

## CCHE Agenda

November 6, 2003

Memorial Student Lounge, College Union

Fort Lewis College

Durango, Colorado

10:00 a.m.

I. Approval of Minutes

II. Reports

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

III. Consent Items

- A. Application for Participation in State-Funded Student Assistance Program - Lindner

IV. Action Items

- A. Colorado Declaration on Higher Education – Farina (15 Minutes)
- B. Revisions to the Remedial Policy – Futhey (60 minutes)
- C. Five-Year Capital Construction Plans, Vacant Buildings Report, And Cash-Funded Capital Construction Projects – Johnson/Hoffman (30 minutes)

V. Items for Discussion and Possible Action

- A. 2003 Legislative Report on Teacher Education – Futhey
- B. Statewide Business Articulation Agreement - Evans

VI. Written Reports for Possible Discussion

- A. Report on Out-of-State Instruction – Breckel
- B. FTE - Service Area Exemptions – Breckel
- C. 2004 Legislative Report on Remedial Education – Futhey/Schaible-Brandon
- D. Presentation of Consolidated Financial Statements – Schweigert
- E. CCHE – Capital Assets Quarterly Reports (Waivers, Cash, SB 92-202, and Other Projects; and Leases) - Hoffman

**TOPIC: CHAIR'S REPORT**

**PREPARED BY: RAYMOND T. BAKER**

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

**TOPIC: COMMISSIONERS' REPORTS**

**PREPARED BY: COMMISSIONERS**

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

**TOPIC:                   ADVISORY COMMITTEE REPORTS**

**PREPARED BY:       ADVISORY COMMITTEE MEMBERS**

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

**TOPIC: PUBLIC COMMENT**

**PREPARED BY: TIM FOSTER**

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

**TOPIC: APPLICATION FOR PARTICIPATION IN STATE-FUNDED  
STUDENT ASSISTANCE PROGRAM**

**PREPARED BY: DIANE M. LINDNER**

**I. SUMMARY**

The Commission is directed by statute to establish the eligibility guidelines and determine the institutions eligible for participation in the Colorado student aid program. After reviewing the application and supporting material, Johnson and Wales University met CCHE's guidelines for initial participation. The staff recommends that the Commission accept Johnson and Wales University into the state financial aid program.

**II. BACKGROUND**

Under CCHE policy an "eligible institution" is one that is operating in Colorado and can document that it has a governance structure, institutional capability to administer a student aid program, and sufficient in-state enrollment enrolled in eligible programs. An "eligible program" is a program of education or training that:

- Admits, as regular students, only persons having a certificate of graduation from a secondary school (high school graduates), the recognized equivalent of that certificate (GED), or persons beyond the age of compulsory school attendance in the State of Colorado who have displayed the ability to benefit from the education or training offered, and
- Leads to a bachelor's, associate, professional, or higher degree, or
- Is at least a two-year program which is acceptable for full credit toward a bachelor's degree, or
- Is at least a one-year program leading to a certificate or degree that prepares a student for gainful employment in a recognized occupation, or
- Is, for a proprietary institution or a postsecondary vocational institution, a program of at least six months duration (16 semester hours or trimester hours, or 24 quarter hours, or 600 clock hours) leading to a certificate or degree that prepares students for gainful employment in a recognized occupation.

At minimum, an institutional applicant must have successfully administered federal campus-based programs for at least two years, have the proper accreditation standards, and have submitted an application to the Commission. If the Commission approves the application, the institution will receive initial need-based grant funding.

**III. STAFF ANALYSIS**

Johnson and Wales University applied for participation in Colorado student financial aid programs for 2003-04. After review of the application material, CCHE staff concluded that they met the qualifying criteria for participation.

Institution	Type of Programs	Accreditation	Supporting Documentation
Johnson and Wales University	Offers A.S. and B.S. degrees in Accounting; A.S. degree in Advertising Communications; A.S. degree in Business Administration; A.S. and B.S. degrees in Criminal Justice; A.S. degree in Fashion Merchandising; B.S. degree in Financial Service Management, International Business and Management, and Marketing. Offers a CCHE-approved teacher education program.	Regional Accreditation from New England Association of Schools and Colleges	(1) Participated in federal programs for 2 years. (2) Holds Regional accreditation (3) Provided financial statement for federal programs (2000-2001), an audit statement of its federal programs. (4) U.S. Department of Education Office of Student Financial Assistance Statement of Account for Campus-Based Programs, 2002-2003 Award Year

**IV. STAFF RECOMMENDATION**

**That the Commission accepts Johnson and Wales University as an eligible institution for participation in Colorado's state-funded financial aid programs beginning fiscal year 2003-04.**

**Appendix A**

**STATUTORY AUTHORITY**

Criteria for institutional eligibility for state-funded student assistance programs is set forth in 23-3.3-101, C.R.S.

**TOPIC: COLORADO DECLARATION ON HIGHER EDUCATION**

**PREPARED BY: COMMISSIONER TERRY FARINA**

**I. SUMMARY**

At Colorado Commission on Higher Education's Advance that took place August 7-8, 2003, with commissioners, board members, and guest speakers, the Commission agreed that a short paper be written to state its goals in a formal way. Based upon the dialog that occurred over the two-day planning meeting, the Colorado Declaration on Higher Education (Attachment A) was written.

**II. STAFF RECOMMENDATION**

**That the Commission approve the Colorado Declaration on Higher Education.**

Attachment A

## **COLORADO DECLARATION ON HIGHER EDUCATION**

We hold these truths to be of great significance to the future of the State of Colorado:

A QUALITY EDUCATION at every level is essential for the economic and civic well-being of every Colorado resident;

HIGHER EDUCATION, in one or more of its many forms, is virtually a necessity in today's world for all students and prospective students;

LINKAGE AND COOPERATION between educators and administrators at all transition points in the education system is mandatory to assure proper preparation of our students for the higher education experience.

THE CITIZENS of Colorado are entitled to expect continuous, incremental and at times, innovative improvement at every level of public education; and

LEADERSHIP by educators and every other segment of the Colorado community is vital for the future success of higher education in the State.

NOW, THEREFORE, the undersigned commit themselves to the following goals:

ACCESS TO HIGHER EDUCATION, to the maximum degree possible, shall be made available to every Colorado citizen.

WHEN A CHILD STARTS SCHOOL, the expectations shall include successful participation in pre-kindergarten through 12<sup>th</sup> grade and successful participation in one or more forms of higher education.

APPROPRIATE PUBLIC FUNDING, in all its various forms, will be provided to students and/or institutions of higher education to ensure the attainment of a high quality education.



**TOPIC: REVISIONS TO REMEDIAL POLICY**

**PREPARED BY: CAROL FUTHEY**

**I. SUMMARY**

Remediation has been discussed at prior Commission meetings during 2003, and this agenda item presents revisions to CCHE's Remedial Policy ([Attachment A](#)) applicable to all state-supported institutions of higher education (i.e., four-year and two year colleges), effective for fiscal year 2005. As follow-up to the discussion in June, staff were requested to respond to issues associated with implementation of prior policy revisions.

Four areas are addressed in this item for Commission consideration and action:

- 1) setting a minimum passing score for placement in college-level mathematics. Scores will be monitored as Colorado data are collected.
- 2) determining concordances for scores between the ACT Assessment Test, the Scholastic Aptitude Test, and the Accuplacer in the areas of mathematics, writing, and reading;
- 3) specifying the undergraduate student population to be assessed, and where necessary, remediated; and
- 4) clarifying when institutions are required to enforce mandatory remediation placement.

Staff recommend Commission approval of the proposed revisions.

**II. BACKGROUND**

By statute (C.R.S. 23-1-113.3), the Commission's role and responsibilities with regard to remedial education are defined in five areas:

- 1) adopt and implement a remedial policy;
- 2) develop funding policies for remediation appropriate to institutional roles and missions;
- 3) design a reporting system that provides the General Assembly with information on the number, type, and costs of remediation;

- 4) establish comparability of placement or assessment tests; and
- 5) ensure each student identified as needing remediation is provided with written notification regarding cost and availability of remedial courses.

The Commission has fulfilled its statutory requirements by action on these revisions.

Governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the policies set by the Commission within the authorities delegated to it by statute. Their roles and responsibilities also have been met with the submission of assessment plans that have been approved by the Commission in FY 2002. Finally, undergraduate students enrolled in Colorado public institutions have expectations that they are to meet. Those are outlined in the attached policy.

### III. STAFF ANALYSIS

Four areas were reviewed by staff in collaboration with representatives from governing boards and institutions since June 2003:

- A. **Statewide Mathematics Cut Score:** Three tests were approved by the Commission in June 2003 for the purpose of entry- and secondary-level assessment: the ACT Assessment Test, the College Board Scholastic Aptitude Test, and the College Board Accuplacer. The minimum passing scores for college-level placement in writing and reading were set in August 2000 at 18 and 17 on the ACT Assessment Test respectively, but the appropriate score for mathematics has been the topic of on-going discussion over the past three years.

While a pilot project to set a mathematics cut score based on student success in college-level mathematics was implemented in 2002-03, the findings from the data submitted by the five participating Colorado public institutions did not provide the appropriate basis for recommending a score at this time. In addition, assuming the use of success in college algebra as the only course by which to set a cut score was found by staff to be faulty. A significant proportion of students at most institutions may fulfill general education math requirements by a variety of courses, particularly in the liberal arts, that are designed specifically for their majors.

Staff have concluded, therefore, that the ACT mathematics cut score for placement in college-level math courses should remain at 19 (or a 470 on the SAT mathematics or an 85 on the Accuplacer elementary algebra), and that the same score should be used by all of Colorado's public institutions. Two-years of course and registration data files from all public institutions need to be collected by CCHE to initially evaluate the validity of cut score changes for college-level mathematics placement at Colorado public institutions and then monitored periodically on an on-going basis.

### **Staff Recommendations**

1. The statewide minimum cut score for college-level placement on the ACT Assessment is a mathematics subscore of 19.
2. Institutions provide course and student registration data files to CCHE beginning in fiscal year 2005 that will serve as the basis for Colorado-specific evaluation of cut scores and the study of remediated student success in courses. CCHE and governing board/institutional staff will collaborate to define the file elements and submission schedule.

- B. Concordances:** In order to equate SAT subscores to ACT subscores, the concordances for each of the subjects were produced by Commission staff based on FY 2003 Undergraduate Applicant File submissions (Tables 1 - 3). An equipercentile methodology was used (Kolen, M. J. & Brennan, R. L., 1995). To insure the populations were as homogeneous as possible, only high school graduates reported for 2002 were examined, and all duplicate students were removed. Statewide, 11,562 students were reported with both ACT and SAT subscores. Existing concordances (Miller, 1999) were used to equate the recommended ACT cut scores and Accuplacer scores as CCHE does not currently collect these data.

### **Staff Recommendation**

The Commission adopt the test score concordances between ACT, SAT, and Accuplacer found in [Attachment A](#).

- C. Student Population to be Assessed:** The original undergraduate student population to be subject to entry-level assessment and possible remediation were first-time undergraduates and includes first-time degree-seeking students and non-degree-seeking undergraduates changing to degree-seeking status. No changes are recommended to these student populations.

The proposed change here is an adjustment to the June 2003 action by the Commission that broadened the scope of assessed students to include all non-degree-seeking students enrolled in courses for academic credit. This definition poses problems due to its inclusion of concurrently enrolled high school students, students enrolled for selected coursework associated with job advancement, students enrolled via distance education, students enrolled for occasional coursework for personal growth and development, etc. Staff believe that assessing all non-degree-seeking students was not the intent of the legislation or policy with one additional exception.

Because of the Commission's responsibility to produce a feedback report on recent high school graduates who take basic skills courses, assessment results of non-degree-seeking students who graduated in the prior academic year (e.g., students

reported in the FY 2004 Undergraduate Applicant File and Enrollment Files who graduated from high school during 2003) need to be included to provide a more complete picture of student placement for their respective high schools. To identify recent high school graduates in SURDS files, year of high school graduation will be used. When the year is not provided by institutions, date of birth must be provided to CCHE to calculate a student's age as of September 15 of the specified year, and those students with a calculated age of 17, 18, or 19 years of age will be included in the frequencies.

#### **Staff Recommendation**

Assessment, and where necessary, remediation of non-degree-seeking students be limited to recent high school graduates, as defined above, in addition to those converting to degree-seeking status.

- D. Mandatory Student Placement Issues:** As above, the Commission approved in June 2003 that students must be placed in remediation if minimum cut scores were not met, and that students must fulfill such coursework, if needed, before a four-year institution may admit the transfer student. Since then, two issues have been raised in this context. First, test scores are but one indicator of a student's preparation to undertake college-level coursework. In recognition of the circumstance where a student with a strong academic record scores below the minimum cut score for college-level placement, staff believes that institutions need limited flexibility in placing students at the appropriate level that may be different than that indicated by test scores. Staff have concluded that institutions must enforce the minimum passing cut scores and place students in remediation when indicated. Options, such as evaluation of a student's transcript(s) or an additional form of secondary assessment, however, may be used to place a student not meeting the cut score in college-level coursework when justified.

A second point relates to the timing of remediation. Research confirms that addressing academic deficiencies at the earliest point in a student's career significantly increases the positive effects that remediation can make to a student's on-going collegiate success. The Remedial Policy adopted in August 2000 specified that it was the student's responsibility for completing remediation within his/her first 30 credit hours. Institutions assigned students to remediation when indicated, but students were not required to complete the developmental coursework prior to enrolling in college-level classes in the same discipline. Under that scenario, nearly 10% of students identified as degree-seeking recent Colorado high school graduates were not fully assessed in FY 2003: 1% of these students at the 4-year institutions; 19% of the same students at two-year schools, making this a larger issue for the community colleges. Differences in remedial rates seen between the two-year and four-year sectors are explained by individual school practices for assigning students to remediation. As the assessment and remediation practices align statewide, staff expect remediation rates at

schools to increase, thereby making it difficult to make accurate rate comparisons across years.

To ensure that students diagnosed with academic deficiencies enroll in remediation, the Commission approved mandatory remedial placement in June 2003. Governing board/institution staffs have requested clarification on the above action, since the June action is not scheduled for implementation until FY 2005.

Staff considered at least three options practiced to varying degrees by the public institutions:

1. The first is a continuation of current policy where the responsibility for enrolling for remediation rests solely with the student as described above. Once the institution has assessed the student and notified him/her of options for remediating any deficiencies, the institution's obligation has been fulfilled. Some institutions do, however, extend this "information" responsibility into the advising process. In its simplest form, then, the student is fully accountable for his/her academic choices and ultimate success.
2. A second possibility considered by staff was that students complete basic skill deficiencies within the first 30 credit hours attempted or have all enrollments beyond the 30 hours limited to courses that lead to the removal of deficiencies. This option is consistent with the Commission's commitment to adequate student academic preparation and the goal that a student achieve such preparation prior to enrolling in college-level courses. Certain disciplines, most notably mathematics and English, assume a student knowledge base gained in high school or other previous academic experiences. General education courses in disciplines such as history, psychology, and political science build on reading and writing skills.

Students, therefore, should not enroll in collegiate courses in these fields lacking the necessary knowledge and skills. Appropriate advising and continued notification of students about remediation requirements could minimize the impact and frequency of this registration requirement, but clearly, the institution's role is significantly expanded under this scenario.

3. A third alternative, and that recommended by staff, is to require an academic advising component in the assessment/remediation process. Academic advisors and/or faculty would be responsible for tracking and advising students needing remediation, using an advising flag that would be implemented when a student reaches 30 credit hours and has unmet remedial needs. This option would not preclude a student from registering for subsequent coursework where college readiness is demonstrated, but would

mandate academic counseling on the value of completing the remedial courses early in the student's academic career when it would be most beneficial.

Finally, regardless of when remediation occurs, staff concurs with the issue raised by four-year institutions regarding their inability to enforce completion of remedial needs by a student prior to transfer from a two-year school. Due to the high level of student mobility across institutions, in addition to the wide range of opportunities for meeting remedial needs, four-year institutions should not be expected to implement a process for verifying the completion of remediation prior to admission of a transfer student.

#### **Staff Recommendation**

1. Assessed students not meeting the specified minimum cut score may be placed in college-level courses provided that a student's transcript(s) or secondary-level assessment justifies such placement.
2. Institutions implement mandatory advising of students with unmet basic skills deficiencies after 30 hours. Until remediation is completed or a student meets the remedial requirements through an exemption, a student's registration will be blocked each term, and the student must meet with an academic advisor to be counseled about the need to complete remedial coursework in the earliest possible term.

#### **IV. STAFF RECOMMENDATIONS**

1. The Commission approve the revisions to the Remedial Policy, effective fiscal year 2005.
2. An evaluation of the policy should be submitted to the Commission no later than March 2007.

**Appendix A**

**C.R.S. 23-1-113.3.**

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

**Table 1. ACT/SAT MATH CONVERSION TABLE FROM FY 2003 DATA**

ACT			SAT EQUIVALENTS TO ACT VALUES			
SCORES	FREQ	CUM FREQ	LOW	HIGH	FREQ	CUM FREQ
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	1	1	200	200	5	5
12	5	6	210	240	1	6
13	9	15	250	280	9	15
14	31	46	290	310	24	39
15	79	125	320	360	93	132
16	173	298	370	390	148	280
17	295	593	400	420	310	590
18	438	1031	430	450	543	1133
19	510	1541	460	470	470	1603
20	543	2084	480	490	587	2190
21	539	2623	500	500	459	2649
22	795	3418	510	520	810	3459
23	770	4188	530	540	766	4225
24	762	4950	550	550	591	4816
25	1,127	6077	560	580	1,484	6300
26	1,008	7085	590	600	938	7238
27	1,151	8236	610	620	1,061	8299
28	872	9108	630	640	795	9094
29	725	9833	650	660	749	9843
30	472	10305	670	680	505	10348
31	470	10775	690	700	469	10817
32	304	11079	710	720	329	11146
33	197	11276	730	740	169	11315
34	165	11441	750	770	142	11457
35	67	11508	780	790	47	11504
36	54	11562	800	800	58	11562

**Table 2. ACT/SAT WRITING CONVERSION TABLE FROM FY 2003 DATA**

ACT			SAT EQUIVALENTS TO ACT VALUES			
SCORES	FREQ	CUM FREQ	LOW	HIGH	FREQ	CUM FREQ
4	0	0	0	0	0	0
5	1	1	0	0	0	0
6	0	1	200	200	1	1
7	1	2	210	220	2	3
8	2	4	230	230	1	4
9	9	13	240	260	10	14
10	19	32	270	300	17	31
11	18	50	310	320	24	55
12	31	81	330	330	24	79
13	38	119	340	350	39	118
14	65	184	360	370	90	208
15	152	336	380	390	119	327
16	200	536	400	410	191	518
17	234	770	420	430	313	831
18	347	1117	440	440	191	1022
19	513	1630	450	470	741	1763
20	709	2339	480	490	722	2485
21	757	3096	500	500	430	2915
22	927	4023	510	520	953	3868
23	851	4874	530	540	1067	4935
24	852	5726	550	550	615	5550
25	972	6698	560	570	1,018	6568
26	848	7546	580	590	1,049	7617
27	786	8332	600	610	869	8486
28	809	9141	620	620	562	9048
29	600	9741	630	640	713	9761
30	634	10375	650	660	605	10366
31	372	10747	670	680	369	10735
32	220	10967	690	690	195	10930
33	224	11191	700	710	262	11192
34	245	11436	720	750	228	11420
35	99	11535	760	790	109	11529
36	27	11562	800	800	33	11562

**Table 3. ACT/SAT READING CONVERSION TABLE FROM FY 2003 DATA**

ACT			SAT EQUIVALENTS TO ACT VALUES			
SCORES	FREQ	CUM FREQ	LOW	HIGH	FREQ	CUM FREQ
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	1	1	200	200	1	1
9	4	5	210	240	4	5
10	3	8	250	250	1	6
11	16	24	260	280	17	23
12	51	75	290	330	56	79
13	84	159	340	360	77	156
14	119	278	370	380	115	271
15	158	436	390	400	165	436
16	173	609	410	420	233	669
17	251	860	430	430	162	831
18	255	1115	440	440	191	1022
19	357	1472	450	450	251	1273
20	361	1833	460	470	490	1763
21	568	2401	480	490	722	2485
22	892	3293	500	510	854	3339
23	593	3886	520	520	529	3868
24	648	4534	530	530	504	4372
25	672	5206	540	540	563	4935
26	1,017	6223	550	560	1,107	6042
27	989	7212	570	580	1,068	7110
28	698	7910	590	600	507	7617
29	732	8642	600	610	869	8486
30	644	9286	620	630	883	9369
31	365	9651	640	640	392	9761
32	520	10171	650	650	324	10085
33	521	10692	660	670	490	10575
34	405	11097	680	700	501	11076
35	289	11386	710	740	296	11372
36	176	11562	750	800	190	11562

SECTION I

PART E STATEWIDE REMEDIAL EDUCATION POLICY

**1.00 Introduction**

This policy is designed to ensure that:

- All enrolled first-time undergraduate students (as defined in section 3.04) are prepared to succeed in college-level courses.
- Students assessed as needing remedial instruction have accurate information regarding course availability and options to meet the college entry-level competencies.
- Colorado public high schools are informed about the level of college readiness of their recent high school graduates.

