fees have decreased at Arapahoe Community College, Colorado Northwestern Community College and at Northeastern Junior College. On average, from FY 1993 to FY 2003, student fees have increased by 53 percent at the two-year institutions and grew by 94 percent at the four-year institutions.

The five-year trend, FY 1999 to FY 2003, shows changes in mandatory student fees ranging from a 62 percent decrease to a 72 percent increase. The University of Colorado – Colorado Springs had the most significant increase rising by \$311 from \$486 in FY 1999 to \$ 797 in FY 2003. Fort Lewis College and the University of Colorado – Denver followed with \$250 and \$205 increases respectively. Six institutions have decreased mandatory students fees over the past five years. The decreases ranged from less than \$5 for the Community College of

Aurora and Pikes Peak Community College to \$93 at Front Range Community College and \$290 at Colorado Northwestern Community College. The significant decrease at Colorado Northwestern Community College is a result of joining the Community Colleges of Colorado System and realigning their fees with other community colleges in the system.

In percentage terms, the growth rate of mandatory student fees over the past five years has greatly diminished as compared to the ten-year trends, and, in fact, more than twenty-five percent of the institutions have had significant decreases in mandatory student fees. Between 1999 and 2003, the range in the growth rate for fees ranged from a high of 72 percent for the University of Colorado–Denver and 64 percent for the University of Colorado–Colorado Springs to a decrease in fees at seven institutions including the University of Northern Colorado (-7%), Front Range Community College (-36%), and Colorado Northwestern Community College (-62%). The table below compares the five-year and ten-year growth in median income with the average growth in mandatory student fees. Student fee growth at the four-year institutions has outpaced median family income over both the five and ten year periods. However, mandatory student fees at the two-year institutions have been significantly less than median family income growth. The five-year trend shows a negative growth in mandatory student fees for the two-year institutions.

Median Income versus Average Student Fee Increases, 5-Yr and 10-Yr Change

Institution Type	5-Year % Change FY 1997-2003	10-Year % Change FY 1993-2003
Median Income	24%	62%
2-year Institutions	-7%	27%
4-Year Institutions	27%	94%

Resident Undergraduate Tuition and Student Fees

A more accurate picture of higher education costs to resident students at Colorado’s public institutions of higher education combines both tuition and student fees. Table 5 summarizes FY 2002 and FY 2003 tuition and student fees for resident undergraduate full-time students. Full-time resident tuition and fees are lowest at the two-year colleges, which ranged from lows of \$1,590 at the Community College of Aurora, \$1,634 at Pikes Peak Community College and \$1,644 for Arapahoe Community College to highs of \$1,811 for the Community College of Denver, \$1,831 at Trinidad State Junior College and \$2,078 at Northeastern Junior College, both residential two-year institutions. Resident tuition and fees at the four-year institutions ranged from lows of \$2,373 at Mesa State College, \$2,384 for Adams State College and \$2,472 for Western State College to highs of \$3,547 at the University of Colorado – Colorado Springs, \$3,566 for the University of Colorado at Boulder and \$5,952 for the Colorado

School of Mines. The table below summarizes the FY 2003 undergraduate tuition and fees charged to resident full-time students.

FY 2003 Resident Full-Time Undergraduate Annual Tuition and Fee Rates

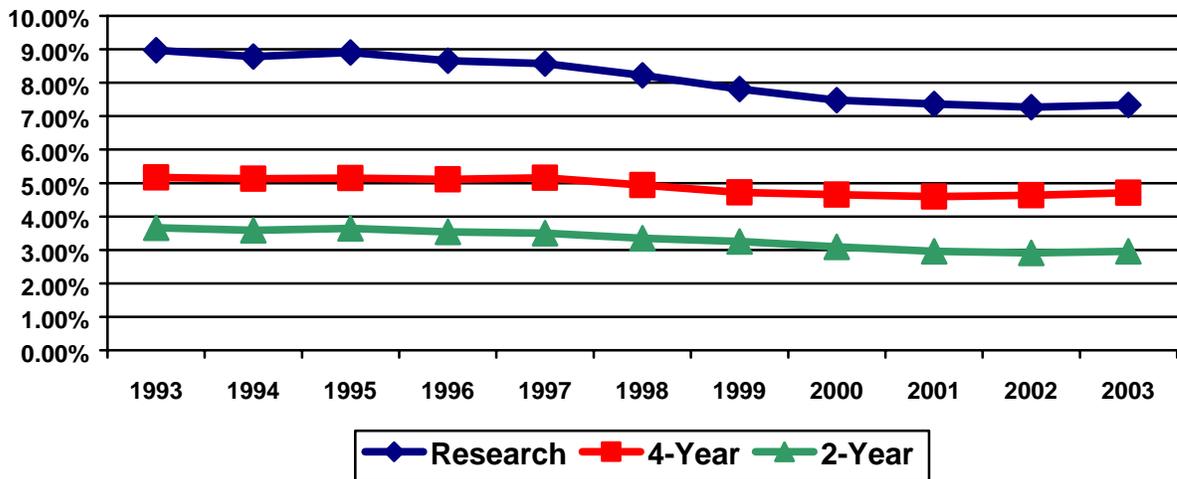
Institution (by type)	Annual Tuition and Fees	% Increase FY 02 to FY 03
Colorado School of Mines	\$5,952	5.89%
University of Colorado – Boulder	\$3,566	6.23%
University of Colorado – Colo. Springs	\$3,547	8.90%
Colorado State University	\$3,435	5.60%
University of Colorado – Denver	\$3,242	10.50%
University of Northern Colorado	\$2,951	5.00%
University of Southern Colorado	\$2,651	7.22%
Metropolitan State College of Denver	\$2,635	5.27%
Fort Lewis College	\$2,632	4.42%
Western State College	\$2,472	2.02%
Adams State College	\$2,384	4.65%
Mesa State College	\$2,373	3.73%
Northeastern Junior College	\$2,078	3.97%
Trinidad State Junior College	\$1,831	4.44%
Lamar Community College	\$1,815	4.49%
Community College of Denver	\$1,811	3.96%
Red Rocks Community College	\$1,750	4.57%
Pueblo Community College	\$1,739	5.10%
Colorado Northwestern CC	\$1,689	4.28%
Otero Junior College	\$1,680	4.30%
Front Range Community College	\$1,677	4.62%
Arapahoe Community College	\$1,664	4.79%
Morgan Community College	\$1,664	4.50%
Pikes Peak Community College	\$1,634	4.52%
Community College of Aurora	\$1,590	4.08%

A year-to-year picture of resident full-time tuition and mandatory student fees, including the five-year and ten-year averages for each institution is shown on Table 5 of the appendix. Over the past five years, FY 1999 to FY 2003, average resident full-time undergraduate tuition and fees at the two-year colleges increased by 12 percent, or \$193, as compared to a 20 percent, or \$523. Over that same period of time median income grew by 24 percent. For the decade, undergraduate resident full-time tuition and fees have increased, on average, by \$469, a 37 percent increase, at the two-year institutions and by \$1,014, or 48 percent, at the four-year institutions.

Tuition and Fees as a Percent of Median Household Income

Growth in Colorado's median household income has outpaced growth in resident tuition and fees over the past decade. From 1992 to 2002 (for tuition and fees FY 1993-FY 2003), Colorado's median household income increased by more than 62 percent. Over the same period, resident full-time undergraduate tuition and mandatory student fees at Colorado's public 4-year institutions rose by 53 percent, as compared to tuition and fee growth of 39 percent at public research institutions and 37 percent at community colleges. Median household income grew at a faster pace from 1997 to 2003 than from 1992 to 1997, whereas resident tuition and fees increased faster from 1992 to 1997 as compared to the last five years. The chart below shows tuition and fees as a share of Colorado median household income between 1993 and 2003.

Resident Undergraduate Tuition and Fees as a Percent of Median Income



In FY 2003, resident undergraduate full-time tuition and student fees increased as a share of the state's median household income over FY 2002, the first increase since FY 1997. Over the decade, tuition and fees at the state's public research institutions fell from 8.9 percent of median household income in 1992 to 7.3 percent in 2003. For Colorado public 4-year institutions, tuition and fees actually rose from 4.9 percent of income in 1991 to 5.1 percent in 1996. They declined, however, over the next five years, dropping to 4.6 percent in 2002 and then increasing in 2003 to 4.7 percent. In terms of public 2-year institutions, tuition and fees as a percent of median household income was less dramatic. While increases rose from 3.3 percent of median income in 1991 to 3.5 percent in 1996, they fell to 2.9 percent by 2002 and rose to almost 3 percent in 2003.

Course-Specific Fees

Up to this point, this report has focused on mandatory, campus-wide fees every student must pay. Course-specific fees (or instructional fees) are not assessed on all students, but only students taking certain courses. All governing boards annually review and approve all new course-specific fees and all increases in course-specific fees, including college-specific and program-specific fees. Course-specific fees are collected to cover the unusual costs for a course offering. Examples of this include lab fees, studio art fees, program (school of business, college of engineering, etc.) fees. Course specific fee revenues must be used for costs directly related to the course for which they are charged. All sections of the same course offering must have the same course fee. The table below summarizes the number of course-specific fees charged in FY 2003 compared to the total number of courses offered in FY 2003.

FY 2003 Course-Specific Fees

Institution	# Course- Specific Fees	# Courses Offered	% Courses with Course- Specific Fees
Trinidad State Junior College	480	625	77%
Pikes Peak Community College	718	940	76%
Pueblo Community College	539	789	68%
Morgan Community College	261	395	66%
Front Range Community College	592	923	64%
Community College of Aurora	280	474	59%
Red Rocks Community College	583	991	59%
Colorado Northwestern CC	274	495	55%
Arapahoe Community College	467	858	54%
Lamar Community College	230	432	53%
Community College of Denver	351	706	50%
University of Colorado – Boulder	935	2,026	46%
Otero Junior College	209	485	43%
Northeastern Junior College	296	700	42%
University of Southern Colorado	181	603	30%
Western State College	91	538	17%
Colorado State University	280	1,962	14%
Mesa State College	173	1,273	14%
University of Colorado – Colo. Springs	119	989	12%
Adams State College	102	1,078	9%
Metropolitan State College of Denver	222	2,455	9%
Fort Lewis College	42	946	4%
Colorado School of Mines	12	465	3%
University of Northern Colorado	7	714	1%
University of Colorado - Denver	0	1,415	0%

There are large differences among the institutions in terms of courses that contain specified course fees. Some of these differences may be accounted for by policies that have transferred course fees to program fees or by policies that consciously reduce or eliminate specified course fees. The University of Northern Colorado, University of Colorado - Denver and the Colorado School of Mines are examples of these policy changes. The University of Colorado - Denver have program fees instead of course fees. The Colorado School of Mines has historically had few course fees. However, it should be noted, that tuition at the Colorado School of Mines is considerably higher than the other four-year institutions. Generally speaking, community colleges report a larger percent of their courses as having course fees. Differences among institutions may be the various course offerings, especially high cost programs of health care and technology.

Conclusion

Tuition increases during the past decade in Colorado have remained fairly uniform, increasing by no more than a few percentage points above inflation. While some of the reasons for these limits may be attributable to the TABOR amendment, adopted in 1992, some were a result of the Commission's desire and the commitment of elected officials to maintain access to higher education for Colorado citizens. This balancing between institutional needs in light of budget cuts and the ability of resident students to acquire a college education will remain important in the next few years. However, mandatory fees and specific course fees represent a growing portion of student financial costs. In FY 2003, mandatory student fees at community colleges, on average, represented 13 percent of the tuition and mandatory student fees and 22 percent at four-year institutions. Please note that some of these differences may be accounted for by the residential versus non-residential campus distinctions. In addition, students must pay additional courses fees at most institutions to offset the expenses of high cost programs. This report outlined these additional costs to students. Monitoring of student fee increases becomes even more important as we move closer to greater transparency in higher education revenues and expenditures, the inclusion of these various fees gives students additional information as to total higher education costs and total revenues collected by the institutions as opposed to just tuition rates as traditionally published. The Commission might consider a more vigorous student fee policy aimed at coordinating mandatory student fee, course-specific fees, and program fees increases with tuition increases or with changes in personal income growth (the current Commission policy follows this report).

Colorado Commission on Higher Education (CCHE) Agenda Item VI, A
March 7, 2003

TOPIC: FY 2003 STUDENT FEE ANALYSIS

PREPARED BY: BRIDGET MULLEN

Table 1: Mandatory Student Fees by Category

Table 2: Mandatory Student Fee Total

Table 3: History of Mandatory Student Fees

Table 4: Resident Undergraduate Full-Time Tuition and Mandatory Student Fees

Table 5: Resident Full-Time Tuition and Mandatory Student Fee History

Table 1: Mandatory Student Fees by Category
FY 2003 Student Fee Report

Institution	Health Services	Student Center	Student Government	Student Activities	Physical Recreation	Intercollegiate Athletics	Parking Facilities	Technology	Registration	Other	Total	Other Includes
University of Colorado-Boulder	112.56	155.84	32.24	38.08	147.50	57.00	-	139.00		108.12	790.34	RTD Bus Pass, Arts & Cultural, Career Services, Student Services
University of Colorado-Colorado Springs	50.00	351.00	6.78	17.22	30.00	100.50	84.70	120.00	11.00	26.00	797.20	Family Development Center
University of Colorado-Denver	48.00			22.00	10.00			150.00		260.00	490.00	Student Services, Auraria Bond Fee, Cultural Events, Student Information Systems, RTD Buss Apss, Student Newspaper
Colorado State University	191.16	145.60	45.16		148.36	104.80				144.54	779.62	Student Services
University of Southern Colorado	40.24	112.00	18.77	56.72	80.20	87.12		99.00		96.74	590.79	Child Care Facility, Recreation Program, Concert Fee, Student Services
Adams State College		170.36	45.19	107.43	7.34	137.36		104.00		100.32	672.00	
Mesa State College											-	
Western State College		380.00	301.00					84.00		16.00	781.00	
Metropolitan State College of Denver	55.20		146.00	89.78	19.66	46.28	40.00	132.60	8.00		537.52	
Fort Lewis College			6.25		299.75	113.50		100.00				
University of Northern Colorado	85.52	63.32	22.42	138.82	125.38	78.80		147.00			661.26	
Colorado School of Mines	90.00										90.00	
Arapahoe Community College		50.40		67.20			16.80		20.10		154.50	
Colorado Northeastern Community College			52.80	106.80					20.10		179.70	