The policy applies to all state-supported institutions of higher education (i.e., four-year and two year colleges), including all entering undergraduates and freshmen admitted into extension programs of the state-supported universities and colleges. The governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the policies set by the Commission within the authorities delegated to it by C.R.S. 23-1-113.3.

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

**2.00 Role and Responsibilities**

2.01 Commission Role and Responsibilities

- 2.01.01 To design and implement statewide policies for remedial education.
- 2.01.02 To provide the General Assembly information on the number, type, and cost of remedial education provided.
- 2.01.03 To develop appropriate funding policies that support the institutional roles and missions.

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

## 2.02 Governing Board Role and Responsibilities

- 2.02.01 To ensure that each enrolled first-time undergraduate enrolled at one of its institutions is assessed in mathematics, writing, and reading prior to enrolling in the second semester of their college career. If the student has completed one of the following within the past five years, no additional assessment is required:
  - 2.02.01.01 scored a 19 or higher mathematics subscore, an 18 or higher writing (English) subscore, and a 17 or higher reading subscore on the ACT Assessment Test; or
  - 2.02.01.02 scored 430 or higher on the SAT Verbal (English) for reading, 440 or higher on the SAT Verbal (English) for writing, and 460 or higher on the SAT mathematics; or
  - 2.02.01.03 scored 85 or higher on the Accuplacer Elementary Algebra test, 95 or higher on the Accuplacer Sentence Skills test, 80 or higher on the Accuplacer Reading Comprehension test; or
  - 2.02.01.04 met one of the following criteria for exemption from assessment. In addition to those listed in section 3.04.02, exemptions include students who:
    - a) have successfully completed a college-level mathematics and college-level writing course; or
    - b) have successfully completed necessary remedial course(s), if required, in mathematics, writing, and reading.

Note: Successfully completed refers to a student who earns a grade of C- or higher or a Satisfactory completion.

- 2.02.02 To ensure that each enrolled first-time undergraduate whose assessment score indicates inadequate college preparation in mathematics, writing, and reading has the appropriate advising information regarding the necessity to enroll in remedial skill classes during the first semester following a placement test.
- 2.02.03 To ensure that each enrolled first-time undergraduate shall take placement or assessment tests in mathematics, writing, and reading, and that institutions inform the students needing remediation of the responsibility to complete the course work within the first 30 semester hours.
- 2.02.04 To ensure that each enrolled first-time undergraduate identified as needing basic

skills remedial course work is provided with written notification identifying which state institutions offer such basic skills courses, including any electronic on-line courses.

### 2.03 Institutional Role and Responsibilities

- 2.03.01 To assess college readiness in mathematics, writing, and reading and ensure that the state-approved tests are administered as needed.
- 2.03.02 To inform students identified with remedial needs that s/he should complete remediation no later than the end of the freshmen year (i.e., within the first 30 semester hours after being matriculated as a college student). For students with unmet remedial needs who have completed 30 or more credit hours, institutions must require that a student meet with an academic advisor on the need to address basic skill deficiencies before registering for additional course work.
- 2.03.03 To place students in the appropriate level of course work upon assessment. Students not meeting the specified minimum cut score may be placed in college-level courses and reported as such, provided that a student's transcripts or other secondary-level assessment justifies such placement.
- 2.03.04 To offer basic skills courses as allowed within statutory role and mission.
- 2.03.05 To submit remedial data to the Commission.

### 2.04 Student Responsibilities

- 2.04.01 To take the required assessment and placement tests, if necessary, prior to or during the first term of enrollment.
- 2.04.02 To take the appropriate remedial course work no later than the end of their freshman year (i.e., within the first 30 semester hours) if a student is identified as needing remediation.

## 3.00 Terminology

- 3.01 **Assessment Tests:** Colorado accepts three assessment instruments for determining if the first-time student is college ready in mathematics, writing, and reading based on the relevant cut scores listed in Attachment B.
  - 3.01.01 ACT:
    - Math: ACT Assessment mathematics subscore
    - Writing: ACT Assessment English subscore
    - Reading: ACT Assessment reading subscore

3.01.02 SAT:  
Math: SAT Mathematics  
Writing and Reading: SAT Verbal

3.01.03 Accuplacer:  
Math: Elementary Algebra  
Writing: Sentence Skills  
Reading: Reading Comprehension

3.02 **Basic Skills:** Courses that are designed to provide instruction in academic skills or remedial courses that are necessary content preparation for college-level work. By definition, basic skills courses will not count as credit for any academic degree at an institution. Vocational certificates and A.A.S. degrees are excluded from this definition of academic degrees.

3.02.01 **Academic Skills:** Basic skills courses that teach study skills necessary to succeed in college. Examples of such courses include Study Skills, College Survival Skills, Listening and Note Taking, How to Study Your Textbooks, and Memory and Test Taking.

3.02.02 **Remedial Courses:** Basic skills courses designed for students deficient in the academic competencies necessary to succeed in a regular college curriculum, including:

- a) Mathematics – Courses that primarily cover concepts introduced in elementary algebra, geometry, and intermediate algebra. The courses focus on word problems that would most likely be solved by arithmetic, knowledge of number systems (e.g., positive and negative numbers, square root, squares, percent, ratio, and conversion of fractions to decimals), simple equations, and finding information from a graph.
- b) Writing – Courses that concentrate primarily on grammar, word usage, and punctuation. The courses focus on the student's ability to construct sentences with basic agreement among nouns, verbs, and pronouns in the same phrase, avoid gross errors in simple sentence structures, and logically select and order main ideas in a paragraph using appropriate transition words.
- c) Reading – Courses that focus primarily on non-technical vocabulary, word identification, and reading of everyday material. The courses focus on developing the student's ability to recognize and comprehend discrete pieces of information, understand relationships explicitly stated in a paragraph or passage, and comprehend words or phrases in context.

Course work may be delivered through traditional classroom methods or vestibule laboratories. Vestibule labs are supervised by faculty to offer instruction in specifically-identified basic skill deficiencies. Deficiencies may be self-identified by the student or from instructor referral.

- 3.03 **College level courses:** Courses that apply to the graduation requirements of an academic degree.
- 3.04 **First-Time Undergraduate:** As applied in this policy, an undergraduate student enrolling in a higher education institution for the first time with no previous postsecondary experience. Enrollment in personal enrichment or avocational courses is not considered previous postsecondary experience. Prior enrollment as a high school student concurrently enrolled in a higher education institution does not preclude a student from being categorized as first-time.
- 3.04.01 Three groups of students are included in the definition of first-time undergraduate unless exempted below:
- 3.04.01.01 first-time, degree-seeking undergraduates;
  - 3.04.01.02 non-degree-seeking undergraduates who change to degree-seeking status; and
  - 3.04.01.03 non-degree-seeking first-time undergraduates who have graduated from a Colorado public or private high school or its equivalent) during the previous academic year.<sup>1</sup>
- 3.04.02 Students who have completed either a college-level mathematics and college-level writing course or a remedial course (if required) in mathematics, writing, and reading are exempt from assessment. Other students exempt from assessment include those who:
- 3.04.02.01 earned a baccalaureate degree; or
  - 3.04.02.02 earned a transfer-oriented associate degree (i.e., A.A. or A.S.); excludes A.G.S. and A.A.S. graduates; or
  - 3.04.02.03 are pursuing a vocational certificate. Note that some institutions' assessment requirements may be more stringent than that set by the Commission (e.g., requiring assessment of certificate-seekers); or
  - 3.04.02.04 are a concurrently enrolled high school students until they are matriculated by the institution as a degree-seeking undergraduate by an institution; or
  - 3.04.02.05 are exchange students (students coming from another institution, state, or country for study) for a defined period of time (e.g., academic term or year); or
  - 3.04.02.06 are non-degree-seeking undergraduates (unless recent high school graduates referenced above) until they become degree-seeking.

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<sup>1</sup> Pursuant to C.R.S. 23-1-113.3, CCHE must provide a high school feedback report to Colorado school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree-seeking undergraduates who a) have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year; or b) are 17, 18, or 19 years of age if year of high school graduation is not provided by the higher education institution. Age will be calculated as of September 15 of the specified fiscal year.

## **4.00 Process and Procedures**

### **4.01 Governing Board Policy Requirements and Format**

- 4.01.01 In order to comply with section 2.02.01 and 2.02.02 of this policy, each governing board shall require its institutions to develop remedial procedures that:
- Specify the test administration policy, including dates and location or test administrator (e.g., contract with another college).
  - Specify its practices for informing students regarding the availability of remedial courses, including any electronic on-line courses.
  - Specify the practices for determining how the students who are diagnosed as needing remedial courses have satisfied the remedial requirements.

### **4.02 Funding**

- 4.02.01 Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general fund for basic skills courses.
- 4.02.02 Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for basic skill credit hours. However, these institutions may offer basic skills courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State College of Denver and the University of Colorado at Denver. Colorado statute states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver basic skills courses – for state support or for cash.
- 4.02.03 No institution of higher education may include basic skills credit hours generated by postsecondary options (PSEO) or FastTrack students in the number claimed for state general fund support or include students concurrently enrolled in home schooling.

## **5.00 Accountability and Data Reporting**

- 5.01 Any institution that provides basic skills courses – whether the courses are delivered for cash or receive state support -- shall collect data regarding student performance, including data that describes the students who take basic skills courses, the school districts from which said students graduated, the year in which they graduated, the basic skill areas that required remedial instruction, and the credit hours earned in remedial courses.
- 5.02 All institutions providing basic skills courses shall submit the required files to the Commission, following its prescribed data definitions and reporting dates.

5.03 The Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the Joint Budget Committee, and the Department of Education, an analysis of the data including:

- The number of students who take basic skills courses,
- The costs of providing basic skills courses, and
- Whether students who complete said basic skill courses successfully complete the requirements for graduation.

To determine the students included in the recent high school graduate cohort, the age will be estimated using the date of birth provided by the institution (as of September 15 of the fiscal year being reported) if a student's high school graduation date is not submitted.

5.04 The Commission shall disseminate the analysis to each Colorado school district and the public high schools within each district, complying with CCHE's adopted Privacy Policy.

5.05 The institutions shall provide any financial information, including FTE generated by remedial courses and program costs, following prescribed data definitions and formats.

This table will be monitored annually once Colorado data are collected. Cut scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.

<b>SKILL AREA</b>	<b>ACT Subscore</b>	<b>SAT Subscore</b>	<b>ACCUPLACER Score</b>
Mathematics	Math: 19	Math 470	Elementary Algebra: 85
Writing	English: 18	Verbal 440	Sentence Skills: 95
Reading	Reading: 17	Verbal 430	Reading Comprehension: 80

**TOPIC: FIVE-YEAR CAPITAL CONSTRUCTION PLANS, VACANT BUILDINGS REPORT, AND CASH-FUNDED CAPITAL CONSTRUCTION PROJECTS**

**PREPARED BY: JOAN JOHNSON AND GAIL HOFFMAN**

**I. SUMMARY**

State statute requires the Commission on Higher Education (CCHE) to request annually from each of the 11 governing boards a five-year projection of capital development projects (23-1-106(6)). Section 23-1-106(7) then requires the commission to establish a unified five-year capital improvement program coordinated with education plans and to transmit to the Office of State Planning and Budgeting, the Governor, and the General Assembly a recommended priority list for funding capital projects for Colorado's system of public higher education.

In accordance with the above statute, [Attachment A](#) is the FY 04-05 Five-Year Capital Improvements Program, by governing board. The total number of projects is 198, with the following breakdown of funding sources over the five-year period:

CCFE (state funds)	\$665,006,370
CFE (cash funds exempt)	\$464,509,785
CF (cash funds)	\$ 29,984,881
FF (federal funds)	\$ 96,640,687

During the 2003 legislative session, the General Assembly and the Governor approved SB 03-34, which requires each institution of higher education to submit annually to CCHE and the Department of Personnel Administration (DPA) a facilities management plan or update on vacant facilities. The statute then requires the commission to make recommendations on these plans to the DPA. DPA then forwards the compiled reports to the Office of State Planning and Budgeting and the Capital Development Committee.

As this year is the first year for these plans and reports, the system is being refined as we go along. The report, [Attachment B](#), is a compilation of 55 vacant or semi-vacant facilities at eight institutions. The vacant facilities are shown in the following chart.

Adams State College	2
Colorado School of Mines	1
Colorado State University	32
Community College System Lowry Campus	12
University of Colorado at Boulder	4
University of Colorado at Colorado Springs	1
University of Colorado Health Sciences Center – Fitzsimons	6
University of Northern Colorado	1

The current replacement value for these buildings is \$181,590,561. Please see the Background section of this item for a more complete explanation of these buildings by institution.

The Commission is also being asked to approve five cash-funded program plans for FY 04-05. Those are Attachments [C](#), [D](#), [E](#), [F](#), and [G](#). The plans are:

Colorado State University

- |   |              |
|---|--------------|
| 1. Regional Biocontainment Laboratory     | \$23,961,000 |
| 2. Atmospheric Science Chemistry Addition | \$ 2,500,000 |
| 3. Hughes Stadium Expansion               | \$14,206,267 |

University of Colorado at Colorado Springs

- |  |              |
|--|--------------|
| 1. Science/Engineering Building, Phase 1 | \$23,200,000 |
|--|--------------|

University of Colorado Health Sciences Center/Fitz

- |  |              |
|--|--------------|
| 1. Building 500 Building Renovation, Phase 3 | \$ 9,000,376 |
|--|--------------|

## II. BACKGROUND

It is important for the Commission to look at the Five-Year Capital Improvements Program each year to get an idea of the full extent of the capital planning for each of the higher education institutions in the state. Important too are updates on how projects have either progressed or regressed (that seems to have been happening quite a bit since 2001). In the years to come, CCHE staff believe funding sources will continue to move away from state funds to more cash and possibly more federal dollars when they are available.

The Vacant Buildings statute is also more pertinent today than it might have been in the past as buildings might become unusable or unsafe from the lack of money for controlled or deferred maintenance. CCHE staff worked with Senator Ken Arnold on the bill to make sure higher education and CCHE were included in the requirement of state agencies and departments to report on the number and status of vacant or partially vacant buildings.

Of the 55 buildings listed in [Attachment B](#), 32 of those belong to Colorado State University. The University intends to deal with them as follows:

- 22 will be demolished when funds are available. (Most of these buildings are connected with the care of animals and agriculture);
- CCHE cannot determine what will happen to eight of the buildings, because CCHE has no explanatory forms for them; and

- Two of the buildings – the Old Ft. Collins High School and the Old Ft. Collins High School Annex – will be remodeled and reused. These buildings are for CSU's University Center for the Arts project that has been partially stalled for the past three years due to a lack of state funding.

Twelve of the vacant buildings are at the Community College System's Lowry campus. Eleven of the buildings will be demolished once funds are received for asbestos abatement. The other vacant building is a former dormitory that may be reused for a currently undefined purpose later.

Six of the buildings are located at the CU Health Sciences Center at Fitzsimons. Five are being used for storage. (Many may have historic value; future plans for them are uncertain.) The other is Building 500, which is only partially vacant. One of the cash-funded plans before the Commission today is to renovate the remaining sections of the building for office use.

The University of Colorado at Boulder has two vacant and two partially vacant buildings, all auxiliary funded. One of the two completely vacant buildings, eligible for historical listing, is already available for rent and the other, recently purchased for research space, will be rented once all the tenant finishes are complete. Of the two partially vacant buildings, one may have the currently vacant space rented, while plans for the other couldn't be determined from the form submitted.

Adams State College has two vacant buildings. One may be left vacant, used for storage, or renovated. The other building, the Casa del Sol Apartments, may be listed as an historic structure. If not recognized for historic importance, the apartments will be demolished to make way for parking.

The Bishop-Lehr building at the University of Northern Colorado (UNC) needs to be renovated; this renovation was partially under way when state funds were frozen and then eliminated. UNC has determined Bishop-Lehr will remain vacant until the University can find the funding to complete the renovation.

Finally, the Colorado School of Mines owns the old Jefferson County Hall of Justice, which also is partially vacant. The School of Mines plans either to continue to keep the building partially vacant or demolish it entirely.

The Commission often reviews the cash-funded projects at the same time as it reviews and approves state-funded capital projects. When the Capital Development Committee decided to meet in October this year to hear state-funded requests, however, CCHE staff believed it was important for the Commission to prioritize the state-funded projects at the October Commission meeting. Because the CDC and JBC often consider cash-funded projects during the year preceding the year in which the Long Bill is written, CCHE staff decided to present the cash-funded projects to the Commission today.

### III. STAFF ANALYSIS

The Five-Year Capital Improvements Program should be forwarded to OSPB, the Governor and the Capital Development Committee.

The Vacant Buildings Report should be forwarded to State Buildings with a recommendation of approval. Over the next few years, these reports will become very valuable in assessing what is happening with vacant or partially vacant facilities on the various campuses.

You will find the staff analysis of the five cash-funded projects in Attachments [C](#), [D](#), [E](#), [F](#), and [G](#).

### IV. STAFF RECOMMENDATION

1. **That the Commission approve the Five-Year Capital Improvements Plan and forward it to the CDC, OSPB, and the Governor;**
2. **That the Commission approve the Vacant Buildings report and forward it to State Buildings;**
3. **That the Commission approve the following cash-funded projects for FY 04-05 and forward these projects to the Capital Development Committee for consideration:**

➤ <b>CSU – Atmospheric Science Chemistry Addition</b>	<b>\$ 2,500,000</b>
➤ <b>CSU – Hughes Stadium Expansion</b>	<b>\$14,206,267</b>
➤ <b>CSU – Regional Biocontainment Laboratory</b>	<b>\$23,961,000</b>
➤ <b>UCCS – Science/Engineering Building, Phase I</b>	<b>\$23,200,000</b>
➤ <b>UCHSC – Fitzsimons/Building 500</b>	<b>\$ 9,000,376</b>
4. **That the Commission attach this condition to approval of the UCCS Science/Engineering Building, Phase I:**
  - **UCCS inform CCHE of the programs that will occupy Phase I of the Science/Engineering Building before construction begins.**

## **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

(5)(a) The commission shall approve plans for any capital construction project at any institution, including a community college, regardless of the source of funds; except that the commission need not approve plans for any capital construction project at a local district college or area vocational school or for any capital construction project described in subsection (9) or (10) of this section that is estimated to require total expenditures of two hundred fifty thousand dollars or less.

(6) The commission shall request, annually, from each governing board a five-year projection of capital development projects. Such projection shall include the estimated cost, the method of funding, a schedule for project completion, and the governing board-approved priority for each project. The commission shall determine whether a proposed project is consistent with the role and mission and master planning for the institution and conforms to standards recommended by the commission.

(7)(a) The commission annually shall establish a unified five-year capital improvements program coordinated with education plans and shall transmit to the office of state planning and budgeting, the governor, and the general assembly, consistent with the executive budget timetable, recommended priority of funding of capital construction projects for the system of public higher education. The commission shall annually transmit the recommended priority of funding of capital construction projects to the capital development committee no later than November 1 of each year.

(12) Each institution shall submit to the commission a facility management plan or update required by section 24-30-1303.5 (3.5), C.R.S. The commission shall review the facility management plan or update and make recommendations regarding it to the department of personnel.