Table 1: Mandatory Student Fees by Category
 FY 2003 Student Fee Report

Institution	Health Services	Student Center	Student Government	Student Activities	Physical Recreation	Intercollegiate Athletics	Parking Facilities	Technology	Registration	Other	Total	Other Includes
Community College of Aurora			7.04	13.06					20.10		40.20	
Community College of Denver			100.80						20.10		120.90	
Front Range Community College		60.00	64.80				22.80		20.10		167.70	
Lamar Community College	61.70	60.00	33.60	38.40		91.20			20.10		305.00	
Morgan Community College		72.00		62.40					20.10		154.50	
Northeastern Junior College	60.00		70.00		250.00		96.00	36.00	20.10		532.10	
Otero Junior College		99.00		19.00		32.00			20.10		170.10	
Pikes Peak Community College		46.10	18.40		11.70		28.20		20.10		124.50	
Pueblo Community College		144.00	19.20	7.20			27.60		20.10		218.10	
Red Rocks Community College		75.00		136.50			28.50		20.10		260.10	
Trinidad State Junior College		173.30		52.80		43.60	26.40		20.10		316.20	

Table 2: Mandatory Student Fee Total
 FY 2003 Student Fee Report

INSTITUTION	2002-03	2001-02	Dollar Change	Percent Change
UNIVERSITY OF COLORADO - BOULDER	\$ 790.34	\$ 743.14	\$ 47.20	6.35%
UNIVERSITY OF COLORADO - COLORADO SPRINGS	\$ 797.20	\$ 767.20	\$ 30.00	3.91%
UNIVERSITY OF COLORADO - DENVER	\$ 490.00	\$ 444.00	\$ 46.00	10.36%
UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER	\$ 20.00	\$ 20.00	\$ -	0.00%
COLORADO STATE UNIVERSITY	\$ 779.62	\$ 750.44	\$ 29.18	3.89%
UNIVERSITY OF SOUTHERN COLORADO	\$ 590.80	\$ 532.40	\$ 58.40	10.97%
FORT LEWIS COLLEGE	\$ 730.00	\$ 728.50	\$ 1.50	0.21%
UNIVERSITY OF NORTHERN COLORADO	\$ 661.26	\$ 655.76	\$ 5.50	0.84%
ADAMS STATE COLLEGE	\$ 672.00	\$ 642.00	\$ 30.00	4.67%
MESA STATE COLLEGE	\$ 606.00	\$ 600.00	\$ 6.00	1.00%
WESTERN STATE COLLEGE	\$ 801.00	\$ 773.00	\$ 28.00	3.62%
METROPOLITAN STATE COLLEGE OF DENVER	\$ 537.52	\$ 499.92	\$ 37.60	7.52%
COLORADO SCHOOL OF MINES	\$ 706.00	\$ 681.00	\$ 25.00	3.67%
ARAPAHOE COMMUNITY COLLEGE	\$ 154.50	\$ 146.80	\$ 7.70	5.25%
COLORADO NORTHWESTERN COMMUNITY COLLEGE*	\$ 179.70	\$ 178.80	\$ 0.90	0.50%
COMMUNITY COLLEGE OF AURORA	\$ 80.40	\$ 86.40	\$ (6.00)	-6.94%
COMMUNITY COLLEGE OF DENVER	\$ 301.30	\$ 300.70	\$ 0.60	0.20%
FRONT RANGE COMMUNITY COLLEGE	\$ 167.70	\$ 162.00	\$ 5.70	3.52%
LAMAR COMMUNITY COLLEGE	\$ 305.00	\$ 295.50	\$ 9.50	3.21%
MORGAN COMMUNITY COLLEGE	\$ 154.50	\$ 151.20	\$ 3.30	2.18%
NORTHEASTERN JUNIOR COLLEGE	\$ 568.10	\$ 557.20	\$ 10.90	1.96%
OTERO JUNIOR COLLEGE	\$ 170.10	\$ 169.20	\$ 0.90	0.53%
PIKES PEAK COMMUNITY COLLEGE	\$ 124.50	\$ 122.30	\$ 2.20	1.80%
PUEBLO COMMUNITY COLLEGE	\$ 229.65	\$ 213.60	\$ 16.05	7.51%
RED ROCKS COMMUNITY COLLEGE	\$ 212.10	\$ 205.20	\$ 6.90	3.36%
TRINIDAD STATE JUNIOR COLLEGE	\$ 316.20	\$ 311.50	\$ 4.70	1.51%

Table 3: History of Mandatory Student Fees
 FY 2003 Student Fee Report

INSTITUTION	FEEES	(FY 1999- 2003) %	(FY 1993- 2003) %												
	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-03	Increase	Increase
UNIVERSITY OF COLORADO - BOULDER	\$ 414.10	\$ 442.70	\$ 452.00	\$ 458.80	\$ 498.50	\$ 519.00	\$ 518.24	\$ 582.00	\$ 651.98	\$ 674.18	\$ 673.92	\$ 743.14	\$ 790.34	21%	75%
UNIVERSITY OF COLORADO - COLORADO SPRINGS	\$ 278.00	\$ 337.50	\$ 338.50	\$ 346.00	\$ 346.00	\$ 366.00	\$ 416.00	\$ 416.00	\$ 486.00	\$ 593.50	\$ 682.20	\$ 767.20	\$ 797.20	64%	136%
UNIVERSITY OF COLORADO - DENVER	\$ 167.00	\$ 175.00	\$ 211.00	\$ 215.00	\$ 217.00	\$ 226.00	\$ 226.70	\$ 285.10	\$ 285.10	\$ 339.40	\$ 400.40	\$ 444.00	\$ 490.00	72%	132%
UNIVERSITY OF COLORADO - HEALTH SCIENCES CENTER	\$ 14.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	0%	11%
COLORADO STATE UNIVERSITY	\$ 482.80	\$ 501.30	\$ 523.08	\$ 586.08	\$ 576.54	\$ 597.30	\$ 623.28	\$ 667.12	\$ 700.62	\$ 714.00	\$ 725.42	\$ 750.44	\$ 779.62	11%	49%
UNIVERSITY OF SOUTHERN COLORADO	\$ 277.20	\$ 297.20	\$ 297.20	\$ 312.00	\$ 324.00	\$ 398.00	\$ 429.00	\$ 442.00	\$ 453.00	\$ 498.70	\$ 509.10	\$ 532.40	\$ 590.80	30%	99%
FORT LEWIS COLLEGE	\$ 240.00	\$ 264.00	\$ 279.00	\$ 327.00	\$ 335.00	\$ 346.00	\$ 456.00	\$ 466.00	\$ 472.00	\$ 543.00	\$ 606.50	\$ 728.50	\$ 730.00	55%	162%
UNIVERSITY OF NORTHERN COLORADO	\$ 320.00	\$ 320.00	\$ 320.00	\$ 444.00	\$ 482.00	\$ 620.00	\$ 640.00	\$ 648.00	\$ 711.70	\$ 709.70	\$ 680.90	\$ 655.76	\$ 661.26	-7%	107%
ADAMS STATE COLLEGE	\$ 330.00	\$ 355.00	\$ 355.00	\$ 355.00	\$ 399.00	\$ 425.00	\$ 487.00	\$ 487.00	\$ 562.00	\$ 562.00	\$ 612.00	\$ 642.00	\$ 672.00	20%	89%
MESA STATE COLLEGE	\$ 280.00	\$ 326.00	\$ 346.01	\$ 362.00	\$ 380.00	\$ 404.00	\$ 433.00	\$ 466.00	\$ 504.00	\$ 546.00	\$ 562.00	\$ 600.00	\$ 606.00	20%	75%
WESTERN STATE COLLEGE	\$ 436.00	\$ 461.00	\$ 461.00	\$ 517.00	\$ 527.00	\$ 586.02	\$ 636.02	\$ 690.00	\$ 683.00	\$ 692.00	\$ 710.00	\$ 773.00	\$ 801.00	17%	74%
METROPOLITAN STATE COLLEGE OF DENVER	\$ 179.00	\$ 233.00	\$ 251.00	\$ 261.00	\$ 290.00	\$ 322.82	\$ 325.82	\$ 328.40	\$ 363.40	\$ 402.10	\$ 464.32	\$ 499.92	\$ 537.52	48%	114%
COLORADO SCHOOL OF MINES	\$ 352.00	\$ 374.00	\$ 384.00	\$ 384.00	\$ 414.00	\$ 438.00	\$ 553.00	\$ 563.00	\$ 573.00	\$ 595.00	\$ 662.40	\$ 681.00	\$ 706.00	23%	84%

Table 3: History of Mandatory Student Fees
 FY 2003 Student Fee Report

INSTITUTION	FEEES	(FY 1999- 2003) %	(FY 1993- 2003) %												
	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-03	Increase	Increase
ARAPAHOE COMMUNITY COLLEGE	\$ 133.20	\$ 133.20	\$ 183.20	\$ 139.20	\$ 127.20	\$ 133.20	\$ 133.20	\$ 133.20	\$ 133.20	\$ 133.20	\$ 127.70	\$ 146.80	\$ 154.50	16%	-16%
COLORADO NORTHWESTERN COMMUNITY COLLEGE	\$ 200.00	\$ 220.00	\$ 260.00	\$ 286.00	\$ 390.00	\$ 390.00	\$ 480.00	\$ 480.00	\$ 470.00	\$ 168.00	\$ 172.10	\$ 178.80	\$ 179.70	-62%	-31%
COMMUNITY COLLEGE OF AURORA	\$ 50.00	\$ 50.00	\$ 68.00	\$ 84.00	\$ 86.00	\$ 76.00	\$ 76.00	\$ 83.00	\$ 83.60	\$ 84.00	\$ 85.00	\$ 86.40	\$ 80.40	-4%	18%
COMMUNITY COLLEGE OF DENVER	\$ 156.00	\$ 156.00	\$ 180.00	\$ 220.00	\$ 220.00	\$ 222.00	\$ 252.82	\$ 255.40	\$ 273.40	\$ 273.40	\$ 293.40	\$ 300.70	\$ 301.30	10%	67%
FRONT RANGE COMMUNITY COLLEGE	\$ 80.80	\$ 90.80	\$ 90.80	\$ 90.80	\$ 110.40	\$ 148.80	\$ 256.80	\$ 256.80	\$ 260.40	\$ 152.40	\$ 157.70	\$ 162.00	\$ 167.70	-36%	85%
LAMAR COMMUNITY COLLEGE	\$ 245.00	\$ 250.00	\$ 200.00	\$ 200.00	\$ 198.00	\$ 198.00	\$ 186.00	\$ 238.50	\$ 244.20	\$ 279.30	\$ 286.30	\$ 295.50	\$ 305.00	25%	53%
MORGAN COMMUNITY COLLEGE	\$ 60.00	\$ 60.00	\$ 60.00	\$ 76.00	\$ 78.00	\$ 93.00	\$ 102.00	\$ 102.00	\$ 174.00	\$ 150.00	\$ 150.50	\$ 151.20	\$ 154.50	-11%	158%
NORTHEASTERN JUNIOR COLLEGE	\$ 570.00	\$ 594.00	\$ 666.00	\$ 709.00	\$ 738.00	\$ 805.00	\$ 842.00	\$ 236.00	\$ 556.00	\$ 556.00	\$ 556.50	\$ 557.20	\$ 568.10	2%	-15%
OTERO JUNIOR COLLEGE	\$ 150.00	\$ 150.00	\$ 124.00	\$ 140.00	\$ 168.00	\$ 168.00	\$ 168.00	\$ 168.00	\$ 168.00	\$ 168.00	\$ 168.50	\$ 169.20	\$ 170.10	1%	37%
PIKES PEAK COMMUNITY COLLEGE	\$ 93.00	\$ 93.00	\$ 93.00	\$ 93.00	\$ 99.00	\$ 99.00	\$ 111.00	\$ 111.00	\$ 129.24	\$ 119.20	\$ 120.50	\$ 122.30	\$ 124.50	-4%	34%
PUEBLO COMMUNITY COLLEGE	\$ 88.70	\$ 184.70	\$ 184.70	\$ 190.70	\$ 198.00	\$ 198.70	\$ 208.00	\$ 209.70	\$ 221.25	\$ 216.75	\$ 208.10	\$ 213.60	\$ 229.65	4%	24%
RED ROCKS COMMUNITY COLLEGE	\$ 82.00	\$ 82.00	\$ 105.60	\$ 131.20	\$ 193.20	\$ 183.60	\$ 193.20	\$ 193.20	\$ 193.20	\$ 234.00	\$ 199.70	\$ 205.20	\$ 212.10	10%	101%
TRINIDAD STATE JUNIOR COLLEGE	\$ 128.10	\$ 128.10	\$ 128.10	\$ 182.60	\$ 184.60	\$ 184.60	\$ 184.60	\$ 184.60	\$ 297.10	\$ 302.50	\$ 303.00	\$ 311.50	\$ 316.20	6%	147%

Note: Mandatory student fees reported are for the academic year.