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	
<b>Auraria Higher Education Center</b>										
<b>Auraria Higher Education Center</b>										
Parking Garage May 2005	Completion:	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$18,000,000	\$0	\$18,000,000	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Arts Building Revitalization 2010	Completion:	CCFE	\$5,501,957	\$334,385	\$0	\$0	\$0	\$939,780	\$4,227,792	
		CFE	\$30,982	\$30,982	\$0	\$0	\$0	\$0	\$0	
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
South Classroom 2011	Completion:	CCFE	\$2,992,500	\$0	\$0	\$0	\$0	\$0	\$2,992,500	
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	3	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Science Building Revitalization 2012	Completion:	CCFE	\$4,099,436	\$0	\$0	\$0	\$0	\$0	\$4,099,436	
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	4	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Totals for:</b>		CCFE	\$12,593,893	\$334,385	\$0	\$0	\$0	\$939,780	\$11,319,728	
<b>Auraria Higher Education Center</b>		CFE	\$18,030,982	\$30,982	\$18,000,000	\$0	\$0	\$0	\$0	
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

		<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Totals for:</b>								
<b>Auraria Higher Education Center</b>	CCFE	\$12,593,893	\$334,385	\$0	\$0	\$0	\$939,780	\$11,319,728
	CFE	\$18,030,982	\$30,982	\$18,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Board of Governors of the Colorado State University System</b>								
<b>Colorado State University</b>								
Regulated Materials Handling Facility - January 2006	CCFE	\$2,491,304	\$0	\$2,491,304	\$0	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0
Veterinary Teaching Hospital Mechanical and Fire Sprinklers (2 of 2) - July 2006	CCFE	\$3,877,771	\$652,599	\$3,225,172	\$0	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0
Lory Student Center Major Maintenance and Renovations - January 2004	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$3,110,300	\$0	\$3,110,300	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	FF	\$0	\$0	\$0	\$0	\$0	\$0
Atmospheric Science Chemistry Addition - July 2005	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$2,500,000	\$0	\$2,500,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	4	FF	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education**  
**Five-Year Capital Improvements Program**  
**Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Hughes Stadium Expansion - August 2005		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$14,706,267	\$0	\$14,706,267	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	5	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Hughes Stadium Scoreboards Replacement - July 2004		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$1,250,000	\$0	\$1,250,000	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	6	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Synthetic Football Practice Field - January 2004		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$750,000	\$0	\$750,000	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	7	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Regional Biocontainment Laboratory - September 2006		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$7,003,500	\$0	\$7,003,500	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	8	FF	\$15,655,500	\$0	\$15,655,500	\$0	\$0	\$0	\$0
Student Recreation Center Sun Deck - August 2004		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$350,000	\$0	\$350,000	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	9	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Annual Trial Gardens Phase 3 - December 2005		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$218,000	\$0	\$75,000	\$143,000	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	10	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education**  
**Five-Year Capital Improvements Program**  
**Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Colorado State Forest Service Fort Collins District Office Remodel - September 2004	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$246,000	\$0	\$246,000	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	11	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Residence Hall Security Upgrade Phase II - August 2004	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$475,000	\$0	\$475,000	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	12	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Colorado State Forest Service State Office Headquarters Fort Collins - June 2005	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$472,000	\$0	\$472,000	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	13	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Renovation of Gazebo at Trial Gardens with PSD Foundation - June 2005	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$100,000	\$0	\$100,000	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	14	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Tracking X-Band Antenna for CIRA at Eastern Colorado - September 2004	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$475,000	\$0	\$475,000	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	15	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equine Unit for ARBL at Foothills Campus - August 2004	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$441,000	\$0	\$441,000	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	16	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	
University Center for the Arts Renovation of OFCHS - August 2007		CCFE		\$15,007,872	\$699,844	\$0	\$8,981,699	\$5,326,329	\$0	\$0
		CFE	\$5,958,464	\$5,430,589	\$0	\$527,875	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	17	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
San Luis Valley Research Center Improvements - August 2006		CCFE	\$2,025,451	\$196,534	\$0	\$1,828,917	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	18	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Diagnostic Medicine Center (1 of 3) - May 2008		CCFE	\$27,743,404	\$0	\$0	\$3,934,435	\$12,526,629	\$11,282,340	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	19	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Land Acquisition at Main and Foothills Campuses - June 2006		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$816,000	\$0	\$0	\$816,000	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	20	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Land Acquisition ARDEC In-Fill Parcel - December 2006		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$350,000	\$0	\$0	\$350,000	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	21	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Gifford Second Floor Remodel for Food Sci/ Human Nutrition - June 2006		CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$225,000	\$0	\$0	\$225,000	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	22	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Lory Student Center HVAC Phase 4 - June 2006	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$200,000	\$0	\$0	\$200,000	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	23	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Cage Wash Facility Foothills Campus - December 2006	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$500,000	\$0	\$0	\$500,000	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	24	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Gifford Obesity/Diabetes Prevention Outreach Center - June 2006	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$100,000	\$0	\$0	\$100,000	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	25	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Residence Hall Security Upgrade Phase III - August 2006	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$250,000	\$0	\$0	\$250,000	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	26	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Allison Hall Remodel Phase I - August 2007	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$499,000	\$0	\$0	\$499,000	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	27	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Resurface Motor Pool - September 2006	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$120,000	\$0	\$0	\$120,000	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	28	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Student Housing Long-range Plan Project 2 (SB202) - August 2006	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$23,000,000	\$0	\$0	\$23,000,000	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	29	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Softball Facility Enhancements - July 2006	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$100,000	\$0	\$0	\$100,000	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	30	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Centre Avenue Pedestrian Mall Between Education / Chemistry - August 2007	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$227,000	\$0	\$0	\$0	\$227,000	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	31	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Annual Phase Building Connection to Cooling Loop - September 2007	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$200,000	\$0	\$0	\$0	\$200,000	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	32	\$0	\$0	\$0	\$0	\$0	\$0	\$0
NCAA Sixteenth Sport Facility - August 2008	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$500,000	\$0	\$0	\$0	\$500,000	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	33	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Colorado State Forest Service LaJunta District Office Remodel - June 2007	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$200,000	\$0	\$0	\$0	\$200,000	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	34	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Prior</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>
		<b>Total</b>	<b>Appropriations</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
Multicultural/ Diversity Campus Art Work - June 2007	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$100,000	\$0	\$0	\$0	\$100,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	35	FF	\$0	\$0	\$0	\$0	\$0	\$0
New Building for CDC Centers for Disease Control at Foothills Campus - October 2008	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	36	FF	\$70,000,000	\$0	\$0	\$70,000,000	\$0	\$0
ISTec Facility for Information Science and Technology - December 2009	CCFE	\$2,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$0
	CFE	\$4,000,000	\$0	\$0	\$0	\$0	\$4,000,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	37	FF	\$0	\$0	\$0	\$0	\$0	\$0
Clark Building Revitalization - August 2009	CCFE	\$7,000,000	\$0	\$0	\$0	\$0	\$1,050,000	\$5,950,000
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	38	FF	\$0	\$0	\$0	\$0	\$0	\$0
Lory Student Center Plaza Improvements - August 2008	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$285,000	\$0	\$0	\$0	\$0	\$285,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	39	FF	\$0	\$0	\$0	\$0	\$0	\$0
Colo Water Resources Research Institute (Water Center) - June 2008	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$170,000	\$0	\$0	\$0	\$0	\$170,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	40	FF	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
New Alumni Center Building - December 2009	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$8,700,000	\$0	\$0	\$0	\$0	\$8,700,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	41	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Replace and Upgrade Fiber Infrastructure - December 2009	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$1,556,901	\$0	\$0	\$0	\$0	\$1,556,901	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	42	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Johnson Hall Theatre Renovation - June 2008	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$400,000	\$0	\$0	\$0	\$0	\$400,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	43	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Gifford Third Floor Remodel for Food Sci/ Human Nutrition Expansion - June 2008	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$400,000	\$0	\$0	\$0	\$0	\$400,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	44	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lory Student Center HVAC Phase 5 - August 2008	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$200,000	\$0	\$0	\$0	\$0	\$200,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	45	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Painter Center Addition - August 2009	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$5,250,000	\$0	\$0	\$0	\$0	\$5,250,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	46	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Hartshorn Health Services Improvements - August 2009	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$5,000,000	\$0	\$0	\$0	\$0	\$5,000,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>		47	\$0	\$0	\$0	\$0	\$0	\$0	\$0
University Relations Staff Consolidation Remodel at Univ Services Center - December 2008	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$240,000	\$0	\$0	\$0	\$0	\$240,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>		48	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Renovation of Existing Facility Occupied by CDC at Foothills Campus - December 2010	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$6,000,000	\$0	\$0	\$0	\$0	\$6,000,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>		49	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Liquid Waste Digester at Foothills Campus - December 2008	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$1,500,000	\$0	\$0	\$0	\$0	\$1,500,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>		50	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Aggie Village Renovation - August 2009	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$5,500,000	\$0	\$0	\$0	\$0	\$5,500,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>		51	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Relocate Food Storeroom and Bakeshop - December 2008	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$2,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>		52	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Parmelee Hall Elevators - June 2008		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$450,000	\$0	\$0	\$0	\$0	\$450,000	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	53	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Animal Sciences Building Revitalization - August 2011		CCFE	\$630,000	\$0	\$0	\$0	\$0	\$0	\$630,000
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	54	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New Chiller and Distribution System Expansion - December 2011		CCFE	\$1,400,000	\$0	\$0	\$0	\$0	\$0	\$1,400,000
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	55	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Utility Long-range Plan New Steam Loop Gifford Hall - August 2009		CCFE	\$1,770,773	\$0	\$0	\$0	\$0	\$0	\$1,770,773
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	56	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Anatomy/ Zoology Building Revitalization - August 2010		CCFE	\$1,005,200	\$0	\$0	\$0	\$0	\$0	\$1,005,200
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	57	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PERC - Plant Environmental Research Center Renovation/ Addition - August 2009		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$5,200,000	\$0	\$0	\$0	\$0	\$0	\$5,200,000
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	58	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Computer Systems Disaster Recovery Cold Site - June 2009		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$215,000	\$0	\$0	\$0	\$0	\$0	\$215,000
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	59	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Clock Tower and Carillon System - December 2009		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$759,500	\$0	\$0	\$0	\$0	\$0	\$759,500
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	60	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Main Campus Parking Structure with City of Fort Collins / FTA - December 2011		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$3,500,000	\$0	\$0	\$0	\$0	\$0	\$3,500,000
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	61	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Housing Long-range Plan Project 3 (SB202) - August 2010		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$12,000,000	\$0	\$0	\$0	\$0	\$0	\$12,000,000
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	62	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
		CCFE	\$64,951,775	\$1,548,977	\$5,716,476	\$14,745,051	\$17,852,958	\$14,332,340	\$10,755,973
<b>Colorado State University</b>									
		CFE	\$128,768,932	\$5,430,589	\$31,954,067	\$26,830,875	\$1,227,000	\$41,651,901	\$21,674,500
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$85,655,500	\$0	\$15,655,500	\$0	\$70,000,000	\$0	\$0
<b>Colorado State University-Pueblo</b>									
H.P.E.R. Remodel		CCFE	\$10,318,521	\$0	\$2,209,315	\$7,288,206	\$821,000	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
BRH-Replace Booster Pumps, Motor Controls, Sub Panels, and Renovate Lobby Restrooms	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$350,000	\$0	\$350,000	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OUC-Renovate Piping Systems, Restrooms, and Facility Entrance	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$125,000	\$0	\$125,000	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Information Technology Project	CCFE		\$1,853,868	\$0	\$0	\$1,853,868	\$0	\$0	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	4	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OUC - Replace Kitchen Built-In Equipment-Auxiliary Services	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$200,000	\$0	\$0	\$200,000	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	5	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library/Library Wing Renovation	CCFE		\$11,400,000	\$0	\$0	\$1,800,300	\$7,035,500	\$2,564,200	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	6	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
BRH-Elevator Upgrades and Room Renovation - Auxiliary Services	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$100,000	\$0	\$0	\$0	\$100,000	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	7	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Prior</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>
		<b>Total</b>	<b>Appropriations</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
Psychology Building Renovation	CCFE	\$5,350,000	\$0	\$0	\$0	\$1,000,000	\$4,350,000	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		8						
Art/Music Building Remodel	CCFE	\$7,500,000	\$0	\$0	\$0	\$0	\$1,450,000	\$6,050,000
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		9						
OUC- Carpet Replacement/General Painting - Auxiliary Services	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$100,000	\$0	\$0	\$0	\$0	\$0	\$100,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		10						
ASET Building Renovation	CCFE	\$1,400,000	\$0	\$0	\$0	\$0	\$0	\$1,400,000
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		11						
<b>Totals for:</b>								
<b>Colorado State University-Pueblo</b>	CCFE	\$37,822,389	\$0	\$2,209,315	\$10,942,374	\$8,856,500	\$8,364,200	\$7,450,000
	CFE	\$875,000	\$0	\$475,000	\$200,000	\$100,000	\$0	\$100,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>								
<b>Board of Governors of the Colorado State University System</b>	CCFE	\$102,774,164	\$1,548,977	\$7,925,791	\$25,687,425	\$26,709,458	\$22,696,540	\$18,205,973
	CFE	\$129,643,932	\$5,430,589	\$32,429,067	\$27,030,875	\$1,327,000	\$41,651,901	\$21,774,500
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$85,655,500	\$0	\$15,655,500	\$0	\$70,000,000	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Colorado Historical Society</b>									
<b>Colorado Historical Society</b>									
CHS Regional Museums (C) Annual Ongoing		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$3,112,000	\$412,000	\$500,000	\$520,000	\$540,000	\$560,000	\$580,000
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Pike's Stockade (C) FY-10		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$850,000	\$0	\$0	\$0	\$0	\$850,000	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$850,000	\$0	\$0	\$0	\$850,000	\$0	\$0
Fort Vasquez (C) FY-10		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$250,000	\$0	\$0	\$0	\$0	\$250,000	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	FF	\$300,000	\$0	\$0	\$0	\$300,000	\$0	\$0
Ute Indian Museum (C) FY-11		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$533,647	\$0	\$0	\$0	\$83,647	\$0	\$450,000
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	4	FF	\$614,000	\$0	\$0	\$0	\$114,000	\$500,000	\$0
Steam Locomotive Upgrade - 489		CCFE	\$1,950,000	\$350,000	\$400,000	\$400,000	\$400,000	\$400,000	\$0
		CFE	\$1,950,000	\$350,000	\$400,000	\$400,000	\$400,000	\$400,000	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	11	FF	\$1,000,000	\$1,000,000	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Track Upgrade		CCFE	\$2,200,000	\$200,000	\$500,000	\$500,000	\$500,000	\$500,000	\$0
		CFE	\$2,200,000	\$200,000	\$500,000	\$500,000	\$500,000	\$500,000	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	12	FF	\$1,600,000	\$1,600,000	\$0	\$0	\$0	\$0	\$0
Osier Dining Facility Upgrade		CCFE	\$305,000	\$0	\$155,000	\$150,000	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	13	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Water Tank Rehabilitation		CCFE	\$100,000	\$0	\$60,000	\$40,000	\$0	\$0	\$0
		CFE	\$100,000	\$0	\$60,000	\$40,000	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	14	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Passenger Car Rehabilitation		CCFE	\$350,000	\$50,000	\$100,000	\$100,000	\$100,000	\$0	\$0
		CFE	\$350,000	\$50,000	\$100,000	\$100,000	\$100,000	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	15	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Purchase Diesel Locomotive		CCFE	\$100,000	\$0	\$0	\$100,000	\$0	\$0	\$0
		CFE	\$100,000	\$0	\$0	\$100,000	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	16	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expand Antonito Engine House		CCFE	\$200,000	\$0	\$0	\$150,000	\$50,000	\$0	\$0
		CFE	\$200,000	\$0	\$0	\$150,000	\$50,000	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	17	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

		<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Expand Chama Engine House	CCFE	\$200,000	\$0	\$0	\$150,000	\$50,000	\$0	\$0
	CFE	\$200,000	\$0	\$0	\$150,000	\$50,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		18						
Extend Line to Antonito	CCFE	\$150,000	\$0	\$0	\$100,000	\$50,000	\$0	\$0
	CFE	\$150,000	\$0	\$0	\$100,000	\$50,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		19						
<b>Totals for:</b>								
<b>Colorado Historical Society</b>	CCFE	\$5,555,000	\$600,000	\$1,215,000	\$1,690,000	\$1,150,000	\$900,000	\$0
	CFE	\$9,995,647	\$1,012,000	\$1,560,000	\$2,060,000	\$1,773,647	\$2,560,000	\$1,030,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$4,364,000	\$2,600,000	\$0	\$0	\$1,264,000	\$500,000	\$0
<b>Totals for:</b>								
<b>Colorado Historical Society</b>	CCFE	\$5,555,000	\$600,000	\$1,215,000	\$1,690,000	\$1,150,000	\$900,000	\$0
	CFE	\$9,995,647	\$1,012,000	\$1,560,000	\$2,060,000	\$1,773,647	\$2,560,000	\$1,030,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$4,364,000	\$2,600,000	\$0	\$0	\$1,264,000	\$500,000	\$0
<b>Community Colleges of Colorado</b>								
<b>Arapahoe Community College - Littleton Campus</b>								
Telephone Switch Deterioration and Life Safety Equipment,	CCFE	\$254,100	\$0	\$254,100	\$0	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		1						

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
HEALTH OCC AND SCIENCE TECHNOLOGY ENHANCEMENTS (CC-IT)	CCFE		\$598,406	\$0	\$0	\$598,406	\$0	\$0	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	2	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RENOVATION OF SECOND FLOOR ANNEX-HEALTH OCC (CIP-3)	CCFE		\$6,235,494	\$0	\$0	\$875,546	\$4,393,400	\$966,548	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	3	\$0	\$0	\$0	\$0	\$0	\$0	\$0
MAIN BUILDING THIRD FLOOR REMODEL OF SCIENCE AREAS (CIP-4)	CCFE		\$4,212,229	\$0	\$0	\$0	\$4,212,229	\$0	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	4	\$0	\$0	\$0	\$0	\$0	\$0	\$0
MAIN BUILDING SECOND FLOOR REMODEL - STUDENT SERVICES	CCFE		\$4,272,709	\$0	\$0	\$0	\$4,272,709	\$0	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	5	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RENOVATION AND ADDITION TO PHYSICAL PLANT (SOUTH BUILDING)	CCFE		\$4,377,061	\$0	\$0	\$0	\$0	\$4,377,061	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	6	\$0	\$0	\$0	\$0	\$0	\$0	\$0
STUDENT UNION (AUX CIP-1) Completion: Unknown	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$3,077,456	\$0	\$0	\$0	\$0	\$0	\$3,077,456
<b>Campus Priority:</b>	FF	7	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
PHYSICAL EDUCATION		CCFE	\$3,071,250	\$0	\$0	\$0	\$0	\$0	\$3,071,250
/WELLNESS/RECREATION (CIP-5) Completion:		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Unknown				\$0					
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	8	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
		CCFE	\$23,021,249	\$0	\$254,100	\$1,473,952	\$12,878,338	\$5,343,609	\$3,071,250
<b>Arapahoe Community College - Littleton Campus</b>		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$3,077,456	\$0	\$0	\$0	\$0	\$0	\$3,077,456
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Colorado Northwestern Community College</b>									
Technology Infrastructure		CCFE	\$377,531	\$0	\$377,531	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Dental Hygiene Building		CCFE	\$3,660,732	\$0	\$0	\$347,052	\$3,313,680	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Blakeslee Building Renovation		CCFE	\$1,483,791	\$0	\$0	\$0	\$128,321	\$1,355,470	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Allesbrook Building Renovation		CCFE	\$1,046,319	\$0	\$0	\$0	\$0	\$90,824	\$955,495
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	4	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Rector Building Renovation		CCFE	\$220,818	\$0	\$0	\$0	\$0	\$0	\$220,818
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>5</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
		CCFE	\$6,789,191	\$0	\$377,531	\$347,052	\$3,442,001	\$1,446,294	\$1,176,313
<b>Colorado Northwestern Community College</b>		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Community College of Aurora</b>									
Maintenance Facility		CCFE	\$116,051	\$0	\$116,051	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>0</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Technology Enhancements		CCFE	\$482,573	\$0	\$0	\$482,573	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>0</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
		CCFE	\$598,624	\$0	\$116,051	\$482,573	\$0	\$0	\$0
<b>Community College of Aurora</b>		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Front Range Community College - Larimer Campus</b>									
LCIP-1 / Challenger Point Addition - Larimer Campus	CCFE		\$4,039,000	\$0	\$0	\$453,000	\$3,048,000	\$538,000	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
GIP-1 / Campus Renovation - Westminster Campus	CCFE		\$4,200,000	\$0	\$0	\$0	\$420,000	\$3,100,000	\$680,000
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
	CCFE		\$8,239,000	\$0	\$0	\$453,000	\$3,468,000	\$3,638,000	\$680,000
<b>Front Range Community College - Larimer Campus</b>									
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Lamar Community College</b>									
Horse Training/Management Facilities Remodel	CCFE		\$1,543,116	\$0	\$0	\$0	\$178,380	\$1,364,736	\$0
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
	CCFE		\$1,543,116	\$0	\$0	\$0	\$178,380	\$1,364,736	\$0
<b>Lamar Community College</b>									
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Lowry Higher Education Center</b>									
Lowry Asbestos Removal		CCFE	\$400,000	\$0	\$400,000	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	0	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lowry Infrastructure Replacement-Phase IV of IV		CCFE	\$5,000,000	\$0	\$0	\$0	\$0	\$0	\$5,000,000
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	0	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lowry Infrastructure Replacement-Phase III of IV		CCFE	\$5,000,000	\$0	\$0	\$0	\$0	\$5,000,000	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	0	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lowry Infrastructure Replacement-Phase I of IV		CCFE	\$5,000,000	\$0	\$0	\$5,000,000	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Lowry Infrastructure Replacement-Phase II of IV		CCFE	\$5,000,000	\$0	\$0	\$0	\$5,000,000	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
		CCFE	\$20,400,000	\$0	\$400,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
<b>Lowry Higher Education Center</b>									
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Morgan Community College</b>									
Info Tech & Connectivity		CCFE	\$1,290,300	\$244,045	\$0	\$1,046,255	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Adult Education Building		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$800,000	\$0	\$0	\$800,000	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Expansion of Cottonwood Hall		CCFE	\$2,880,000	\$0	\$0	\$0	\$280,000	\$2,600,000	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Spruce Hall Expansion		CCFE	\$1,990,000	\$0	\$0	\$0	\$0	\$190,000	\$1,800,000
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	4	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
		CCFE	\$6,160,300	\$244,045	\$0	\$1,046,255	\$280,000	\$2,790,000	\$1,800,000
<b>Morgan Community College</b>									
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$800,000	\$0	\$0	\$800,000	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education**  
**Five-Year Capital Improvements Program**  
**Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Northeastern Junior College</b>									
Phillips Whyman Renovation		CCFE	\$5,267,757	\$0	\$515,414	\$4,752,343	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ES French Renovation		CCFE	\$10,341,930	\$0	\$890,290	\$7,754,392	\$1,697,248	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Telecom IT Update		CCFE	\$17,510,000	\$0	\$0	\$17,510,000	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Livestock Facility		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$200,000	\$0	\$200,000	\$0	\$0	\$0	\$0
		CF	\$70,000	\$0	\$70,000	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	4	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Physical Education & Athletic Complex		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$187,500	\$0	\$187,500	\$0	\$0	\$0	\$0
		CF	\$62,500	\$0	\$62,500	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	5	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance Building		CCFE	\$412,000	\$0	\$0	\$0	\$412,000	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	6	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Prior</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>
		<b>Total</b>	<b>Appropriations</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
Beede Hamil Renovation	CCFE	\$412,000	\$0	\$0	\$0	\$0	\$412,000	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		7						
Hays Student Center	CCFE	\$4,817,000	\$0	\$0	\$0	\$0	\$2,757,000	\$2,060,000
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		9						
Area Vocational School Renovation	CCFE	\$1,030,000	\$0	\$0	\$0	\$0	\$515,000	\$515,000
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		9						
Residence Hall Renovation	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$1,802,500	\$0	\$0	\$0	\$0	\$0	\$1,802,500
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		10						
Child Development Center Renovation	CCFE	\$257,500	\$0	\$0	\$0	\$0	\$0	\$257,500
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		11						
<b>Totals for:</b>								
<b>Northeastern Junior College</b>	CCFE	\$40,048,187	\$0	\$1,405,704	\$30,016,735	\$2,109,248	\$3,684,000	\$2,832,500
	CFE	\$2,190,000	\$0	\$387,500	\$0	\$0	\$0	\$1,802,500
	CF	\$132,500	\$0	\$132,500	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Otero Junior College</b>									
McBride Hall Remodel - August 2006		CCFE	\$488,509	\$0	\$0	\$488,509	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
McDivitt Hall Remodel - December 2007		CCFE	\$474,385	\$0	\$0	\$0	\$474,385	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OJC Technology Upgrade - August 2008		CCFE	\$412,125	\$0	\$0	\$0	\$0	\$412,125	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
		CCFE	\$1,375,019	\$0	\$0	\$488,509	\$474,385	\$412,125	\$0
<b>Otero Junior College</b>									
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Pikes Peak Community College - Centennial Campus</b>									
Telephone System		CCFE	\$1,361,101	\$0	\$0	\$0	\$1,361,100	\$1	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Prior</b>						
		<b>Total</b>	<b>Appropriations</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>
				<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	
Phase II, Breckenridge and Physical Plant Renovations	CCFE	\$13,301,049	\$0	\$0	\$0	\$1,446,994	\$5,896,843	\$5,957,212	
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	2	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Downtown Studio Parking	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	CFE	\$2,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$0	
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	3	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Totals for:</b>									
	CCFE	\$14,662,150	\$0	\$0	\$0	\$2,808,094	\$5,896,844	\$5,957,212	
<b>Pikes Peak Community College - Centennial Campus</b>									
	CFE	\$2,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$0	
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Pueblo Community College - Pueblo Campus</b>									
Electrical Infrastructure/Computer Grid Upgrades Campus Wide - est completion 12/07	CCFE	\$851,450	\$0	\$0	\$0	\$851,450	\$0	\$0	
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	2	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Totals for:</b>									
	CCFE	\$851,450	\$0	\$0	\$0	\$851,450	\$0	\$0	
<b>Pueblo Community College - Pueblo Campus</b>									
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Red Rocks Community College - Main Campus</b>									
Construction Trades Addition and remodel		CCFE	\$30,571,286	\$0	\$0	\$2,511,600	\$25,794,334	\$2,265,352	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>1</b>	<b>FF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Student gym		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$2,500,000	\$0	\$2,500,000	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>2</b>	<b>FF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Totals for:</b>									
		CCFE	\$30,571,286	\$0	\$0	\$2,511,600	\$25,794,334	\$2,265,352	\$0
<b>Red Rocks Community College - Main Campus</b>									
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$2,500,000	\$0	\$2,500,000	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Trinidad State Junior College - Trinidad Campus</b>									
Replace Telephone System		CCFE	\$397,122	\$0	\$397,122	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>0</b>	<b>FF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Berg-Fourth Floor Remodel		CCFE	\$242,741	\$0	\$0	\$0	\$0	\$0	\$242,741
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>0</b>	<b>FF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

		<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Massari Addition/Classrooms-Offices	CCFE	\$987,994	\$0	\$0	\$0	\$0	\$0	\$987,994
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>								
<b>Trinidad State Junior College - Trinidad Campus</b>	CCFE	\$1,627,857	\$0	\$397,122	\$0	\$0	\$0	\$1,230,735
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>								
<b>Community Colleges of Colorado</b>	CCFE	\$155,887,429	\$244,045	\$2,950,508	\$41,819,676	\$57,284,230	\$31,840,960	\$21,748,010
	CFE	\$4,190,000	\$0	\$387,500	\$0	\$0	\$2,000,000	\$1,802,500
	CF	\$6,509,956	\$0	\$2,632,500	\$800,000	\$0	\$0	\$3,077,456
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Regents of the University of Colorado</b>								
<b>University of Colorado - Colorado Springs Campus</b>								
Campus Infrastructure	CCFE	\$12,120,300	\$0	\$0	\$6,483,405	\$0	\$5,636,895	\$0
	CFE	\$3,800,000	\$0	\$0	\$0	\$3,800,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Family Development Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$2,000,000	\$0	\$0	\$2,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Prior</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>
		<b>Total</b>	<b>Appropriations</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
Heller Arts Center	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$600,000	\$0	\$0	\$0	\$600,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	0	\$0	\$0	\$0	\$0	\$0	\$0
Renovation of Existing Science Building	CCFE	\$15,974,643	\$0	\$0	\$0	\$2,523,155	\$8,929,370	\$4,522,118
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	0	\$0	\$0	\$0	\$0	\$0	\$0
Dwire Hall Renovation and Technology Upgrade	CCFE	\$7,080,862	\$0	\$0	\$0	\$587,795	\$6,493,067	\$0
	CFE	\$2,021,357	\$0	\$0	\$0	\$0	\$2,021,357	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	0	\$0	\$0	\$0	\$0	\$0	\$0
Sports/Recreation Complex	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$30,000,000	\$0	\$0	\$30,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	0	\$0	\$0	\$0	\$0	\$0	\$0
Student Housing (Phase V)	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$18,000,000	\$0	\$0	\$0	\$18,000,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	0	\$0	\$0	\$0	\$0	\$0	\$0
Student Housing (Phase IV)	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$17,000,000	\$0	\$0	\$17,000,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Science/Engineering Bldg., Phase I		CCFE	\$1,169,322	\$1,169,322	\$0	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$23,200,000	\$0	\$23,200,000	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>1</b>	<b>FF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Totals for:</b>									
		CCFE	\$36,345,127	\$1,169,322	\$0	\$6,483,405	\$3,110,950	\$21,059,332	\$4,522,118
<b>University of Colorado - Colorado Springs Campus</b>		CFE	\$73,421,357	\$0	\$0	\$49,000,000	\$22,400,000	\$2,021,357	\$0
		CF	\$23,200,000	\$0	\$23,200,000	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>University of Colorado - Health Sci Center Fitz</b>									
Infrastructure Phase 10		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$3,305,771	\$0	\$0	\$0	\$3,305,771	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>0</b>	<b>FF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Infrastructure Phase 9		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$5,061,097	\$0	\$0	\$5,061,097	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>0</b>	<b>FF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Infrastructure Phase 8		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$4,357,389	\$0	\$4,357,389	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>1</b>	<b>FF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Building 500 - Phase 3		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$9,000,376	\$0	\$9,000,376	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>2</b>	<b>FF</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Prior</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>
		<b>Total</b>	<b>Appropriations</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
Barbara Davis Center Phase III			\$0	\$0	\$0	\$0	\$0	\$0
			CCFE	\$0	\$0	\$0	\$0	\$0
			CFE	\$3,221,187	\$3,221,187	\$0	\$0	\$0
			CF	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>3</b>		FF	\$3,221,187	\$3,221,187	\$0	\$0	\$0
<b>Totals for:</b>								
			CCFE	\$0	\$0	\$0	\$0	\$0
<b>University of Colorado - Health Sci Center</b>								
<b>Fitz</b>			CFE	\$24,945,820	\$16,578,952	\$5,061,097	\$3,305,771	\$0
			CF	\$0	\$0	\$0	\$0	\$0
			FF	\$3,221,187	\$3,221,187	\$0	\$0	\$0
<b>University of Colorado Boulder</b>								
Visual Arts Complex			CCFE	\$39,907,941	\$0	\$0	\$4,124,373	\$16,032,968
			CFE	\$4,402,169	\$0	\$0	\$0	\$17,889,716
			CF	\$0	\$0	\$0	\$0	\$4,402,169
<b>Campus Priority:</b>	<b>0</b>		FF	\$0	\$0	\$0	\$0	\$0
South Campus Infrastructure			CCFE	\$0	\$0	\$0	\$0	\$0
			CFE	\$4,100,000	\$0	\$0	\$4,100,000	\$0
			CF	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>0</b>		FF	\$0	\$0	\$0	\$0	\$0
ATLAS Project			CCFE	\$20,694,701	\$1,712,097	\$0	\$14,108,176	\$4,874,428
			CFE	\$6,300,839	\$1,341,035	\$0	\$2,761,644	\$2,198,160
			CF	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>0</b>		FF	\$3,000,000	\$0	\$0	\$3,000,000	\$0
Ekeley Renovation			CCFE	\$11,004,610	\$0	\$0	\$1,966,790	\$9,037,820
			CFE	\$1,215,390	\$0	\$0	\$217,220	\$998,170
			CF	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	<b>0</b>		FF	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

		<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Ketchum Arts & Sciences Capital Renewal	CCFE	\$12,879,314	\$0	\$0	\$0	\$988,023	\$8,756,512	\$3,134,779
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		0						
Hellems Arts & Sciences Capital Renewal	CCFE	\$13,716,000	\$0	\$0	\$0	\$0	\$1,360,000	\$12,356,000
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		0						
Behavioral Sciences Building	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$17,300,000	\$0	\$0	\$0	\$17,300,000	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		0						
LASP Expansion in Research Park	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$14,000,000	\$0	\$14,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		0						
Information Technology Infrastructure	CCFE	\$13,302,543	\$0	\$0	\$7,412,895	\$5,889,648	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		0						
Utility Generation	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$12,000,000	\$0	\$0	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		0						

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Prior</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>
		<b>Total</b>	<b>Appropriations</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
Track and Field Improvements	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$11,500,000	\$0	\$0	\$0	\$0	\$11,500,000	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0								
Recreation Fields Restoration and Expansion	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$10,000,000	\$0	\$10,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0								
Housing System Residence Hall Director Apartments	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0								
Folsom Field Parking Structure & Fieldhouse	CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CFE	\$61,000,000	\$0	\$0	\$0	\$0	\$25,000,000	\$36,000,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0								
Law School Project	CCFE	\$21,172,574	\$1,542,159	\$9,727,656	\$9,902,759	\$0	\$0	\$0
	CFE	\$19,540,138	\$1,401,188	\$7,996,850	\$10,142,100	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1								
Business school Renovation and Addition	CCFE	\$16,608,627	\$1,193,616	\$10,702,608	\$4,712,403	\$0	\$0	\$0
	CFE	\$10,388,338	\$544,794	\$9,843,544	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2								

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Totals for:</b>									
<b>University of Colorado Boulder</b>		CCFE	\$149,286,310	\$4,447,872	\$20,430,264	\$40,260,606	\$29,751,857	\$37,044,048	\$17,351,663
		CFE	\$173,746,874	\$3,287,017	\$43,840,394	\$20,003,744	\$22,715,380	\$44,900,339	\$39,000,000
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$3,000,000	\$0	\$0	\$3,000,000	\$0	\$0	\$0
<b>Totals for:</b>									
<b>Regents of the University of Colorado</b>		CCFE	\$185,631,437	\$5,617,194	\$20,430,264	\$46,744,011	\$32,862,807	\$58,103,380	\$21,873,781
		CFE	\$272,114,051	\$3,287,017	\$60,419,346	\$74,064,841	\$48,421,151	\$46,921,696	\$39,000,000
		CF	\$23,200,000	\$0	\$23,200,000	\$0	\$0	\$0	\$0
		FF	\$6,221,187	\$0	\$3,221,187	\$3,000,000	\$0	\$0	\$0
<b>Trustees for the University of Northern Colorado</b>									
<b>University of Northern Colorado</b>									
Building/Infrasctructure Renewal Project	7-15-06	CCFE	\$6,730,310	\$0	\$635,825	\$6,094,485	\$0	\$0	\$0
Campus Wide		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bishop Lehr Renovation	8-1-07	CCFE	\$30,473,696	\$1,100,845	\$0	\$17,048,661	\$12,324,190	\$0	\$0
Arts & Sciences and Student Services		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Crabbe Hall Renovation	8-1-07	CCFE	\$3,619,385	\$0	\$0	\$334,225	\$3,285,160	\$0	\$0
Performing & Visual Arts		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	
Candelaria Hall Renovation	8-1-07	CCFE		\$11,980,261	\$0	\$0	\$1,076,737	\$8,657,394	\$2,246,130	\$0
Arts & Sciences		CFE		\$0	\$0	\$0	\$0	\$0	\$0	
		CF		\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	4	FF		\$0	\$0	\$0	\$0	\$0	\$0	
Michener Library Renovation	1-3-09	CCFE		\$21,141,028	\$0	\$0	\$0	\$4,277,847	\$8,864,046	
\$7,999,135										
Campus Wide		CFE		\$0	\$0	\$0	\$0	\$0	\$0	
		CF		\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	5	FF		\$0	\$0	\$0	\$0	\$0	\$0	
<b>Totals for:</b>										
<b>University of Northern Colorado</b>		CCFE	\$73,944,680	\$1,100,845	\$635,825	\$24,554,108	\$28,544,591	\$11,110,176	\$7,999,135	
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Totals for:</b>										
<b>Trustees for the University of Northern Colorado</b>		CCFE	\$73,944,680	\$1,100,845	\$635,825	\$24,554,108	\$28,544,591	\$11,110,176	\$7,999,135	
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Trustees of Adams State College</b>										
<b>Adams State College</b>										
College Center and Rex Gym Re-roofing - June 2007		CCFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$2,500,000	\$0	\$2,500,000	\$0	\$0	\$0	\$0	\$0
		CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education**  
**Five-Year Capital Improvements Program**  
**Projects by Type**

			<b>Prior</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	
		<b>Total</b>	<b>Appropriations</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	
E.P.L.S. Renovation and Addition formerly known as Plachy Addition and Renovation and Stadium - June 2010	CFE	CCFE	\$5,880,078	\$0	\$0	\$1,458,984	\$1,408,095	\$3,012,999	\$0
			\$0	\$0	\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	2		\$0	\$0	\$0	\$0	\$0	\$0	
Richardson Hall Remodel - June 2010	CCFE		\$10,000,000	\$0	\$1,000,000	\$4,500,000	\$4,500,000	\$0	
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	
	CF		\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	3		\$0	\$0	\$0	\$0	\$0	\$0	
Music Building Remodel - June 2010	CCFE		\$4,000,000	\$0	\$0	\$0	\$4,000,000	\$0	
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	
	CF		\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	4		\$0	\$0	\$0	\$0	\$0	\$0	
E.S. Building Program Reallocation Life Safety Upgrades - June 2011	CCFE		\$8,000,000	\$0	\$0	\$0	\$0	\$8,000,000	
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	
	CF		\$0	\$0	\$0	\$0	\$0	\$0	
<b>Campus Priority:</b>	5		\$0	\$0	\$0	\$0	\$0	\$0	
Day Care Replacement - June 2007	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	
	CF		\$98,000	\$0	\$98,000	\$0	\$0	\$0	
<b>Campus Priority:</b>	6		\$400,000	\$0	\$400,000	\$0	\$0	\$0	
College Center Program Consolidation Phase - June 2009	CCFE		\$0	\$0	\$0	\$0	\$0	\$0	
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	
	CF		\$176,925	\$0	\$0	\$0	\$176,925	\$0	
<b>Campus Priority:</b>	7		\$0	\$0	\$0	\$0	\$0	\$0	