Table 4: Resident Undergraduate Full-Time Tuition and Mandatory Student Fees
 FY 2003 Student Fee Report

INSTITUTION	2002-03	2001-02	Dollar Change	Percent Change
UNIVERSITY OF COLORADO - BOULDER				
All-Other	\$ 3,566	\$ 3,357	\$ 209.20	6.23%
Business	\$ 4,718	\$ 4,115	\$ 603.20	14.66%
Engineering	\$ 4,140	\$ 3,897	\$ 243.20	6.24%
Journalism/Music	\$ 3,628	\$ 3,415	\$ 213.20	6.24%
UNIVERSITY OF COLORADO - COLORADO SPRINGS				
Lower Division	\$ 3,547	\$ 3,257	\$ 290.00	8.90%
Upper Division Liberal Arts & Sciences	\$ 3,685	\$ 3,413	\$ 272.00	7.97%
Upper Division Business & Engineering	\$ 3,797	\$ 3,483	\$ 314.00	9.01%
UNIVERSITY OF COLORADO - DENVER				
All Freshmen & Sophomores	\$ 3,242	\$ 2,934	\$ 308.00	10.50%
Non-Degree	\$ 3,242	\$ 2,934	\$ 308.00	10.50%
Engineering	\$ 3,490	\$ 3,160	\$ 330.00	10.44%
COLORADO STATE UNIVERSITY	\$ 3,435	\$ 3,252	\$ 182.18	5.60%
UNIVERSITY OF SOUTHERN COLORADO	\$ 2,651	\$ 2,472	\$ 178.40	7.22%
FORT LEWIS COLLEGE	\$ 2,632	\$ 2,521	\$ 111.50	4.42%
UNIVERSITY OF NORTHERN COLORADO	\$ 2,951	\$ 2,811	\$ 140.50	5.00%
ADAMS STATE COLLEGE	\$ 2,384	\$ 2,278	\$ 106.00	4.65%
MESA STATE COLLEGE	\$ 2,373	\$ 2,288	\$ 85.30	3.73%
WESTERN STATE COLLEGE	\$ 2,472	\$ 2,423	\$ 49.00	2.02%
METROPOLITAN STATE COLLEGE OF DENVER	\$ 2,635	\$ 2,503	\$ 132.00	5.27%
COLORADO SCHOOL OF MINES	\$ 5,952	\$ 5,621	\$ 331.00	5.89%
ARAPAHOE COMMUNITY COLLEGE	\$ 1,664	\$ 1,588	\$ 76.10	4.79%
COLORADO NORTHWESTERN COMMUNITY COLLEGE	\$ 1,689	\$ 1,620	\$ 69.30	4.28%
COMMUNITY COLLEGE OF AURORA	\$ 1,590	\$ 1,528	\$ 62.40	4.08%
COMMUNITY COLLEGE OF DENVER	\$ 1,811	\$ 1,742	\$ 69.00	3.96%

Table 4: Resident Undergraduate Full-Time Tuition and Mandatory Student Fees
 FY 2003 Student Fee Report

INSTITUTION	2002-03	2001-02	Dollar Change	Percent Change
FRONT RANGE COMMUNITY COLLEGE	\$ 1,677	\$ 1,603	\$ 74.10	4.62%
LAMAR COMMUNITY COLLEGE	\$ 1,815	\$ 1,737	\$ 77.90	4.49%
MORGAN COMMUNITY COLLEGE	\$ 1,664	\$ 1,592	\$ 71.70	4.50%
NORTHEASTERN JUNIOR COLLEGE	\$ 2,078	\$ 1,998	\$ 79.30	3.97%
OTERO JUNIOR COLLEGE	\$ 1,680	\$ 1,610	\$ 69.30	4.30%
PIKES PEAK COMMUNITY COLLEGE	\$ 1,634	\$ 1,564	\$ 70.60	4.52%
PUEBLO COMMUNITY COLLEGE	\$ 1,739	\$ 1,655	\$ 84.45	5.10%
RED ROCKS COMMUNITY COLLEGE	\$ 1,722	\$ 1,646	\$ 75.30	4.57%
TRINIDAD STATE JUNIOR COLLEGE	\$ 1,840	\$ 1,753	\$ 87.50	4.99%

Table 5: Resident Full-Time Tuition and Mandatory Student Fee History
 FY 2003 Student Fee Report

BOARD/INSTITUTION	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	5-Year (FY 1999- 2003) % Increase	10-Year (FY 1993- 2003) % Increase
	Resident T&F														
Research Institutions															
COLORADO STATE UNIVERSITY	\$ 2,217	\$ 2,356	\$ 2,505	\$ 2,608	\$ 2,751	\$ 2,821	\$ 2,897	\$ 2,975	\$ 3,037	\$ 3,054	\$ 3,133	\$ 3,252	\$ 3,435	13.10%	37.10%
(All Other Rate)	\$ 2,256	\$ 2,415	\$ 2,540	\$ 2,581	\$ 2,700	\$ 2,763	\$ 2,841	\$ 2,939	\$ 3,038	\$ 3,118	\$ 3,188	\$ 3,357	\$ 3,566	17.40%	40.40%
COLORADO SCHOOL OF MINES	\$ 3,892	\$ 4,092	\$ 4,288	\$ 4,391	\$ 4,621	\$ 4,747	\$ 4,937	\$ 5,013	\$ 5,081	\$ 5,103	\$ 5,412	\$ 5,621	\$ 5,952	17.10%	38.80%
Four-Year Colleges															
ADAMS STATE COLLEGE	\$ 1,444	\$ 1,569	\$ 1,649	\$ 1,675	\$ 1,785	\$ 1,845	\$ 1,939	\$ 1,961	\$ 2,056	\$ 2,092	\$ 2,186	\$ 2,278	\$ 2,384	16.00%	44.60%
WESTERN STATE COLLEGE	\$ 1,542	\$ 1,667	\$ 1,745	\$ 1,819	\$ 1,905	\$ 1,983	\$ 2,058	\$ 2,141	\$ 2,160	\$ 2,208	\$ 2,270	\$ 2,423	\$ 2,472	14.40%	41.70%
DENVER	\$ 1,321	\$ 1,477	\$ 1,715	\$ 1,755	\$ 1,854	\$ 1,996	\$ 2,105	\$ 2,134	\$ 2,192	\$ 2,275	\$ 2,388	\$ 2,503	\$ 2,635	20.20%	53.60%
MESA STATE COLLEGE	\$ 1,432	\$ 1,582	\$ 1,684	\$ 1,728	\$ 1,814	\$ 1,872	\$ 1,933	\$ 1,986	\$ 2,044	\$ 2,123	\$ 2,187	\$ 2,288	\$ 2,373	16.10%	40.90%
FORT LEWIS COLLEGE	\$ 1,420	\$ 1,550	\$ 1,701	\$ 1,777	\$ 1,857	\$ 1,904	\$ 2,050	\$ 2,084	\$ 2,110	\$ 2,219	\$ 2,331	\$ 2,521	\$ 2,632	24.70%	54.70%
UNIVERSITY OF SOUTHERN COLORADO	\$ 1,601	\$ 1,725	\$ 1,833	\$ 1,878	\$ 1,968	\$ 2,080	\$ 2,149	\$ 2,186	\$ 2,219	\$ 2,307	\$ 2,369	\$ 2,472	\$ 2,651	19.50%	44.60%
UNIVERSITY OF COLORADO-COLORADO SPRINGS (All Freshmen & Sophomore Rate)	\$ 1,858	\$ 2,108	\$ 2,231	\$ 2,276	\$ 2,372	\$ 2,440	\$ 2,538	\$ 2,570	\$ 2,668	\$ 2,828	\$ 2,980	\$ 3,257	\$ 3,547	33.00%	59.00%
UNIVERSITY OF COLORADO-DENVER (All Freshman & Sophomores)	\$ 1,651	\$ 1,793	\$ 1,917	\$ 1,955	\$ 2,045	\$ 2,098	\$ 2,143	\$ 2,229	\$ 2,255	\$ 2,382	\$ 2,698	\$ 2,934	\$ 3,242	43.80%	69.10%
UNIVERSITY OF NORTHERN COLORADO	\$ 1,820	\$ 1,926	\$ 2,027	\$ 2,298	\$ 2,311	\$ 2,492	\$ 2,554	\$ 2,590	\$ 2,679	\$ 2,724	\$ 2,753	\$ 2,811	\$ 2,951	10.20%	45.60%
Two-Year Colleges	\$ 1,057	\$ 1,158	\$ 1,271	\$ 1,305	\$ 1,375	\$ 1,410	\$ 1,454	\$ 1,484	\$ 1,547	\$ 1,555	\$ 1,574	\$ 1,634	\$ 1,740	12.50%	36.90%