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

		<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Totals for:</b>								
<b>Adams State College</b>	CCFE	\$27,880,078	\$0	\$0	\$2,458,984	\$5,908,095	\$11,512,999	\$8,000,000
	CFE	\$2,500,000	\$0	\$2,500,000	\$0	\$0	\$0	\$0
	CF	\$274,925	\$0	\$0	\$98,000	\$0	\$176,925	\$0
	FF	\$400,000	\$0	\$0	\$400,000	\$0	\$0	\$0
<b>Totals for:</b>								
<b>Trustees of Adams State College</b>	CCFE	\$27,880,078	\$0	\$0	\$2,458,984	\$5,908,095	\$11,512,999	\$8,000,000
	CFE	\$2,500,000	\$0	\$2,500,000	\$0	\$0	\$0	\$0
	CF	\$274,925	\$0	\$0	\$98,000	\$0	\$176,925	\$0
	FF	\$400,000	\$0	\$0	\$400,000	\$0	\$0	\$0
<b>Trustees of Fort Lewis College</b>								
<b>Fort Lewis College</b>								
Berndt Hall Reconstruction Bio/Ag/Forestry	CCFE	\$8,843,898	\$906,744	\$0	\$7,467,004	\$470,150	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0
Gymnasium Renovation/Expansion North	CCFE	\$5,552,205	\$0	\$0	\$0	\$694,160	\$4,268,529	\$589,516
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0
Berndt Hall Reconstruction Geology-Physics/Engineering	CCFE	\$8,491,250	\$0	\$0	\$0	\$0	\$1,107,554	\$7,383,696
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	FF	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Road Improvements		CCFE	\$402,700	\$0	\$0	\$0	\$0	\$0	\$402,700
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	4	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Gymnasium Renovation/Expansion South		CCFE	\$644,706	\$0	\$0	\$0	\$0	\$0	\$644,706
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	5	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
<b>Fort Lewis College</b>		CCFE	\$23,934,759	\$906,744	\$0	\$7,467,004	\$1,164,310	\$5,376,083	\$9,020,618
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
<b>Trustees of Fort Lewis College</b>		CCFE	\$23,934,759	\$906,744	\$0	\$7,467,004	\$1,164,310	\$5,376,083	\$9,020,618
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Trustees of Mesa State College</b>									
<b>Mesa State College - Grand Junction Campus</b>									
Construction Trades Addition/UTEC-August 2004		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$390,000	\$0	\$390,000	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Prior</b>		<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>	<b>FY</b>
		<b>Total</b>	<b>Appropriations</b>		<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
Campus Support Services Building-August 2006	CCFE	\$4,008,657	\$0	\$0	\$4,008,657	\$0	\$0	\$0	\$0
	CFE	\$2,158,468	\$0	\$0	\$2,158,468	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Business and Information Technology Center-August-2008	CCFE	\$13,882,273	\$0	\$0	\$0	\$1,385,556	\$12,496,717	\$0	\$0
	CFE	\$500,000	\$0	\$0	\$0	\$500,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	3	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Academic Support Center April 2008	CCFE	\$993,600	\$0	\$0	\$0	\$993,600	\$0	\$0	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Practice Field Development-October 2009	CCFE	\$5,511,437	\$0	\$0	\$0	\$0	\$2,480,493	\$3,030,944	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	5	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montrose Higher Education Center-August 2010	CCFE	\$1,200,000	\$0	\$0	\$0	\$0	\$0	\$1,200,000	\$0
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	6	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
	CCFE	\$25,595,967	\$0	\$0	\$4,008,657	\$2,379,156	\$14,977,210	\$4,230,944	\$0
<b>Mesa State College - Grand Junction Campus</b>	CFE	\$3,048,468	\$0	\$390,000	\$2,158,468	\$500,000	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	
<b>Totals for:</b>										
<b>Trustees of Mesa State College</b>		CCFE	\$25,595,967	\$0	\$0	\$4,008,657	\$2,379,156	\$14,977,210	\$4,230,944	
		CFE	\$3,048,468	\$0	\$390,000	\$2,158,468	\$500,000	\$0	\$0	
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Trustees of the Colorado School of Mines</b>										
<b>Colorado School of Mines</b>										
Green Center Decontamination Phases 1&2 (CTLM Addition) Completion Aug. '05		CCFE	\$7,117,047	\$519,779	\$6,597,268	\$0	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Green Center Decontaminations Phase 3&4 (Asbestos Abatement) Completion Jan. '08		CCFE	\$19,510,975	\$0	\$0	\$12,570,631	\$6,940,344	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Brown Hall Addition (Completion Dec. '09)		CCFE	\$13,800,981	\$0	\$0	\$0	\$0	\$1,332,637	\$12,468,344	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	1	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Wellness Center (Completion June '08)		CCFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CFE	\$24,986,705	\$0	\$0	\$24,986,705	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	2	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
Green Center Basement Renovation (Completion August '09)	CCFE		\$7,262,222	\$0	\$0	\$0	\$0	\$671,519	\$6,590,703
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	2	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
<b>Colorado School of Mines</b>	CCFE		\$47,691,225	\$519,779	\$6,597,268	\$12,570,631	\$6,940,344	\$2,004,156	\$19,059,047
	CFE		\$24,986,705	\$0	\$0	\$24,986,705	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>									
<b>Trustees of the Colorado School of Mines</b>	CCFE		\$47,691,225	\$519,779	\$6,597,268	\$12,570,631	\$6,940,344	\$2,004,156	\$19,059,047
	CFE		\$24,986,705	\$0	\$0	\$24,986,705	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Trustees of Western State College</b>									
<b>Western State College</b>									
WSC Information Technology Infrastructure Improvement Project-August 2010	CCFE		\$2,924,098	\$0	\$0	\$0	\$0	\$631,309	\$2,292,789
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	1	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Kelley Hall Renovation-August 2011	CCFE		\$593,640	\$0	\$0	\$0	\$0	\$0	\$593,640
	CFE		\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Campus Priority:</b>	FF	2	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Colorado Commission on Higher Education  
Five-Year Capital Improvements Program  
Projects by Type**

		<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 04-05</b>	<b>FY 05-06</b>	<b>FY 06-07</b>	<b>FY 07-08</b>	<b>FY 08-09</b>
<b>Totals for:</b>								
<b>Western State College</b>	CCFE	\$3,517,738	\$0	\$0	\$0	\$0	\$631,309	\$2,886,429
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals for:</b>								
<b>Trustees of Western State College</b>	CCFE	\$3,517,738	\$0	\$0	\$0	\$0	\$631,309	\$2,886,429
	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Grand Total for All Higher Education Proposed Projects</b>	CCFE	\$665,006,370	\$10,871,969	\$39,754,656	\$167,000,496	\$162,942,991	\$160,092,593	\$124,343,665
	CFE	\$464,509,785	\$9,760,588	\$115,685,913	\$130,300,889	\$52,021,798	\$93,133,597	\$63,607,000
	CF	\$29,984,881	\$0	\$25,832,500	\$898,000	\$0	\$176,925	\$3,077,456
	FF	\$96,640,687	\$2,600,000	\$18,876,687	\$3,400,000	\$71,264,000	\$500,000	\$0

Agency	Building Name	Div. Of Risk Man. No.	Occupancy Type	Funding %	G.S.F.	Vacant / Not Utilized		Date Built	Date Acquired	Date of Facility Audit	F.C.I. (Actual) A/FCI	F.C.I. (Target) T/FCI	Plans for Building
						G.S.F.	C.R.V.						
ASC	Old Art	164	Classroom/ Office	0%	5,660	5,660	\$732,500	1956					Leave vacant, use for storage, or renovate
ASC	Casa De Sol Apts.	182	Apartments	0%	10,084	9,430	\$919,683	1931		Jun-03	21%		May be listed as historic structure; if not, land used for parking
CSM	Jefferson Co Hall Justice	7565	classroom/of fice	100%	73,260	29,304	\$8,726,785						Keep partially vacant or demolish entirely.
CSU	Boxcar	8007	31	100%	596	20	\$12,354	1988		Jun-05	34%	85%	Demolish when funds are available.
CSU	Garage/Onion Drying	3971	31	100%	3,866	71	\$149,173	1948		Jun-05	34%	85%	Demolish when funds are available.
CSU	Outhouse	8008	31	100%	20	77	\$1,166	1988		Jun-05	34%	85%	Demolish when funds are available.
CSU	Garage	3969	31	100%	513	122	\$19,795	1920		Jun-05	34%	85%	Demolish when funds are available.
CSU	Cattle Chute	8012	31	100%	341	161	\$2,335	1988		Jun-05	34%	85%	Demolish when funds are available.
CSU	Run-In-Barn	8011	31	100%	567	341	\$9,378	1988		Jun-05	34%	85%	Demolish when funds are available.
CSU	Animal Shelter	3965	31	100%	800	513	\$3,035	1986		Jun-05	49%	85%	Demolish when funds are available.
CSU	Coal Shed	8009	31	100%	77	567	\$583	1988		Jun-05	34%	85%	Demolish when funds are available.
CSU	Original Barn	8006	31	100%	609	596	\$27,917	1988		Jun-05	34%	85%	Demolish when funds are available.
CSU	Machine Shed	3970	31	100%	2,027	1,555	\$78,214	1946		Jun-05	34%	85%	Demolish when funds are available.
CSU	Office/Lab	3968	16	100%	5,714	3,053	\$303,197	1848		Jun-05	34%	85%	Demolish when funds are available.
CSU	Residence	3967	52	100%	4,064	3,866	\$196,017	1920		Jun-05	34%	85%	Demolish when funds are available.
CSU	Old Fort Collins High School - Annex	4240	16	100%	18,025	7,723	\$2,305,573	1957	1997	Jun-05	75%	85%	Renovation and reuse as arts center awaiting state funding.

		Div. Of		Occupancy		Vacant / Not Utilized		Date		Date of Facility Audit	F.C.I. (Actual) A/FCI	F.C.I. (Target) T/FCI	Plans for Building	
Agency	Building Name	No.	Type	Funding %	G.S.F.	G.S.F.	C.R.V.	Date Built	Acquired					
CSU	Old Fort Collins High School	4239	10	100%	143,399	143,399	\$17,763,286	1926	1997	Jun-05	59%	85%	Renovation and reuse as arts center awaiting state funding.	
CSU	Cattle Barn	8005	Farm	100%	1,742	1,642	\$79,853 ?				10%	85%	Building condemned; building will be demolished when funds are available.	
CSU	Garage	3916	Farm	100%	1,898	1,898	\$71,953				10%	85%	Building condemned; building will be demolished when funds are available.	
CSU	Machine Shed	3975	Farm	100%	1,555	1,555	\$58,950				10%	85%	Building condemned; building will be demolished when funds are available.	
CSU	Potato Cellar	3972	Farm	100%	3,053	3,053	\$115,739				10%	85%	Building condemned; building will be demolished when funds are available.	
CSU	Pump House	3973	Farm	100%	3,973	3,973	\$4,625				10%	85%	Building condemned; building will be demolished when funds are available.	
CSU	Run-In Barn	8011	Farm	100%	567	567	\$9,214				10%	85%	Building condemned; building will be demolished when funds are available.	
CSU	Solar Greenhouse	3581	Science	100%	1,393	1,393	\$146,363				10%	85%	Building condemned; building will be demolished when funds are available.	
CSU	Storage	3555	Farm	100%	1,037	1,037	\$18,707				10%	85%	Building condemned; building will be demolished when funds are available.	
CSU	Storage Shed	8013	Farm	100%	161	161	\$2,916				10%	85%	Building condemned; building will be demolished when funds are available.	
CSU	Well House	3976	Farm	100%	71	71	\$2,692				10%	85%	Building condemned; building will be demolished when funds are available.	

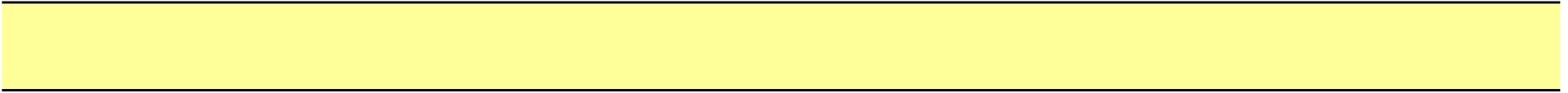
		Div. Of	Occupancy		Vacant / Not Utilized		Date		Date of Facility Audit	F.C.I. (Actual) A/FCI	F.C.I. (Target) T/FCI	Plans for Building	
Agency	Building Name	Risk Man. No.	Type	Funding %	G.S.F.	G.S.F.	C.R.V.	Date Built	Acquired				
CCCS	Vacant # 830	9107	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 815	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 813	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 811	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 825	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 823	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 821	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 835	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 831	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 864	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 820	pending	Vacant /Hazmat/De mo	100%	9,722	9,722	\$125,000	1942	1995			Intend to demolish, abate asbestos when funds received	
CCCS	Vacant # 700 Dorm	9105	Dormitory-vacant	100%	171,390	171,390	\$44,403,721	1973	1995	Aug-00	50%	85%	Possible use as a K-12 charter school, training and national HQ for AmeriCorp, or on-site dorm

Agency	Building Name	Div. Of Risk Man. No.	Occupancy Type	Funding %	G.S.F.	Vacant / Not Utilized G.S.F.	C.R.V.	Date Built	Date Acquired	Date of Facility Audit	F.C.I. (Actual) A/FCI	F.C.I. (Target) T/FCI	Plans for Building
UCB	IEC Classroom Annex, TB88	9275		0%	3,193	3,193	\$375,020				N/A-auxiliary rental space		Space available for rent; eligible for historical listing
UCB	Marine St. Science Center	9259	Research Labs	0%	48,593	3,069 asf	\$6,770,000				N/A-auxiliary rental space		Research building space currently for rent.
UCB	Research Lab No.2	9252	Research Labs	0%	77,713	3,284 asf	\$12,351,800				N/A-auxiliary rental space		Nothing stated on form.
UCB	1777 Exposition No #			0%	86,740	86,740							The University has just purchased the building for research purposes and is completing tenant finishes necessary for occupancy.
UCCS	Science Bldg.	9010	Science Laboratory	100%	69,654	12,313	\$13,373,615			Oct-99	84%	85%	About 2,313 asf never finished due to lack of funds when building finished in 1980. Space has been used for storage and for a makeshift biology lab. A capital construction project to readapt building, including finishing the asf, is planned.
UCHSC	Bldg 500: Admin		Office	100%	478,211	48,200	\$68,250,000	1941	1997	Apr-00	73%	85%	Reuse pending planned renovation.

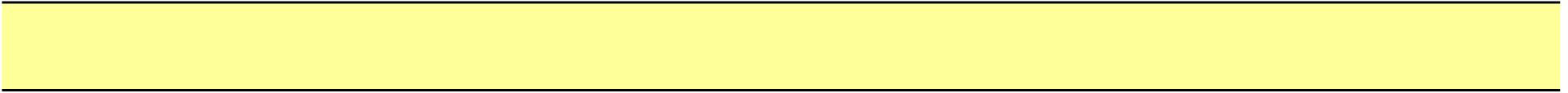
Agency	Building Name	Div. Of Risk Man. No.	Occupancy Type	Funding %	G.S.F.	Vacant / Not Utilized G.S.F.	C.R.V.	Date Built	Date Acquired	Date of Facility Audit	F.C.I. (Actual) A/FCI	F.C.I. (Target) T/FCI	Plans for Building
UCHSC	Bldg 521: Theater		Theater	100%	19,694	19,694		1943				80%	Storage now and in future. Asbestos abatement and structural modifications required. Building not consistent with long-term plans for Fitzsimons campus.
UCHSC	Bldg 611: Potential Use		Office	100%	17,824	17,824		1918				75%	Storage now and in future. Asbestos abatement and structural modifications required. Building not consistent with long-term plans for Fitzsimons campus.
UCHSC	Bldg 419: Potential Use		Office	100%	12,984	12,984		1942				75%	Storage now and in future. Asbestos abatement and structural modifications required. Building not consistent with long-term plans for Fitzsimons campus.
UCHSC	Bldg 618: AHEC		Office	100%	19,545	9,770		1910				75%	Storage now and in future. Asbestos abatement and structural modifications required. Building not consistent with long-term plans for Fitzsimons campus.

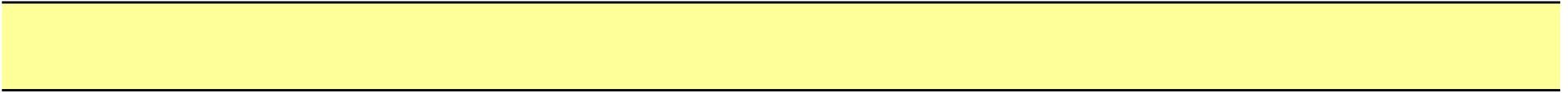


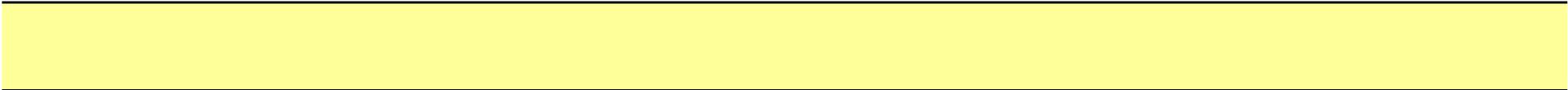


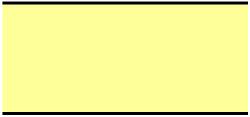


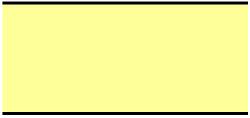












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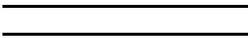
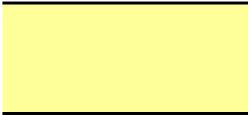
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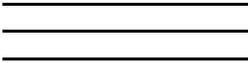


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**CASH FUNDED PROGRAM PLAN EVALUATION FY 2004-05**  
**Colorado Commission on Higher Education**

<b>Project:</b> Atmospheric Science/Chemistry Addition	<b>Institution:</b> Colorado State University
<b>Original Submittal Date:</b> May 2003	<b>Revision Date:</b>
<b>Total Project Cost:</b> \$2,500,000	<b>Total Square Footage</b>
<b>Construction Cost:</b> \$2,119,952	<b>New Construction:</b> 13,000 gross square feet (gsf)
<b>Anticipated Completion Date:</b> July 2005	<b>Remodel:</b>
<b>Purpose Code:</b> F-5	<b>Cost per Square Foot</b>
	<b>New Construction:</b> \$163.07
	<b>Remodel:</b>
	<i>Comments:</i>

**No Phased Funding:**

	2004-05	2005-06	2006-07	2007-08	2008-09	Total
CCFE						
CF						
CFE	\$2,500,000					\$2,500,000
FF						
Total	\$2,500,000					\$2,500,000

**EVALUATION****Project Description:**

The Colorado State University's Department of Atmospheric Science plans a 13,000-gsf addition to the existing Atmospheric Science (ATS) Complex on the CSU Foothills Campus to house atmospheric chemistry laboratories, storage spaces, and offices for 20 staff members (three faculty, six post-doctoral candidates, eight research associates, and three clerical staff) and about 18 graduate students.

The addition will have four purposes:

- Provide new labs;
- Co-locate the Atmospheric Chemistry program closer to Atmospheric Science Department;
- Provide lab and office space for a third faculty member (search will be conducted in 2004); and
- Provide dedicated space for a teaching lab for specialized courses in atmospheric chemistry and air quality so that faculty members and students don't have to use research labs.

The two-story addition will be a composite concrete and steel structure. The foundation system will penetrate through the bentonite clay to better weight-bearing strata. Without such precautions, the building foundation would expand and contract as the clay becomes wet and then dries out. The building foundation may be built of long shafts of concrete, steel or wood.

### **Project Justification:**

The Department of Atmospheric Science ranks among the top two or three such departments in the world in consistency of funding from the National Science Foundation and professional achievements and awards that faculty, graduates, and students have received. Eight department faculty are Fellows of the American Meteorological Society and 12 have served as editors of major scientific journals. The department today has 209 faculty, graduate students, research associates, post-doctoral researchers, and state classified and hourly staff.

Because the department continues to attract top faculty and graduate students, annual awards from sponsored programs have grown from \$6.06 million in fiscal year (FY) 1998 to \$11.387 million in FY 2002. Additional space is essential to support and expand these research opportunities.

The research and graduate education program in atmospheric chemistry and air quality has grown rapidly since the program began in 1991. The Atmospheric Simulation Lab houses many of the research programs in a building originally constructed in the 1960s for weather modification research. For its current uses, the Atmospheric Simulation Lab is poorly ventilated, has inadequate plumbing and power, and needs an elevator to transport equipment and gas cylinders to second-floor laboratories. Some of the fume hoods can't properly handle the hazardous substances. A cleaner work environment is becoming more necessary for proper measurement of traces of environmental pollutants.

In addition, the current labs are about a half-mile from the main ATS. Driving between the Atmospheric Simulation Lab and ATS is about the only option because of a lack of connecting sidewalks, walkways, or bike paths. Yet all faculty offices – atmospheric chemistry and other programs – are housed at the ATS site to increase interactions among disciplines. Having the labs some distance from the faculty offices (with some atmospheric chemistry program graduate students housed in the ATS main building) limits regular interaction between atmospheric chemistry program faculty and their graduate students and research staff and between atmospheric chemistry program graduate students and other ATS graduate students and faculty.

ATS plans to add a third atmospheric chemistry faculty member and research group in 2004-2005, yet laboratory space is not available to house the research program such a faculty member would be expected to bring to the University. In 2000, plans to accommodate an atmospheric chemistry faculty recruit by remodeling workshop space in the current lab building fell through when the recruit decided not to accept the position. In addition, ATS is seeking an oceanographer to add to the faculty. Younger researchers such as those CSU would like to hire typically establish research groups of 10-12 staff and graduate students, about twice the size of research groups of retiring faculty members.

Finally, ATS offers two laboratory classes in atmospheric chemistry/air quality--Air Pollution Measurement and Air Quality Characterization--that have to be scheduled in already limited research laboratory space because of the lack of dedicated teaching laboratory space. This unsatisfactory arrangement means students may be exposed to hazards that would not be present in a teaching laboratory. Using lab space elsewhere wouldn't be practical because the classes make extensive use of specialized research instrumentation so students can have a state-of-the-art introduction to experimental atmospheric chemistry/air quality work.

For the atmospheric chemistry program within the ATS, projected research volume totaled more than \$1.4 million in 2002-2003. The planned addition of a third faculty member with a research focus in atmospheric science should increase the amount of research grants even more.

#### **CCHE Recommendations:**

This program plan should be approved to locate the Atmospheric Chemistry program in the same space as the Atmospheric Science Department, provide new research laboratories, build dedicated space for a teaching laboratory, and construct a lab and office suite for a third faculty member who will be selected during 2004.

#### **CCHE Comments:**

*Land Grant Mission:* ATS, established in 1962 in response to the growing importance of weather and atmospheric phenomena on national and international societies and their economies, primarily is involved in graduate education and basic research in the atmospheric sciences. But the department serves CSU's mission as a land-grant public institution in offering courses to undergraduates and providing a home to the Colorado Climate Center and Office of the State Climatologist. The Office of the State Climatologist collects, analyzes, and distributes weather and climate information to government agencies, users from different professions, and public schools. Many research projects are directly related to Colorado issues in agriculture, water resources, air quality, regional climate, visibility, drought mitigation, and air traffic safety. ATS also integrates its research with other federal and state agencies within Colorado and the Rocky Mountains/High Plains region.

*Comparison with Other University Programs in Colorado:* The ATS department at CSU is the only department in Colorado that offers master's and doctorate degrees in atmospheric science. The University of Colorado at Boulder has a program in Atmospheric and Oceanic Science, but it is not a department with the ability to grant degrees in atmospheric science. Undergraduate programs in meteorology exist at Metropolitan State College and the University of Northern

Colorado. But, the two institutions don't offer advanced degrees in meteorology or atmospheric science.

*Third-Party Review:* Richard Conard, the professional engineer who reviews CSU System program plans for the Board of Governors of the CSU System, recommended in his third-party review that CSU install a fire alarm system for the addition. The program plan states that a fire alarm is not required due to the building occupancy. Fire and smoke control is not required at wall or floor penetrations. Instead, CSU will install mechanical, stand-alone low airflow alarms on fume hoods. Richard Conard stated in his review that: "Serious consideration should be given to installing a fire alarm system, whether technically required or not. The cost of the potential liability or not installing an alarm system may be greater than the actual cost of installing a system." Conard also recommended that if construction costs exceed estimates, CSU leave unfinished the space intended for the third faculty member until someone is hired.

(CSU intends to examine the need for fire alarms during the design phase and determine whether leaving unfinished the suite that the third faculty member will occupy is advisable after construction bids are received. Construction bids have not decreased, despite the declining economy, and may even start creeping up again.)

*Space Reuse:* Part of the program plan involves using about 2,594 assignable square feet (asf) of the Atmospheric Simulation Lab about one-half mile east and north of the ATS for a cloud chamber and shop. The rest of the Atmospheric Simulation Lab will be used for College of Engineering personnel, who will be moved from the west storage area of the nearby Engineering Research Center. Eventually, the west storage area of the Engineering Research Center will be demolished. Three modular units make up the west storage area, and have had increasing problems with drainage after heavy snows and the consequent growth of molds.

**Program and Facility Requirements:**

Space needs for the addition are as follows:

<i>Function (for ATS, ATS Simulation Lab, ATS/CIRA)</i>	<i>Existing ASF Less Vacated Space</i>	<i>ASF Needed</i>	<i>ASF to be Constructed</i>	<i>GSF</i>
Office & Support	25,465	29,505	4,040	6,400
Laboratories				
Teaching Labs	2,472	3,012	540	
Research Labs	1,918	5,548		
New Chemistry Labs			3,630	
<i>Total</i>	<i>29,855</i>	<i>38,065</i>	<i>8,210</i>	<i>13,000</i>

Among the utility requirements for the site is to boost the pressure of the existing fire hydrant, possibly by connecting water piping between the hydrant and the water main on the south side of Laporte Avenue. The fire hydrant on the southwest corner of the ATS Building only has water pressure of 20 pounds per square inch, meaning a pressure pump truck would be required for fighting fires. Creating a loop would provide water pressure from both directions. Installing the loop would be a separate project supported with other funds, but it may be undertaken in conjunction with the Chemistry Addition if timing permits.

The addition would be wired for telecommunications at the highest level (category 6 wiring for data and category 5 for telephone) to accommodate the vast amounts of data that will be processed from the instruments housed in the addition. Over time, the ATS has become much more focused on computer modeling rather than physical modeling, requiring the ability to process ever higher amounts of data.

### **Building Functional Uses:**

The addition will be used for offices and laboratories.

### **Building Efficiency Factor/Space Utilization:**

The building efficiency factor of the addition would be 63 percent (8,210 asf/13,000 gsf). CCHE has no guidelines for laboratory or research buildings.

### **Appropriateness of Funding:**

Funding an addition built largely to provide more research space from the Research Building Revolving Fund is very appropriate. The University may choose to issue or refinance an existing bond to fund the project if the terms and interest rates available at the time make bonding a more favorable choice than funding through the revolving fund. If the decision is made to issue a bond or refinance an existing one to fund the project, the University will ask the Board of Governors of the CSU System to authorize such an approach.

### **Facility Alternatives:**

The program plan discusses four options to address demands for additional space. Some of the options admittedly are of the sky-is-falling variety:

- Locate the atmospheric chemistry program and personnel in one facility and provide additional office and lab space to accommodate new personnel and allow program expansion by qualifying for more grants from federal agencies. (Preferred)
- Scatter the program scientists throughout various University buildings: Traveling between buildings would eat up time that could be better spent working with graduate students and on research projects. It would also make nearly impossible the synergy that results when colleagues are close to each other to share ideas.
- Accept a reduced scope of research and retain double- and triple-occupancy offices and limited training and laboratory space: This option already caused ATS to lose an excellent faculty candidate, who stated that the condition of existing facilities played a role in the decision not to join CSU.
- Lose programs, research opportunities and corresponding funding to other institutions: The lost opportunity mentioned above was not only a loss of talent, but also funding. With an annual average of \$700,000 of grant funding per ATS faculty member, the inability to compete for faculty researchers costs the University hundreds of thousands of dollars per year in program-supporting grants.

**Consistency with Institutional Master Plan:**

This program plan is consistent with the land use guidelines in the Main Campus Master Plan, *Foundation for a New Century*. The guidelines call for continued clustering of like facilities. CSU is continuing to locate research and land-intensive activities at the Foothills Campus. In addition, a Foothills Campus Master Plan should be completed in December 2003. This project has been taken into consideration in development of the plan.

**Consistency with Institutional 5-Year Capital Improvement Plan Schedule:**

The Atmospheric Science/Chemistry Addition is in the Capital Construction Program Schedule for FY 2004-2005 through 2008-2009.

**Governing Board Approval:**

The Board of Governors of the CSU System approved this program plan on May 7, 2003.

**CASH FUNDED PROGRAM PLAN EVALUATION FY 2004-05**  
**Colorado Commission on Higher Education**

<b>Project:</b> Hughes Stadium Expansion	<b>Institution:</b> Colorado State University
<b>Original Submittal Date:</b> August 2003	<b>Revision Date:</b>
<b>Total Project Cost:</b> \$14,206,267  <b>Construction Cost:</b> \$9,330,038 for stadium; \$1,300,000 for replacing playing field  <b>Anticipated Completion Date:</b> August 2005  <b>Purpose Code:</b> F-5	<b>Total Square Footage</b>  <b>New Construction:</b> 21,564 gross square feet (gsf) for stadium; 103,000 gsf for playing field  <b>Remodel:</b>  <b>Cost per Square Foot:</b> N/A  <b>New Construction:</b> \$432.66 for stadium expansion; \$12.62 for playing field  <b>Remodel:</b>  <i>Comments: Extremely high square- footage          costs for stadium expansion indicates expense          of building "premium" stadium seating          complete with piping for wet bars, Internet          access, and installation of two elevators to          serve entire premium-seating section, plus the          structural requirements for adding onto a          stadium by adding terraces, supporting the          terraces, adding more restrooms, and using          specialized scaffolding during construction.</i>

**No Phased Funding:**

	2004-05	2005-06	2006-07	2007-08	2008- 09	Total
CCFE						
CF						
CFE	\$14,206,267					\$14,206,267
FF						
Total	\$14,206,267					\$14,206,267

## **EVALUATION**

### **Project Description:**

Colorado State University (CSU) Intercollegiate Athletics received a gift from the Bohemian Foundation specifically to improve facilities at Hughes Stadium. This project will use \$14.2 million of the gift to:

- Construct 21,564 gsf of additional premium seating, concessions, restrooms, and circulation in Hughes Stadium on the CSU Foothills Campus. The stadium expansion also will increase bleacher seating. Net result: 2,073 more seats in the stadium, including 246 more premium seats in up to 16 new suites.
- Replace 103,000 square feet of grass turf including the playing field, two end zones, and sidelines. The grass turf will be replaced with either crowned natural grass over a sand base or artificial turf. The subsurface drainage will be replaced or upgraded no matter what type of playing surface is put in. Permanent striping and other field markings will be made.
- Build additional restrooms of approximately 42 additional fixtures for both men and women and concessions to support the new seating capacity.
- Increase accessible parking in Lot 2 (the lot with the most level entry to the stadium) to complement the new seating capacity, and pave one existing 215-space dirt parking lot west of the stadium to provide close-in parking for those holding tickets for premium seating areas.

### **Project Justification:**

The Ram football program has won six conference championships and participated in seven bowl games during the past decade, yet the football facilities have not kept up with those of its peer institutions in the Mountain West Conference (Brigham Young, San Diego State, Air Force, Utah, New Mexico, University of Nevada at Las Vegas, and Wyoming). The main playing field particularly needs drainage improvements. Larger crowds at games have required the rental of temporary bleachers. All the improvements will increase the revenue base from paid attendance and maintain parity with facilities at other Mountain West Conference institutions.

CSU has the lowest stadium seating capacity of any of the eight Mountain West Conference institutions at 30,000, compared to that of Brigham Young, the university with the highest stadium seating capacity, at 65,000. In the past eight years, attendance at CSU games has ranged from an average of 91.2 percent full in 1995 to an average of 104.3 percent full in 1998. The 104.3 percent filled figure was achieved because standing-room-only tickets are sold at reduced cost for high-attendance games. Larger crowds feed the need for more restrooms and concessions. Fans routinely complain about long lines at both concessions and restrooms.

### **CCHE Recommendations:**

The program plan for Hughes Stadium expansion should be approved to help bring CSU up to the level of many of the institutions against which it competes.

## CCHE Comments:

*Natural vs. Synthetic Turf:* The program plan states that the playing field at Hughes Stadium will be replaced with “an all-weather type field” in one section. An all-weather type field can be a natural grass turf with a crown to promote better drainage. The decision on whether natural grass or synthetic turf will be used will depend upon the University’s experience with the synthetic practice field that will be installed on the Main Campus by the time work starts on the playing field at Hughes Stadium. Cost estimates for installation of artificial or natural turf are about comparable. Synthetic turf costs less than natural turf to operate and maintain, however.

*Background:* Receiving the gift to expand the stadium came after a number of years of study. A long-range plan for athletic facilities improvements received CCHE and State Board of Agriculture (the previous name of the governing board) approval in 1994. The highest priorities in that study were renovation of Moby Gym and construction of the McGraw Addition, which were completed in 1999. CSU then turned its attention to Hughes Stadium. CSU retained an architectural firm to analyze needs and alternatives. This program plan is an extension of and is consistent with previous efforts to improve the stadium.

Since 1995, the University has repaired seating, electrical service, boilers, the public announcement and scoreboards, and performed annual maintenance. In 1999, field lighting was installed for night games.

In 2003, CCHE reviewed and approved two other projects to improve football facilities for CSU. One was to upgrade the Hughes Stadium scoreboard and one was to construct a synthetic practice field on the Main Campus. Both of those auxiliary projects also will be funded through part of the large gift to CSU.

*Premium Seating Rentals:* CSU has no waiting list for rental of the future premium seating suites. However, CSU rents the suites to organizations and businesses on a seasonal or multi-seasonal basis. Those that are left are rented to businesses and other organizations on a per-game basis. The current premium seating has been sold completely for the past several seasons. CSU believes it is being very conservative with the numbers of premium seating it plans to provide. When this project is done, CSU will have 576 premium seats in up to 36 skyboxes. Each skybox can accommodate about 12-16 people. The University of Colorado at Boulder has 40 skyboxes, for example. The rental prices of the CSU premium seating isn’t known yet. Much will depend on the design of the skyboxes and the amenities offered. In any case, the rentals will be priced to recoup in a short period of time the cost of building them.

## Program and Facility Requirements:

The square footage of 21,564 gsf for the stadium expansion breaks down this way:

<i>Function</i>	<i>GSF</i>
West Addition: circulation, concessions, restrooms, elevators	2,850
North End Zone: concessions, restrooms	9,700
Rams Horn: up to 16 suites of premium seating, circulation, concessions	9,014
<i>Total</i>	<i>21,564</i>

To gain seating in some areas, such as for the premium seating, seating will be reduced in other areas. The stadium will have 2,073 additional seats, the result of 3,958 more permanent seats and the removal of 1,885 other seating. This is the breakdown:

<i>Seating Type</i>	<i>Existing</i>	<i>Proposed</i>	<i>Change</i>
Premium/Rams Horn	330	576	246
East Stands	9,588	9,588	0
West Stands	15,897	14,947	(950)
North Stands/Bleachers	0	4,662	4,662
Total Permanent Seats	25,815	29,773	3,958
Supplemented by:			
Temporary Bleachers	3,360	2,300	(1,060)
Standing Room along fence	825	0	(825)
<i>Total Capacity</i>	<i>30,000</i>	<i>32,073</i>	<i>2,073</i>

The premium seats will be in up to 16 new suites in the Rams Horn level, which is above the West Stands. The suites will be designed to seat 16 (including four bar stools) and will be equipped with oversized comfortable seats, television, wet bar, ice box, Internet access, and telephone lines. Two additional elevators also will be constructed with one at each end of the stadium to accommodate the extra people.

Additional bleachers will be erected in the currently grassed “lower bowl” area on the north end of the stadium of concrete, steel, or both. Accessible seating also will be increased to meet handicapped-accessible requirements for the new seating capacity.

Water for the stadium expansion will come from a new water connection from the existing CSU water main. A new 6-inch sewer line will be installed on the north end of the stadium to the existing 8-inch sewer line, a distance of about 1,000 feet. Three additional manholes will be installed. A new 4-inch gas main also will be installed to support the additional demand for natural gas from the new concessions and hot water to the restrooms. Higher electrical loads generated from the premium seating area and from expanded concession and restrooms will require a new electric service to avoid having to pay up to \$25,000 more a year in “ratchet” electrical charges from exceeding the 500-kilowatt limit for any 15-minute period.

**Building Functional Uses:**

The stadium will be used for games, seating, concessions, and restrooms.

**Building Efficiency Factor/Space Utilization:**

This section isn’t applicable to stadium projects.

### **Appropriateness of Funding:**

The Bohemian Foundation's large gift to CSU—for both facility improvements for intercollegiate athletics and to finish a portion of the project to convert the old Fort Collins High School into a center for the arts—became public on May 14, 2003. The gift is to be received in two installments of about \$10 million each over the next two years. The University is also anticipating about \$1,000,000 in future donations from individuals wishing to help with the stadium expansion. However, if the \$1 million in additional donations is not received, the project will be scaled back to the development funds available. Operation and maintenance of the stadium are estimated at \$53,684 annually: \$30,329 for maintenance, \$14,680 for utilities, and \$8,675 for custodial.

Development funds are an appropriate source of funds for improving the stadium.

### **Facility Alternatives:**

CSU Athletics has been operating the athletic program with facilities that are falling further and further behind its conference peers. No other facilities exist in northern Colorado to host Division 1 collegiate level football. Invesco Field at Mile High in Denver is the location for the annual pre-season CSU-University of Colorado at Boulder football game, but full season collegiate and full season National Football League schedules are incompatible. The costs of renting such a facility continuously would be prohibitive, even if the field were available.

### **Consistency with Institutional Master Plan:**

CSU is working on a master plan for the Foothills Campus, which will be completed in late 2003. The stadium expansion is part of and is consistent with that developing plan. In addition, the most recent master plan for CSU's Main Campus, *Foundation for a New Century*, calls for grouping similar facilities together. The stadium and its associated buildings to accommodate football games and other large gatherings will continue to be at Foothills Campus, consistent with the overall goal to keep the Main Campus for academic and residential uses.

### **Consistency with Institutional 5-Year Capital Improvement Plan Schedule:**

This project is in the five-year plan for 2004-2005 through 2008-2009.

### **Governing Board Approval:**

The Board of Governors of the Colorado State University System approved the program plan for this project on August 27, 2003.

**CASH-FUNDED PROGRAM PLAN EVALUATION FY 2004-05**  
**Colorado Commission on Higher Education**

<b>Project:</b> Regional Biocontainment Laboratory	<b>Institution:</b> Colorado State University
<b>Original Submittal Date:</b> August 15, 2003	<b>Revision Date:</b> September 5, 2003 (The building addition was increased from 33,800 gross square feet (gsf) and in cost from \$22,659,000 due to understating of the gsf in the original program plan and consequent cost adjustments that needed to be made. Reviewers for a federal agency questioned the original assignable square foot (asf) to gsf ratio because it was then 70 percent, well above the usual building efficiency ratio of 60 percent for federally-funded research buildings.)
<b>Total Project Cost:</b> \$23,961,000  <b>Construction Cost:</b> \$17,417,000  <b>Anticipated Completion:</b> September 2006  <b>Purpose Code:</b> F-5b	<b>Total Square Footage:</b>  <b>New Construction:</b> 39,250 gsf  <b>Remodel:</b>  <b>Cost per Square Foot:</b>  <b>New Construction:</b> \$443.74  <b>Remodel:</b>  <i>Comments: Very high square-foot cost due to stringent requirements for construction of a lab building intended to be used for research on dangerous, infectious agents.</i>

**No Phased Funding:**

	2004-05	2005-06	2006-07	2007-08	2008- 09	Total
CCFE						
CF						
CFE	\$7,329,000					\$7,329,000
FF	\$16,632,000					\$16,632,000
Total	\$23,961,000					\$23,961,000

## EVALUATION

### **Project Description:**

With the help of a \$16,632,000 grant from the federal National Institutes of Health (NIH) – National Institute for Allergies and Infectious Diseases, Colorado State University plans to build an addition to the existing Bioenvironmental Hazards Research Building at the Foothills Campus. The addition will house five Biosafety Level 3 (BSL-3) containment suites as well as Biosafety Level 2 (BSL-2) laboratories, lab support, and office space to accommodate Microbiology-Immunology-Pathology programs that conduct research on infectious diseases and toxicology. Occupying about 5.5 acres, the Regional Biocontainment Lab (RBL) also will provide extra laboratory capacity in case of a national emergency involving terrorism with biological agents. Receipt of the federal grant establishes Colorado State University as a Regional Center for Excellence (RCE) for Biodefense and Emerging Diseases. That means it will provide research capacity and facilities for Regional VIII (Colorado, Wyoming, North Dakota, South Dakota, Montana, and Utah) RCE scientists, other NIH investigators, and other qualified researchers from government, academia, and industry to develop new vaccines, diagnostic tests, and therapeutic approaches for pathogens the NIH considers priorities.

(BSL-2 practices, safety equipment, and facilities are for work done with a broad spectrum of indigenous moderate-risk agents present in the community and associated with human disease of varying severity; BSL-3 practices, safety equipment, and facilities are for work with indigenous or exotic agents with a potential for respiratory transmission and that may cause serious and potentially lethal infection, such as mycobacterium tuberculosis, yellow fever, and hantavirus.)

The Regional Biocontainment Laboratory will screen vaccines and therapeutics in an Animal Model Core Facility and will assist with the translation of research discoveries into usable products using the Proteomics/Genomics and Manufacturing (GMP) Core Facilities. The critical “cores” are based upon the experience, technologies, and facilities already developed at Colorado State University for tuberculosis research.

The RBL will:

- Serve as a regional and national resource in the defense of the nation from insect- and rodent-borne diseases;
- Provide facilities required to address research and development needs associated with any of the NIH BSL-3 priority pathogens;
- Allow usage for regional and national agencies in the event of a national emergency;
- Expedite the flow from discovery into products such as vaccines;

- Provide research space and facilities for Region VIII RCE scientists, NIH investigators from outside the region, and other qualified investigators from government, academia, and industry to develop new vaccines and treatments for pathogens the NIH is particularly interested in; and
- Facilitate the development of critical products.

**Project Justification:**

Federal agencies have expressed concern about the shortage of BSL-2 and BSL-3 facilities in the United States. This shortage limits the capability of the United States to pursue research about infectious agents. In the past five years, the Microbiology-Immunology-Pathology Department (MIP) has garnered an average of \$11 million per year from sponsored research programs. Most of the research funding is from NIH, Centers for Disease Control, and the U.S. Department of Agriculture. In addition, the University has acquired, through the transfer of researchers and teachers from other institutions, multi-year major research programs such as:

- An \$18 million NIH Emerging Virus Disease Unit contract that CSU and the University of Texas Medical Branch will use to expand the nation's ability to respond to diseases borne by insects and animals;
- A \$1.2 million Centers for Disease Control Fellowship Training Program to train doctorate students in vector-borne diseases;
- An \$8 million NIH contract for Chronic Wasting Disease; and
- A \$7 million NIH grant for leprosy research.