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 of February. 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.

- | | |
|-------------------------------|---|
| (1) Institution: | University of Northern Colorado |
| Current Degree Program Title: | Bachelor of Arts in Biological Sciences (B.A.) |
| Revised Degree Program Title: | Bachelor of Science in Biological Sciences (B.S.) |
| Current Degree Program Title: | Master of Arts in Biological Sciences (M.A.) |
| Revised Degree Program Title: | Master of Science in Biological Sciences (M.S.) |
| Current Degree Program Title: | Bachelor of Arts in Chemistry (B.A.) |
| Revised Degree Program Title: | Bachelor of Science in Chemistry (B.S.) |
| Current Degree Program Title: | Master of Arts in Chemistry (M.A.) |
| Revised Degree Program Title: | Master of Science in Chemistry (M.S.) |
| Current Degree Program Title: | Bachelor of Arts in Earth Sciences (B.A.) |
| Revised Degree Program Title: | Bachelor of Science in Earth Sciences (B.S.) |
| Current Degree Program Title: | Bachelor of Arts in Mathematics (B.A.) |

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

Current Degree Program Title: Bachelor of Arts in Physics (B.A.)

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

Approved by: Board of Trustees of the University of
Northern Colorado

Rationale:

The requirements of the programs are reflective of their depth and focus on science and mathematics content through the curriculum. UNC's science-based requirements exceed those in several other B.S. and M.S. academic programs at UNC.

Scope of Proposed Change:

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

Proposed Action by the Executive Director:

Approve the degree title changes as requested, effective immediately.

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 Trustees of 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 with 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 Trustees of the State Colleges in Colorado have submitted a request for out-of-state instructional programs delivered by Adams State College.

ED 589: Reaching Kids Through Whole Brain/Body Learning

The dates for this course are: January 13 – February 22, 2003, delivered in Kihei, Hawaii.

HPER 589: Modern Concepts in Coaching Football 2003

The dates for this course are: February 7-9, 2003, delivered in Las Vegas, Nevada.

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

“SPED 498/598 Effective Educator: Developing Knowledge and Skill for All Learners.” The dates for this course: Spring 2003 - Spring of 2004, delivered in Wyoming.

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: THE GOVERNOR'S OPPORTUNITY SCHOLARSHIP REPORT

PREPARED BY: BRIDGET MULLEN

I. SUMMARY

The [attached report](#) is a summary of the Governor's Opportunity Scholarship Program. Since its inception in 1999, Colorado awarded more than 1,700 Governor's Opportunity Scholarships (GOS), and this report reflects the success of the recipients.

II. BACKGROUND

Governor Owens and the Colorado Commission on Higher Education established the Governor's Opportunity Scholarship in 1999 with the purpose of getting more of Colorado's low-income students to attend a postsecondary institution.

COLORADO COMMISSION ON
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

THE GOVERNOR'S OPPORTUNITY SCHOLARSHIP

PROGRESS REPORT

FEBRUARY 2003

1380 Lawrence Street, Suite 1200 • Denver, Colorado 80204 • (303) 866-2723
TIMOTHY E. FOSTER, EXECUTIVE DIRECTOR

The Governor's Opportunity Scholarship Program

Historically participation in higher education has been closely associated with a student's socio-economic status and the probability of obtaining a college education today remains unequal in the United States. Nationally, over the past three decades, the percentage of students going on to higher education has risen in each of the income quartiles. The top income quartile, with the highest college participation rates, reported little change in participation over the past 30 years, increasing its rate from 72% in 1970 to 75% in 2000. The third income quartile rose from 58% to 68% and the second income quartile increased significantly from 47% to 68% in participation for the period. The bottom income quartile, however, reported relatively little change over 30 years, rising only from 28% in 1970 to 35% in 2000. A predominant barrier to entry continues to be the lack of financial assistance that is targeted to students and families with the least ability to pay. There is a mound of evidence that suggests that financial aid in the form of loans, especially for low-income and first generation students, is less effective than grant aid in recruiting students to higher education and helping them to stay in college and complete their degree.

Colorado is no different from the rest of the nation. Despite the economic prosperity over the past decade that has brought unprecedented wealth to the state and to many families, Colorado's low-income students continue to confront significant financial barriers that limit their ability to access and stay in college. As a result, the college entry and completion rates of low-income students in Colorado continue to lag well behind their middle-income and upper-income peers. Nationally, the college participation rate of students from the bottom income quartile lags 40 percentage points behind those families in the top quartile. The difference is even greater in Colorado. Under-participation and lack of degree completion continues to take its toll on the lifetime earnings of today's low-income students. In turn, these factors also impact the economic productivity and prosperity of the state.

College Participation Rates

College participation rates are strong indicators of a state's economic vitality. Although Colorado ranks first in the number of residents with at least a baccalaureate degree, Colorado's low-income students have a lower college participation rate than the national average of 25%. In Colorado, only 17% of low-income students go on to college. Colorado's growing economy will not benefit low-income residents unless enrollment patterns change.