According to CSU's application for funding, the new Regional Center for Excellence for Biodefense and Emerging Infectious Diseases is needed to focus on insect- and animal-borne bacteria, such as the West Nile encephalitis, Oropouche fever, Japanese encephalitis, Lyme disease, Nipah virus, and a new variant of Cruetzfeld-Jacob disease. Many of these diseases have become more prominent or are occurring among human populations previously not affected.

Insufficient BSL-3 capacity at CSU is constraining current research. For example, CSU had to accept a greatly reduced funding level for a grant dealing with the Hantavirus virus, with most of the work being conducted in Atlanta, Georgia. CSU received another grant to investigate the role of apes in the transmission of the vesicular stomatitis virus. Most of this work, however, had to be conducted in Laramie, Wyoming, because of the lack of large animal BSL-3 level facilities. Federal agencies have asked CSU faculty to work on West Nile virus, but the University lacks the large animal BSL-3 spaces needed. A recent prestigious grant award from the International Centers in Infectious Diseases about the dengue epidemic potential in North America will require space for new staff and trainees.

## **CCHE Recommendations:**

This program plan should be approved to allow CSU to use the federal grant to increase its BSL-2 and BSL-3 facilities. These facilities are needed not only for Microbiology-Immunology-Pathology Department research programs, but also for regional investigations into infectious diseases.

## **CCHE Comments:**

*Background:* The RBL will be located in the Judson M. Harper Research Complex research-oriented enclave at Foothills Campus. The complex eventually will consist of three BSL-3 isolation buildings, a large BSL-2 laboratory and office building, a new or renovated Center for Environmental Toxicology and Technology, and a new BSL-3 large animal isolation facility.

Part of the complex already exists. In the first phase, CSU built the Bioenvironmental Hazards Research Building (BHRB) on the Foothills Campus. Commissioned in 2000, the \$7.2 million, 12,687-gsf building was constructed with a \$1 million competitive grant from NIH and with cash from CSU. In Phase 2, an 18,300-gsf addition to the Microbiology Building on the Main Campus expanded basic BSL-2 lab space and molecular research support facilities. An NIH \$2 million competitive grant helped in construction of the \$5.8 million structure. Phase 3 is in design to include two BHRB additions totaling 18,600 gsf and renovation of 750 gsf in the adjacent Arthropod Borne and Infectious Diseases Laboratory. Phase 3, costing \$10.25 million, will be funded through an \$8.75 million federal Health Resources and Services Administration grant, with CSU contributing \$1.5 million in matching dollars through the Research Building Revolving Fund. The research complex is close to existing University BSL-3 facilities and the Centers for Disease Control.

CSU's successful proposal to establish a Regional Biocontainment Laboratory for Region VIII involved several participating entities. They include: the Centers for Disease Control Division of Vector-borne Infectious Diseases Program, Utah State University, the University of Colorado Health Sciences Center, Denver Health, Children's Hospital, and other institutions in the Rocky Mountain region.

## **Program and Facility Requirements:**

Typical projects that will be undertaken in the new lab include a flagship research project about tularemia, a likely bioterrorism agent. Researchers will investigate the possibility of using drugs and vaccines developed for tuberculosis to fight the agent through work on genes. Other areas of investigations include, among many others, those about novel ways to control and diagnose *Yersinia pestis*, the plague agent; cell wall biology of certain bacterial pathogens that could be bioterrorism agents; genetic approaches to developing vaccines, therapeutic approaches, and diagnostic tests for equine encephalitis viruses, which former Soviet Union scientists researched as possible biologic weapons; and secretion vaccines against *Salmonella* type III, another potential bioterrorism agent.

To accomplish this work, the RBL will be organized in four cores. The Administrative Core will provide overall supervision and guidance for the Regional Center of Excellence and the RBL. The other three cores will be built to BSL-3 standards, and will include:

- **Animal Models Core:** This area will provide critical expertise and facilities for aerosol and other exposure routes and the best ways to protect against such insect- or animal-borne bioterrorism agents, including vaccines and therapeutic approaches.
- **Manufacturing Core:** The aim of those working in this core will be to assist in the transfer of products from the research bench to early clinical trials, thereby assisting in the development of vaccines and therapeutics for NIH category priority agents.
- **Genomics/Proteomics Core:** Those working in this core will use CSU's experience with tuberculosis drug development and vaccine molecule discovery program to provide universal services in the development and execution of post-genomic studies. The aims of the group will be to develop and print DNA-based microarrays and DNA sequencing and proteomics support and to give technical assistance, as needed, in the design of chemical or biological substances and production of recombinant proteins and development of purification techniques. This core is expected to provide additional capacity for the region and nation.

The RBL will be built with a great deal of care to ensure *containment* of all possible infectious agents. This will include entry and exit areas where people will change into protective clothing before entering and shower after leaving a BSL-3 area. Equipment must be disinfected or autoclaved (treated with superheated steam under pressure) before entrance and after removal from the BSL-3 areas. The BSL-3 areas will have to be shut down and decontaminated with gas fumigation techniques, both periodically and after accidental release of pathogens. Everything must be designed to ensure no escape of pathogens as they move from the test tube, syringe, or inhalation chamber through biosafety cabinets, the labs themselves, airlocks, autoclaves, fumigation chambers, personnel showers, ductwork, and waste piping.

*Operations* of the BSL-3 areas require them to be physically isolated from the rest of the building, and designed as a series of containment modules dedicated to specific research protocols, each with its own heating, ventilation, and air conditioning system. Special filters will be used at the room level on both supplied and exhausted air to avoid health risks to humans. Within each module, lab suites should be grouped in compatible arrangements and protected from the rest of the module with an anteroom.

*Maintenance* personnel must change into protective clothing before entering and shower after leaving the BSL-3 areas. All maintenance personnel must be treated as a member of the research team, and will be given special training about the equipment needing maintaining, the nature of risks inherent in exposure to pathogens, and appropriate responses to such releases. Spare parts for the facility must be stored on site.

Another critical area adding to the cost of the facility is the handling of *traffic flows*, with the aim to separate things (materials, equipment) and people. For example, an enlarged crawl space

below can be used for maintenance personnel and the space above the ceiling needs to be large and strong enough to hold maintenance personnel, supply fans, and other equipment.

The following are the space needs for the BSL:

**Space Needs for Regional Biocontainment Laboratory**

<i>Function</i>	<i>Assignable Square Feet (ASF)</i>	<i>Gross Square Feet (GSF)</i>
BSL-3 Laboratories	12,400	20,400
BSL-2 Laboratories/Animal Support	7,410	12,350
Office/Office Support	3,100	5,200
Shipping/Receiving	800	1,300
<i>Total</i>	<i>23,710</i>	<i>39,250</i>

**Building Functional Uses:**

The building will be used for laboratories, offices, animal support, and shipping/receiving.

**Building Efficiency Factor/Space Utilization:**

CCHE has no suggested building efficiency ratio for laboratory buildings. The building efficiency factor for the RBL will be 60.40. This is a surprisingly high building efficiency considering the various special features that are needed for safety reasons for BSL-3 spaces.

**Appropriateness of Funding:**

Estimated costs of the RBL addition were based on the original Bioenvironmental Hazards Research Building’s costs, escalated for inflation from 2000 to the mid-point of construction; recent costs for office, laboratory, and support space; Means Building Construction Cost Data, 2002 edition; and the experience of the architect and engineers.

A federal grant and Colorado State University cash resources are appropriate sources of funds for this project, which is needed as a result of current and future research grants.

According to the finance section of the program plan, the Office of Vice President for Research and Information Technology will ask the Board of Governors of Colorado State University to issue a bond through the Research Building Revolving Fund (RBRF) for \$5,329,000 that will be dedicated for building design, construction, and major equipment costs. Partially because the federal government is paying for most of the RBL, CSU will be charging a reduced facilities and administrative cost rate of 21.5 percent, about half what CSU has charged for the use of other facilities. The remaining \$2,000,000 will come from cash funds dedicated for faculty start-ups and research. The University’s Controller concluded in July 2003 that CSU has an adequate uncommitted revenue stream from the Research Building Revolving Fund to commit debt payments of \$500,000 to \$510,000 annually for 15 years, assuming interest rates at 4-4.25 percent.

Equipment costs are estimated at a total of \$1,141,000 for fixed equipment (biosafety cabinets, fume hoods for bench and walk-in spaces, flexible casework, fixed casework, glassware washer, glove box—for handling pathogens in enclosed spaces, and a medium and a large autoclave) and \$2,500,000 for moveable equipment (changing stations, ventilated cage racks, aerosol chambers, bottling machines, incubators, freezers, microarray scanner and printer, and arrays, etc.)

Operation and maintenance costs are estimated at \$241,140 annually and will be paid for through Education and General funds. Because the existing BSL-3 building has had operation and maintenance costs of \$10/square foot, CSU is requiring all BSL-3 buildings to be substantially more energy efficient than the first at Foothills Campus.

#### **Facility Alternatives:**

Leasing space is not feasible for this type of facility due to the very specific BSL-3 requirements. No such space exists within the Fort Collins area outside the campus. CSU has no other space at the Foothills Campus that could be converted for this purpose.

#### **Consistency with Institutional Master Plan:**

The last approved CSU master plan, *Foundation for a New Century*, that CCHE approved in September 1997 calls for clustering of like facilities. Consistent with that recommendation, CSU is continuing to locate research and BSL-3 activities to the Foothills Campus. The University also is developing a master plan for the Foothills Campus that includes this project. The Foothills Campus plan should be completed in late 2003.

#### **Consistency with Institutional 5-Year Capital Improvement Plan Schedule:**

This project is in the 5-year schedule submitted to CCHE in July 2003.

#### **Governing Board Approval:**

The Board of Governors of the Colorado State University System approved the revised program plan on August 27, 2003.

**CASH FUNDED PROGRAM PLAN EVALUATION FY 2004-05**  
**Colorado Commission on Higher Education**

<b>Project:</b> Science/Engineering Building, Phase I	<b>Institution</b> University of Colorado at Colorado Springs
<b>Original Submittal Date:</b> September 10, 2003	<b>Revision Date:</b> October 13, 2003 (Revised budget documents were submitted to reflect costs of the cash-funded, stand-alone Phase I only. Previously submitted budget documents showed costs for each stand-alone phase—Phase I and the largely state-funded Phases II and Phase III—as one total \$46,169,322 project.)
<b>Total Project Cost:</b> \$24,369,322  <b>Construction Cost:</b> \$16,437,245  <b>Anticipated Completion Date:</b> August 2006  <b>Purpose Code:</b> E-2	<b>Total Square Footage</b>  <b>New Construction:</b> 70,000 gross square feet (gsf)  <b>Remodel:</b>  <b>Cost per Square Foot</b>  <b>New Construction:</b> \$234.82  <b>Remodel:</b>  <i>Comments: Somewhat higher cost than usual for UCCS attributable to special requirements for both science and engineering instruction.</i>

**No Phased Funding:**

	<b>Prior Appropriation*</b>	<b>2004-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08- 09</b>	<b>Total</b>
CCFE	\$1,169,322						
CF							
CFE		\$23,200,000					\$23,200,000
FF							
<b>Total</b>		\$23,200,000					\$23,200,000

\*UCCS used \$1,169,322 that the General Assembly appropriated for the design of the Engineering Building. The General Assembly then withdrew the rest of the appropriation that UCCS had not committed in FY 2001-2002 due to revenue shortfalls, but UCCS intends to use the construction drawings as much as possible for Phases I, II, and III for a combined Science/Engineering Building. UCCS attributes about \$1,040,548 of the prior appropriation to the design of Phase I, but to simplify matters, the entire prior appropriation has been included as part of Phase I's overall cost.

## **EVALUATION**

### **Project Description:**

The University of Colorado at Colorado Springs (UCCS) proposes to build Phase I, a cash-funded stand-alone 70,000-gross-square-foot (gsf) Science/Engineering Building.

This building also will include a physical link to Phase II, which will be built as state capital construction funds become available. Science/Engineering Building, Phase I, is intended to address overcrowding of programs in the two existing Science and Engineering buildings. Phase I will begin to address some of the deficiencies with cash resources. Purposes of this new building, as well as the future Phase II building and for renovations of the existing Engineering Building in Phase III, are to:

- Stimulate connections between two currently isolated departments, a diversity of approaches to complex problems, exchange of ideas and resources, and interdisciplinary research efforts;
- Increase potential for external research that the government and the private sector will fund, as well as for more student aid;
- Provide facilities that will attract the best national and international students and faculty;
- Provide up-to-date facilities for education of undergraduates, training of graduate and professional students, pursuit of original scholarship and research, and service to the community, governments, business and society at large; and
- Increase the relationship between research and education.

Phase II (a stand-alone 76,000 gsf building connected to Phase I) and the state-funded Phase III (renovation of 74,000 gsf of the existing Engineering Building) are discussed in the program plan for Phase I. However, CCHE will review Phases II and III separately in future years. *While CCHE staff believes the three stand-alone phases make sense, especially in view of limited state capital construction funds, the recommendation for approval in this review applies only to Phase I. Phases II and III will have to be approved and funded on their merits in later years as funds are available.*

### **Project Justification:**

The Engineering and Science departments suffer from inadequate, out of date facilities that have:

- Poor building services;
- Outdated heating, ventilation, and air conditioning controls;
- Limited storage; and
- Undersized and ill-equipped instructional, research, and classroom laboratory spaces.

The Facilities Master Plan that CCHE approved in 2000 showed that academic space for the four Engineering departments and five Science departments (as well as for the interdisciplinary centers such as the Institute for Bioenergetics, Network Information and Space Security Center, and K-12 Outreach Initiative) was insufficient in 1998, the base years for the master plan. Since then, however, enrollment of engineering students has increased 42 percent and that of science students, 60 percent.

### **CCHE Recommendations:**

The cash-funded Science/Engineering Building, Phase I, should be approved so that UCCS can begin to redress the space and facility deficiencies for both the Science and Engineering departments and to try an interdisciplinary approach for both departments by housing faculty, classrooms, and laboratories in the same building. This recommendation comes with one condition:

- That UCCS inform CCHE before construction begins on what programs will occupy Phase I.

In making this recommendation for cash-funded authority in the Long Bill for fiscal year (FY) 2004-2005, CCHE staff acknowledges that Phase I is part of a longer-term project. Phase II (construction of a stand-alone building of 76,000 gsf) and Phase III (renovation of 74,000 gsf in the existing Engineering Building) will be submitted to CCHE as state capital construction dollars become available.

### **CCHE Comments:**

*Background:* CCHE approved new buildings for the Engineering and Science departments in 1998 and in 2000, but those projects were never built. CCHE then approved the 2001 program plan for the Beth-El College of Nursing and Health Sciences and Natural and Physical Sciences, but funding was never forthcoming. As a result, UCCS sought and received CCHE approval to lease and then buy the University Hall. University Hall houses the Beth-El College of Nursing as its permanent occupant, as well as temporarily providing space for other programs. (See Impact on Other Programs section.)

In an attempt to leverage its revenue-raising capabilities, UCCS originally requested CCHE approval of the entire \$46,169,322, 146,000-gsf Phases I, II, and III, with \$22,969,322 in state funds and \$23,200,000 in cash funds. Due to CCHE directives to not request state capital construction dollars for any projects in FY 04-05 that do not directly correct health and safety problems, however, UCCS eventually resubmitted budget documents for the cash-funded Phase I only.

*Impact on Other Programs:* Construction of Science/Engineering Building, Phase I (along with Phases II and III) will help relieve pressure in these areas:

- Beth-El College of Nursing will expand into space vacated by Mechanical and Aerospace Engineering and the National Information and Space Security Center in University Hall;
- The College of Business will be able to expand into space vacated by Letters, Arts, and Sciences classes taught in Dwire Hall;

- The College of Letters, Arts, and Sciences will be able to use space vacated by Geography and the dean of Letters, Arts, and Sciences in Columbine Hall; and
- UCCS will be able to redevelop the Science Building into much needed general classroom and support space. (The estimated \$15.78 million cost of renovating the Science Building for general classrooms, open laboratories, and academic is not included in this program plan.)

*Health Concerns:* The Science Building has considerable health-related impacts that will have to be corrected before the building can be successfully reused as a general classroom building. For example, the heating, ventilation, and air conditioning system in the Morphology classroom returns air throughout the building. A contaminant produced in the Morphology classroom as a result of cadavers being stored in a solution of formaldehyde and insufficient ventilation is a suspected carcinogen. Although the room should only have three cadavers at a time, four cadavers are often present due to programs demands. Poor ventilation in the Anatomy and Physiology Lab, the inability to close off the space between it and the adjacent Microbiology lab, and too many students in the lab sections create a safety hazard. Fumes from normal laboratory activities can't be cleared efficiently, and students sometimes feel ill after working in the laboratory. In the 2002-2003 academic year, five students passed out and emergency medical technicians had to be called in. Even more students have reported at least mild symptoms. If the Science Building is not appropriately cleaned for general classroom use, the residual contaminants could trigger asthma attacks in susceptible building occupants.

### **Program and Facility Requirements:**

Laboratories in the Science/Engineering Building, Phases I-III, will have separate heating, ventilation, and air conditioning systems under a negative pressure system so that fumes do not spread throughout the building. Such a ventilation system should eliminate the possibility of duplicating the effects of the Morphology Lab in the new building.

All three phases will accommodate the College of Engineering and Applied Science, the Dean, and several departments of the College of Liberal Arts and Sciences, the Institute for Bio-Energetics, the Network Information and Space Security Center (NISSC), and the Science/Health Science Learning Center. However, the exact programs that will occupy Phase I have yet to be determined, according to the revised budget documents submitted. CCHE staff believes more program-specific information should be known before construction begins. See recommendation above.

### **Building Functional Uses:**

The building will be used for offices, laboratories, classrooms, and storage areas.

### **Building Efficiency Factor/Space Utilization:**

UCCS estimates the 70,000-gsf-building will have 50,000 assignable square feet. If this turns out to be true, the building will have a field efficiency ratio of 71.42 percent, an unusually high ratio for classroom buildings and well above the CCHE guideline of 68 percent for classroom buildings.

## **Appropriateness of Funding:**

UCCS intends to fund the \$23,200,000 cost of the Science/Engineering Building, Phase I, with four possible sources of cash revenues:

- Private gifts and donations that campus and foundation staff raise;
- Indirect cost recoveries (also known as Facilities and Administration fees) from new and existing research awards;
- Federal funds from a variety of possible sources; and
- Campus revenues that can be dedicated to the project.

Given the very tight funding available for FY 04-05 and future years, cash funds is an appropriate source for Science/Engineering Building, Phase I. Possible strategies include issuing Certificates of Participation and the “sale and lease back” of another campus asset. UCCS used both strategies during 2003 to complete the acquisition and renovation of campus buildings without the use of state capital construction funds. The University employed campus-backed Certificates of Participation to acquire University Hall from the CU Foundation and the “sale and lease back” method to fund the renovation of the Cragmor building. Anticipated debt service for Science/Engineering, Phase I, could be \$1.6-\$1.8 million per year for 30 years, depending on the interest rate and the actual amount that will have to be financed. According to financing documents for this project that were presented to the University of Colorado Board of Regents on September 18, 2003, borrowing for this project will raise UCCS’ projected debt capacity from 6.6 percent in 2003 to 8.9 percent in 2005. The general rule of thumb is that an institution’s debt capacity should not exceed 15 percent.

UCCS would like to engage the services of a single contractor to complete all three phases of the project in order to have the project finished as quickly as possible. But whether that can be done will depend on the availability of state funding for Phases II and III. UCCS intends to ask for funding for Phase II in FY 05-06 and for Phase III in FY 06-07.

## **Facility Alternatives:**

One of the primary objectives of the overall plan for Science/Engineering Building, Phases I-III, is to bring together all Engineering and Science departments and programs in an interdisciplinary environment. Currently, they are located in five buildings: Columbine Hall, Dwire Hall, University Hall, Engineering Building, and Science Building. No place on campus has enough space to accommodate all science and engineering departments and programs. And appropriate off-campus space also is not available.

## **Consistency with Institutional Master Plan:**

Construction of Science/Engineering Building, Phase I, is consistent with the UCCS Facilities Master Plan, approved in 2000. Phase I, however, will provide less space than called for in the obsolete program plans for separate Engineering and Science buildings. The space deficits should be addressed through construction of Phase II and possibly from renovations during Phase III.

In February 2002, UCCS produced a report called the Cragmor Library Green Micro-Master plan to test the assumptions in the both the academic planning report and the facilities master plan. The report concluded that academic space built between Engineering Building and Housing Village would improve the living and learning environment of the campus. It would create the west edge of the Library Green that forms the major outdoor space on the Cragmor Zone, where most of the academic buildings are located.

**Consistency with Institutional 5-Year Capital Improvement Plan Schedule:**

Phase I is consistent with UCCS' October 13, 2003, submission of revised budget documents, including the revised five-year plan showing Phase I as a separate project.