Estimated Chance for College by Family Income Quartile (2000)

Income Quartile	Chance for College	Chance for Completion by Age 24
Top	75%	52%
Third	69%	25%
Second	56%	14%
Bottom	35%	7%

Source: Tom Mortenson, Post-secondary Education OPPORTUNITY, October 2001

As seen from the data presented above, there is a direct correlation between family income and higher education participation and completion. The majority of recent high school graduates from the top income quartile are more likely to attend an institution of higher education and obtain a bachelor’s degree by age 24 than not, compared to a similar student from the bottom quartile, who has a 35% chance of going on to higher education and only a 7% chance of obtaining a bachelor’s degree by age twenty-four.

Furthermore, national data suggest a strong relationship between educational attainment levels and income. People who live in households in the United States with increasing income levels have higher educational levels and people in households with decreasing incomes have lower educational attainment levels. According to the U.S. Census Bureau Current Population Survey, the average income for a high school graduate was \$30,400, while a college graduate earned 72% more at \$52,200.

Average Annual Income for Persons 25 Years and Over by Educational Attainment

Educational Attainment	Average Income (1999)
High School Graduate	\$30,400
Associates Degree	\$38,200
Bachelor’s Degree	\$52,200
Master’s Degree	\$62,300
Ph.D.	\$89,400
Professional Degree	\$109,600

Source: United States Census Bureau, Current Population Reports via Internet

In order to address the current opportunity gap and avoid a potential access crisis in the future, the Colorado Commission on Higher Education developed the Governor’s Opportunity Scholarship program. The Governor and the Commission, with the support of the General Assembly and the state’s institutions of higher education, are addressing the access issue by focusing its commitment to low-income families by providing financial assistance to residents who otherwise would not be able to attend college. From a policy perspective, the program is designed to change enrollment and graduation patterns and, at the same time, extend greater economic stability to low-income Coloradans. State and federal financial assistance has been focused on Colorado residents who are least likely to attend college because of financial barriers. The

Governor's Opportunity Scholarships has allowed more than 1,700 Coloradans to attend institutions of higher learning since 1999. An important part of the program is to track the progress of the scholarship recipients. The purpose of this report is to provide progress information and to suggest ways to improve the program in future years.

Parameters of the Governor's Opportunity Scholarship Program

Recipients of the GOS are first-time freshmen with significant financial need. According to the Free Application for Student Aid (FAFSA), these students come from families with incomes of less than \$27,800. The recipients attend community colleges, vocational schools, and various public and private four-year Colorado institutions. Participating institutions actively assist applicants in completing admissions and financial aid forms.

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

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

Financial Aid Received by GOS Students

A student may initially qualify for the Governor's Opportunity Scholarship in one of two ways; the family must have an annual income less than \$27,800 or an expected family contribution of zero. In FY 2002, the average family income of a GOS recipient was \$19,317, and for those families who met the income criteria, average expected family contribution was \$658. Each recipient receives, at a minimum, a federal Pell Grant, a work-study award, and the Governor's Opportunity Scholarship. Institutions are highly encouraged and expected to offer an institutional award as well. In FY 2002, in terms of financial aid received by a GOS recipient, the average Pell grant received was \$2,911, the average work-study award was \$822, and the average GOS was \$5,665. Institutions, on average, awarded \$899 in institutional aid. For FY 2002, the total average amount of financial aid received by a GOS student was \$10,759. It is important to note that the total aid received is 100% grant aid, scholarship aid, and work-study.

GOS Student Population

As of the Fall 2002 semester, 1,710 Coloradans received the Governor's Opportunity Scholarship. Approximately two-thirds of the GOS student population is female. This is consistent among all four entering classes across the two-year and four-year institutions. More than three-fifths of all GOS students attend a public four-year institution. Nearly half of the GOS students are from an ethnic origin other than white, non-Hispanic compared to the state's undergraduate student population of 74% white, non-Hispanic population. Because of the unique qualifications to obtain a Governor's Opportunity Scholarship – the student must be a first-time, full-time, degree seeking undergraduate – the statewide student population used as a comparison group to the GOS population is also first-time, full-time, degree seeking undergraduates. FY 2001 data is being used for the comparison group, the most recent data available. The table below reports the ethnic breakdown of the GOS population and for the Fall 2001 undergraduate student population.

Ethnic Breakdown of GOS Population and the Undergraduate Student Population of Colorado

Ethnic Origin	GOS Students Entering In				
	FY 2000	FY 2001	FY 2002	FY 2003 (Fall 2002)	Fall 2001 Undergrad
White, Non-Hispanic	46%	56%	57%	58%	77%
Hispanic	39%	26%	26%	25%	9%
Black, Non-Hispanic	7%	8%	8%	7%	3%
Asian/Pacific Islander	4%	7%	6%	5%	3%
American Indian	3%	2%	2%	2%	1%
Unknown/Not Reported	1%	1%	2%	4%	7%
Total Number of Students	319	374	541	471	23,455
% Non-White, Non-Hispanic	54%	44%	43%	42%	23%

Source: The Colorado Commission on Higher Education SURDS reports

About 44% of the GOS student population totals are classified as minority students (Asian, Black, non-Hispanic, Hispanic and Native American) as a share of those reporting an ethnic classification. This is compared with a total 23% minority classification for the FY 2001 resident, undergraduate, first-time, full-time, degree seeking comparison group. Over the first four years of the program, Asian Americans comprised 6% of the reported total, Black, non-Hispanics - 7%, Hispanics - 29% and Native Americans – 2%. Thus the GOS student population, on average, contains twice the number of Asian and Native American students, more than twice the number of Black, non-Hispanic students, and three times the number of Hispanic students than the overall student population.

Given the current controversy over affirmative action and the current Supreme Court deliberations on the two University of Michigan cases, it is important to note that the Colorado Commission on Higher Education has chosen to take a different approach to this issue. Instead of focusing on racial and ethnic quotas, Colorado higher education policies are geared toward increasing access and participation for those individuals whose family income places them in the lower brackets. Thus, the GOS program has served to enhance college admissions of low-income students and has also served to increase minority students at higher education institutions, an outcome consistent with Commission policies. By using economic factors as a qualification rather than race or ethnic considerations, the GOS student population is significantly more diverse than the overall student population.

There is a significant difference in the age of GOS recipients between four-year and two-year institutions. Of the students attending four-year institutions, 96% are twenty-four years of age or younger compared to 82% at the two-year institutions. The age differences between four-year and two-year institutions are similar for the first-time, full-time degree-seeking undergraduate student population as compared to the GOS population. Approximately 80% of students at the public two-year institutions are age twenty-four or younger and 99% at the four-year institutions. Only 2% of the GOS student population attending a four-year institution is twenty-five years of age or older, whereas 13% of the two-year GOS population is at least twenty-five years old.

Academic Preparation of the GOS Students

The data summarizing the academic preparation of the GOS students is reported for the four-year institutions only. In addition, the average high school grade point average, average ACT composite score, and CCHE admission's index is not reported for all GOS students attending a public four-year institution. Of the data reported, the academic preparation of the GOS recipients has changed substantially over the four years of the program. As an example, the average high school GPA rose from 2.6 for the FY 2000 class to 3.5 for the class entering Fall 2002. In addition, the average ACT Composite score jumped significantly from 19.9 to 21.9 for the respective years. In FY 2000, only 41% of the GOS recipients met the institutions minimum admission's index. It is important to note that GOS students admitted in FY 2000 who did not meet an institution's admissions index were not included in the institution's window calculation. Of the GOS recipients entering in FY 2001, 90% met the minimum index, 85% for FY 2002 and 89% in Fall 2002. The table below summarizes the academic preparation of the entering GOS recipients from only the four-year public institutions.

Academic Preparation of GOS Population and the Undergraduate Student Population of Colorado

Academic Preparation	GOS Students Entering In				
	FY 2000	FY 2001	FY 2002	FY 2003 (Fall 2002)	Fall 2001 Undergrad
Average HS GPA	2.62 (N = 173)	3.39 (N = 181)	3.32 (N = 246)	3.48 (N = 174)	3.32 (N=17,193)
Average ACT Composite	19.9 (N = 133)	21.6 (N = 173)	21.3 (N = 229)	21.9 (N = 175)	22.7 (N=14,003)
% Meeting Institution's Minimum Index	40.8% (N = 169)	90.1% (N = 181)	84.6% (N = 246)	89.1% (N = 183)	79.6% (N=17,449)

Source: The Colorado Commission on Higher Education SURDS reports

GOS Student Progress

Academic progress and retention rates are important indicators in measuring student success. GOS students are required to maintain full-time status. Full-time is defined as 12 credit hours per semester. The table below presents cumulative credit hours completed through the Fall 2002 semester. At the end of the Fall 2002 term, each cohort exceeded the minimum requirement of full-time enrollment. As an example, those entering in Fall 1999, cohort 1, at the end of the Fall 2002 term, completed, on average, 84 credit hours at the four-year institutions and 67 at the two-year institutions. After seven semesters, a recipient is expected to complete 84 credit hours at the four-year institutions. Cohort 4, entering in Fall 2002, is expected to complete 12 credit hours. The recipients at both the two-year and four-year institutions, on average, significantly exceeded the minimum, averaging 14.6 and 17.5 credit hours respectively. Comparing this cohort to the undergraduate student population, the GOS students, on average, accumulated more credit hours than the total population. In addition to credit hours completed, academic progress is also measured by grade point average. GOS students must maintain satisfactory academic progress to remain eligible to receive the award. The table below reflects cumulative grade point averages on a 0 to 4.0 scale through the Fall 2002 semester. **At the two-year institutions all GOS cohorts, on average, are performing at least as well as the undergraduate comparison group (within one-hundredth of a point). For example, cohorts 1,2,3 and 4 have cumulative GPAs of 2.75, 2.77, 2.79 and 2.49 respectively as compared to 2.50 for the overall two-year student population. For the four-year institutions, GOS students have earned GPAs of 2.62, 2.98, 2.75 and 2.69 all within one-tenth of the undergraduate student population GPA of 2.72.**

Cumulative Credit Hours and Grade Point Average Through Fall 2002

GOS Cohort Entering in Summer/Fall	Cumulative Credit Hours	Cumulative GPA
Entering Fall 1999		
Four-Year Public	83.7	2.62
Two-Year Public	66.9	2.75
Entering Fall 2000		
Four-Year Public	73.8	2.98
Two-Year Public	58.5	2.77
Entering Fall 2001		
Four-Year Public	46.3	2.75
Two-Year Public	43.4	2.79
Entering Fall 2002		
Four-Year Public	17.5	2.69
Two-Year Public	14.6	2.49
<i>All Undergraduates Entering Fall 2001</i>		
<i>Four-Year Public</i>	<i>16.1</i>	<i>2.72</i>
<i>Two-Year Public</i>	<i>12.1</i>	<i>2.50</i>

Retention rates are a key measure of the program's success. The statewide retention rates for all first-time, full-time, degree-seeking freshmen one-year retention rates at the original institution entering Fall 1999 is 73.1% for four-year public institutions and 50.7% for two-year institutions. For Fall 2000, the retention rates were 72.6% and 50.1% for four-year and two-year public institutions respectively. The table below reports retention rates at the original institution for all entering cohorts after one, two, and three years after entry. After one year, 65.6% of cohort 1, 78.3% for cohort 2, and 77.4% of cohort 3 were retained at the original institution in which the students enrolled. Retention rates for cohort 1 at the four-year institutions are slightly lower than its QIS comparison group. **However, cohort 2 exceeds its QIS comparison group by one percentage point. Looking at the two-year institutions, cohort 1 exceeds its QIS comparison group by seventeen percentage points and cohort 2 again exceeds its QIS counterpart by thirteen percentage points. Overall, GOS students are performing at or above their peers.**

Retention Rates of GOS Students at Entering Colorado Public Institutions

GOS Cohort Entering in Summer/Fall	Enrolled One-Year After Entry	Enrolled Two-Years After Entry	Enrolled Three-Years After Entry
Entering Fall 1999			
Four-Year Public	65.6%	49.4%	40.6%
Two-Year Public	67.3%	37.4%	12.1%
Entering Fall 2000			
Four-Year Public	78.3%	63.0%	
Two-Year Public	63.2%	34.6%	
Entering Fall 2001			
Four-Year Public	77.4%		
Two-Year Public	63.5%		

Source: The Colorado Commission on Higher Education, SURDS Enrollment Files

Conclusion

Data show the long-term benefits of acquiring a bachelor's degree are great. The knowledge-based economy, which sets the United States apart from the rest of the world, has made a college education more important than ever. Nearly 60 percent of jobs today require at least some college. This will only increase in the future. The baccalaureate degree is becoming the equivalent of a high school diploma in the old economy. Yet, students from low-income families do not pursue a postsecondary education. The most significant barrier to entry into higher education for these students is financial: they simply are not able to pay for college. Low-income families also do not view student loans as a way of overcoming that barrier. On the other hand, they do view grants and scholarships as incentives but find limited resources at both the federal and state levels.

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

In order to narrow the gaps in postsecondary participation, persistence and degree completion, the Commission, in its master plan, has made student access an important goal. The state's financial aid system should ensure, at a minimum, that the decision of low-income students to attend an institution of higher education should not be constrained solely by unmet need. In order to achieve this, the Commission has refocused financial aid, in particular, need-based grants, toward those students who might not otherwise go to college without the assistance. The Governor's Opportunity Scholarship represents an effort by the Governor, the Colorado Commission on Higher Education, and the General Assembly to change the postsecondary enrollment patterns of low-income students.

The Commission will continue to monitor this program and encourage institutions to support these goals. The Commission will partner with Colorado high schools, non-profit outreach organizations, and the institutions to search out and encourage low-income students to enroll and complete postsecondary education. In addition, they will work with institutions to assure that each GOS student succeeds.