**Governing Board Approval:**

The Board of Regents approved the overall program plan for Science/Engineering Building, Phases I-III on August 7, 2003, and a financing plan for Phase I of \$21.4 million on September 18, 2003.

**CONCEPT PAPER EVALUATION FY 2004-05**  
**Colorado Commission on Higher Education**

<b>Project:</b> Building 500 Building Renovation – Phase 3	<b>Institution:</b> University of Colorado Health Sciences Center
<b>Original Submittal Date:</b> April 23, 2003	<b>Revision Date:</b>
<b>Total Project Cost:</b> \$9,000,376	<b>Total Square Footage</b>
<b>Anticipated Project Completion Date:</b> August 2005	<b>New Construction:</b>
<b>Construction Cost:</b> \$6,212,960	<b>Remodel:</b> 58,000 gross square feet (gsf)
<b>Purpose Code:</b> F-2	<b>Cost per Square Foot:</b>
	<b>New Construction:</b>
	<b>Remodel:</b> \$107.12
	<i>Comments:</i>

**No Phased Funding:**

	2004-05	2005-06	2006-07	2007-08	2008- 09	Total
CCFE						
CF						
CFE	\$9,000,376					\$9,000,376
FF						
Total	\$9,000,376					\$9,000,376

**EVALUATION****Project Description:**

In the third phase of an overall project to renovate the historic old Fitzsimons General Hospital, now known as Building 500, the University of Colorado Health Sciences Center (UCHSC) is proposing to renovate the following areas:

- Ground floor north (2,470 gsf)
- North wing of floor 1 (16,050 gsf)
- All the north wing of floor 2, and most of the west wing and all of the east wing of floor 2 (8,480 gsf)
- Vacant areas of floor 6 (26,673 gsf)
- Part of the north wing of floor 7 (1,500 gsf)

A main loading dock may be converted to a welcoming vestibule and major pedestrian entrance from the north as a possible link with the planned Fitzsimons Library, which is to be located just to the north. Another possible addition is an enclosure of an existing arched service courtyard in the northeast corner of Building 500. A flat-roofed, glass enclosure of the arches could create additional public and community space for building occupants and those using the building as a pedestrian way.

Most of the areas proposed for renovation in Phase 3 are vacant. Facilities Operations, Facilities Projects, and Institutional Planning—the only occupants of the areas that will be renovated—all will relocate to office space in the Facility Support Building or the Academic Office Facility – East and West once they are built. Costs for relocation of these departments have already been accounted for in estimates for Facility Support and Academic Offices buildings.

After relocation of current occupants of the renovated spaces, the newly remodeled 41,353 assignable square feet (asf) will become quarters for:

- Office of Academic Affairs (8,100 asf)
- Graduate School Administration (2,800 asf)
- School of Medicine (23,500 asf)
- Central Services and Administration (4,750 asf)
- Student/Faculty Community Space (2,203 asf)

The current and proposed occupants of the remodeled spaces are in keeping with current plans to use the landmark building for academic and central administrative services that support the entire campus. Configuration of floors in the building make them ideal for office occupancy because they are sizable and can often accommodate an entire department or even several compatible departments and the floors are long and narrow with many windows.

**Project Justification:**

By 2008, the UCHSC Facility Master Plan projects, the Fitzsimons campus will need about 1,180,000 gsf of research and academic office space. Currently, UCHSC has 999,000 gsf of office space at the 9<sup>th</sup> and Colorado and Fitzsimons campuses. Below is a graph depicting the need for offices and where the need will be met to support the continued relocation of programs from the 9<sup>th</sup> and Colorado UCHSC campus to Fitzsimons:

<i>Type of Office Space</i>	<i>Where Provided</i>
Research Office Space (444,000 gsf)	Research Complex I, II, and III at Fitzsimons (CCHE has approved plans for the cash-funded Research Complex I and II so far.)
Academic Office Space (475,000 gsf) in approved cash-funded space that is built or under construction	475,000 gsf in Building 500 and other “reuse” buildings; also in Nighthorse Campbell Native American Center, Center for Oral Health, and the Center for Bioethics and Humanities
Academic Office Space (256,000 gsf) in space authorized in HB 03-1256 (the bill authorizing construction of seven facilities at UCHSC-Fitzsimons with lease-purchase agreements paid for through state leases)	Academic Office Building-East and West

Opened in 1941, Building 500 became listed on the Colorado State Register of Historic Properties in 1999 due to its importance as an Army medical garrison that cared for wounded and ill soldiers who served in World War II, the Korean War, the Vietnam War, the Gulf War, and many other conflicts. President Dwight Eisenhower recuperated from a heart attack while vacationing in the Denver area during his administration. The Eisenhower Suite in Building 500 is a museum commemorating Eisenhower's stay.

As the most recognizable and most centrally located building on the Fitzsimons campus, Building 500 is the focus of the developing medical campus. Quadrants around it serve specific functions. The southeast and southwest quadrants are clinical and are where the University of Colorado Hospital and The Children's Hospital are built or are under construction. The main entrance drive goes directly up toward Building 500 and its surrounding green space. The research quadrant to the west and northwest is where Research Complex I is built and where Research Complex II and II will be constructed. To the east and northeast is the education quadrant, where Education IB and Education II will be built. Immediately north of Building 500, and separating the research and education zones, is the Town Commons area, which will include the Fitzsimons Library, student services, and other commercial services for both UCHSC and the occupants of the Fitzsimons Redevelopment Authority biotechnology park further to the north. For both its historic and architectural importance, the building needs to continue to be renovated so that it is not only a landmark, but also a useful one.

The need for continued renovation of Building 500 is indicated by its facility condition index of 73 percent, 100 percent being perfect and 85 percent being the targeted goal for all state-owned buildings. The total cost of correcting the building deficiencies is estimated at \$18,151,616.

Areas in need of attention are shown below:

<b><i>Building Component</i></b>	<b><i>Estimated Deficiency Cost</i></b>
Building Structure	\$6,795,994
Heating, ventilation, and air conditioning systems	\$6,911,609
Plumbing Systems	\$1,083,469
Electrical Systems	\$3,106,740
Code Compliance and Safety	\$253,805
<b><i>Total</i></b>	<b><i>\$18,151,616</i></b>

**CCHE Recommendations:**

The concept paper for renovation of Building 500, Phase 3, should be approved so that UCHSC-Fitzsimons can make mostly vacant spaces in the building suitable for largely administrative offices.

**CCHE Comments:**

*Lack of Continuity Among Consultants:* CCHE requires institutions to attempt to have the same consultants through the process of renovation to assure accountability in the results and avoid cost overruns resulting from conflicting architectural visions. For Building 500, the first project consultant firm was H+L Architecture. UCHSC entered into a Request for Qualifications process to select a qualified firm to provide architectural and engineering services for the renovation of Building 500 and for preparation of a prior program plan or concept paper. H+L Architecture did

not submit a proposal. As a result, UCHSC selected the Denver firm of Bennett, Wagner, and Grody to design the Building 500 renovation. It should be noted, however, that the Commission approved its policy on major renovations on April 5, 2001, well after UCHSC initiated the first phase of the Building 500 renovation in 1996.

*Building Condition Survey:* H+L Architecture’s general conclusion after surveying the condition of Building 500 for its proposed use as office space was that “with relatively minor qualifications, the building is well suited to its intended use.” The main concerns dealt with framing (which since has been corrected) and with the single-pane double-hung sash windows, which are not very energy efficient. UCHSC is requesting controlled maintenance funds to update the windows. Since the building condition survey, UCHSC also has replaced the building’s mechanical system. A building condition survey is one of the CCHE requirements for major renovations such as this one.

*Previous Building 500 Renovations:* About 312,000 gsf of the approximately 450,000 gsf of Building 500 has been renovated so far. In Phase 1, UCHSC renovated about 298,000 gsf of the building for a number of UCHSC and University of Colorado Hospital administrative programs at a cost of \$20.3 million. Phase 2 primarily involved the renovation of most of floor 7 for the School of Medicine’s Child Health Assistant and Physician Assistant program, for a total of 14,500 gsf at a cost of \$1.19 million. (The Child Health Assistant and Physician Assistant program is the only academic program that will remain in Building 500 because UCHSC remodeled space specific for its needs. The Center for Studies in Clinical Excellence program, the only other academic program in Building 500, will move to Education IB when it is finished.) Besides Phases 1 and 2, UCHSC replaced the mechanical system for the building and connected the building to the Central Utility Plant from which it receives steam and chilled water and to which it returns condensate.

*Future Controlled Maintenance Projects:* In fiscal year (FY) 2003-2004, UCHSC asked for \$265,650 in controlled maintenance funding for a fire protection upgrade costing a total of \$762,080 for Building 500. Revenue shortfalls, however, eliminated the possibility of controlled maintenance funding. The \$265,000 in federal funds that UCHSC received recently as a result of passage of the Federal Tax Relief Act of 2003 and Governor Bill Owens’ decision to fund critical capital safety needs will be used to make up for the lost controlled maintenance funding. Future controlled maintenance needs for Building 500 are:

<i>Project</i>	<i>Cost</i>
Roofing Improvements	\$935,070
Temperature Control Improvements	\$671,000
Window Replacements	\$5,300,000

Ideally, a concept paper proposal should lead to the elimination of several outstanding controlled maintenance projects. Phase 3 of Building 500 renovations is expected to address some of the building deficiencies outlined for Phase 2 of the fire protection upgrade project, at least within the areas slated for renovation. That work will include fire detection systems, including sensors and alarms on the floors, fire alarm control panels, fire alarm system devices and a dedicated Local Area Network (LAN) within Building 500. In this way, Phase 3 of Building 500 Renovations will take care of some future controlled maintenance needs.

## **Program and Facility Requirements:**

One requirement for doing the project is to have places to locate the few building occupants. Therefore, the occupied sections won't be renovated until the Facility Support Building and the Academic Buildings – East and West are ready for occupancy.

Abatement of asbestos is part of the renovations. Asbestos is located on steam and condensate piping in the walls and is attached to the radiant heat units and above the ceilings in some places. Some asbestos also may be present in the wall plaster, but generally only in the stairwells. Ken Neeper, UCHSC Manager of Utilities and Infrastructure Development, served as Division Chief for Engineering Plans and Services with the Army at Fitzsimons for 15 years, supervising environmental programs for the Fitzsimons Army Garrison, before joining UCHSC.

Three possible options will be examined to determine their cost-benefit ratio and whether they can be done within the project cost:

- Minor Renovation-Use the building layout as is;
- Moderate Renovation-Relocate less than half the existing walls; and
- Substantial Renovation-Achieve the highest building efficiency.

Cash available will determine the scope of the project. The main goal of the project is to have all space in Building 500 occupied by June 2006. The office concept that will be used – balance of open versus closed private offices – will be determined during the cost benefit analysis.

## **Building Functional Uses:**

The functions of the spaces contemplated for renovation are primarily for offices, conference rooms, and office support space.

## **Building Efficiency Factor/Space Utilization:**

This section doesn't apply for building renovations.

## **Appropriateness of Funding:**

Cash funding is a very appropriate source of funding for this project, which is to house largely administrative offices and related spaces. UCHSC has \$4,328,687 in cash available for Phase 3 of the Building 500 Building Renovation project. An additional \$2,273,863 will be pledged from 2004-2005 revenues for a total project funding availability of \$6,602,550. Funding for this project is from the capital plan in the campus unrestricted fund budget. The Building 500 renovation will be phased as funds are available. Future gifts and future capital budgets are expected to provide the remaining money for the project.

## **Facility Alternatives:**

Alternatives to carrying out the Phase 3 renovation that were mentioned in the concept paper include:

- Demolish Building 500 and construct new space elsewhere: This approach would ignore the approximate 50,000 gsf of vacant space that could be retrofitted for offices and the approximate \$20 million that has already been spent on renovating the historic building.
- Leave vacant space in Building 500 vacant and construct new space elsewhere: This would only duplicate space that is already available.
- Leave some administrative spaces at the 9<sup>th</sup> and Colorado campus: This option would ignore past decisions from the University of Colorado Board of Regents and CCHE level on down to move all UCHSC functions from the 9<sup>th</sup> and Colorado campus as quickly as possible.

#### **Consistency with Institutional Master Plan:**

Building 500, Phase 3 is consistent with the UCHSC Master Plan, approved in 1998, and the 2002 Supplements to it that CCHE approved in February 2003. The documents outlined the need for office space at the UCHSC campus, a need that renovation of Building 500, Phase 3, will help satisfy.

#### **Consistency with Institutional 5-Year Capital Improvement Plan Schedule:**

This project is included in the five-year plan for FY 2004-2005 through FY 2008-2009.

#### **Governing Board Approval:**

The Board of Regents of the University of Colorado System approved this program plan on April 24, 2003.

**TOPIC: 2003 LEGISLATIVE REPORT ON TEACHER EDUCATION**

**PREPARED BY: CAROL FUTHEY**

**I. SUMMARY**

The Colorado Commission on Higher Education (CCHE) is required statutorily to evaluate the effectiveness of the way teacher preparation programs are reviewed. The attached report responds to that mandate and is structured according to the following sections:

- Overview of the number of approved teacher education programs, including programs newly-approved by CCHE. Enrollment data are provided by institution and licensure areas based on two years of teacher education data collection.
- Efforts to improve the reliability and validity of the eight primary performance indicators of the teacher education performance model. These efforts have involved two on-going efforts: 1) activities leading to use of the Praxis II exam, from Educational Testing Service, as an alternative to the PLACE content area assessment, and 2) on-going development of the first-year teacher survey to align with the statutory performance measures.
- A summary of the findings from the follow-up site visits as part of program reauthorization at two universities.
- An overview of establishing program requirements for principal preparation offered by institutions of higher education.

**II. BACKGROUND**

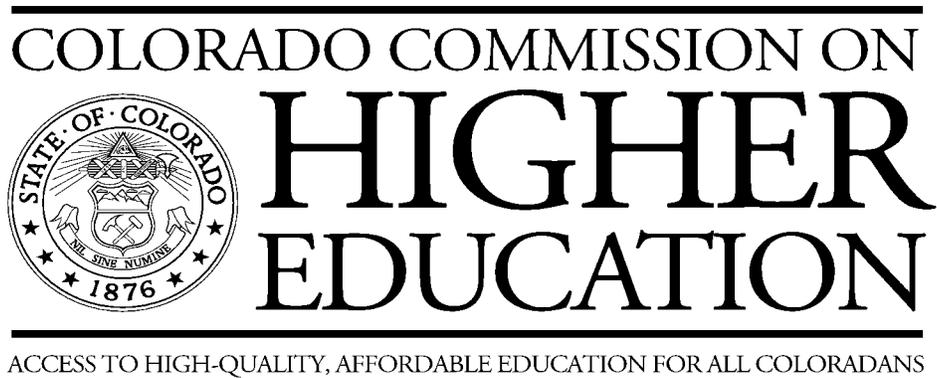
Pursuant to Colorado Revised Statute 23-1-121(6), the Colorado Commission on Higher Education (CCHE) reports annually to the Education Committees of the General Assembly on the implementation of the SB 99-154.

**III. STAFF ANALYSIS**

[Report attached.](#)

**IV. STAFF RECOMMENDATION**

This report is an information item only; no formal action is required by the Commission.



**2003 LEGISLATIVE REPORT ON  
TEACHER EDUCATION**

OCTOBER 2003

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

## **2003 LEGISLATIVE REPORT ON TEACHER EDUCATION**

### **I. SUMMARY**

Pursuant to Colorado Revised Statute 23-1-121(6) the Colorado Commission on Higher Education (CCHE) reports annually to the Education Committees of the General Assembly on the implementation of the SB 99-154, including:

- Overview of the number of approved teacher education programs, including programs newly-approved by CCHE. Enrollment data are provided by institution and licensure areas based on two years of teacher education data collection.
- Efforts to improve the reliability and validity of the primary performance indicators of the teacher education performance model. These efforts have involved two on-going efforts: 1) activities leading to use of the Praxis II exam, from Educational Testing Service, as an alternative to the PLACE content area assessment, and 2) on-going development of the first-year teacher survey to align with the statutory performance measures.
- A summary of the findings from the follow-up site visits as part of program reauthorization at two universities.
- An overview of establishing program requirements for principal preparation offered by institutions of higher education.

In accordance with statute and its sunset clause, all pre-existing teacher education programs went out of existence on June 30, 2001, and programs preparing prospective teachers in Colorado had to meet the criteria specified in the performance model. The Commission approved more than 400 initial teacher licensure preparation programs by June 2001. Since that time, additional institutions and programs have received CCHE approval. A list of approved programs is included (Attachment A).

### **II. TEACHER PREPARATION AND ENROLLMENTS**

With adoption of SB 99-154, the Colorado legislature posed several questions that included how many teacher candidates are being prepared in different licensure areas, and how do these teacher candidates perform both while enrolled in the teacher preparation program and in the K-12 classroom following graduation? This section responds to the first of these issues.

The first point—the number of students completing teacher preparation programs—is addressed in Tables 1 and 2. Because students began enrolling in redesigned teacher preparation programs in 2000, it is too early to gauge the number of undergraduates who will complete these redesigned programs and apply for initial licensure. Table 1 summarizes the number of post-baccalaureate completers who pursued initial licensure for FY 2002 and 2003 by institution. With programs in transition, note that the data reflect a combination of students completing under the old and new standards. The University of Colorado-Denver recommended one in four post-baccalaureates for the past two fiscal years, followed by the University of Northern Colorado with another 20% and Colorado Christian University at 13%.

**Table 1. TEACHER EDUCATION PROGRAM POST-BACCALAUREATE COMPLETERS BY INSTITUTION**

Institution	Number of Post-Baccalaureate Completers in --			% of Total
	FY 2002	FY 2003	Total	
UCD	192	202	<b>394</b>	26.8
UNC	168	125	<b>293</b>	19.9
CCU	78	118	<b>196</b>	13.3
METRO	29	86	<b>115</b>	7.8
CSU	58	52	<b>110</b>	7.5
FLC	52	32	<b>84</b>	5.7
DU	30	28	<b>58</b>	3.9
MESA	24	28	<b>52</b>	3.5
CC	18	28	<b>46</b>	3.1
UCB	18	19	<b>37</b>	2.5
WSC	11	17	<b>28</b>	1.9
CSU-P	12	9	<b>21</b>	1.4
UCCS	29	2	<b>31</b>	2.1
ASC	3	1	<b>4</b>	0.3
REGIS	n/a	n/a	<b>0</b>	0.0
<b>TOTAL</b>	<b>722</b>	<b>747</b>	<b>1,469</b>	

Note: Headcount includes students admitted to the teacher preparation program prior to redesign.

Source: FY2001- SURDS Teacher Education File. FY2002 and 2003-institutional files; data from Regis University not available.

By licensure area, elementary education is by far the most popular area, representing half of post-baccalaureate licensure completers (Table 2). The state’s priority licensure areas—special education, mathematics, and science—supported by the Loan Incentive for Teachers (LIFT) program, accounted for 22.2% of these licensure recommendations.

**Table 2. TEACHER EDUCATION PROGRAM POST-BACCALAUREATE COMPLETERS BY LICENSURE AREA**

Licensure Aea	Number of Post-Baccalaureate Completers in --			% of Total
	FY 2002	FY 2003	Total	
Elementary	382	359	<b>741</b>	50.4
Special Education*	70	91	<b>161</b>	11.0
Secondary - Science*	70	65	<b>135</b>	9.2
Secondary - Social Studies	46	45	<b>91</b>	6.2
Secondary - Language Arts	46	33	<b>79</b>	5.4
Early Childhood	26	39	<b>65</b>	4.4
K-12: Art	11	24	<b>35</b>	2.4
Secondary - Mathematics*	12	17	<b>29</b>	2.0
ESL	0	20	<b>20</b>	1.4
School Library Media	12	13	<b>25</b>	1.7
K-12: Physical Education	7	11	<b>18</b>	1.2
K-12: Music	2	8	<b>10</b>	0.7
Secondary - Foreign Language	7	6	<b>13</b>	0.9
Secondary - Business	2	4	<b>6</b>	0.4
Middle School	4	3	<b>7</b>	0.5
Reading Teacher	2	3	<b>5</b>	0.3
Speech	1	3	<b>4</b>	0.3
Secondary - Family and Consumer Studies	2	1	<b>3</b>	0.2
Secondary - Technical	2	1	<b>3</b>	0.2
Secondary - Drama	1	1	<b>2</b>	0.1
Secondary - Marketing	9	0	<b>9</b>	0.6
Bilingual Bicultural	6	0	<b>6</b>	0.4
Secondary - Agriculture	2	0	<b>2</b>	0.1
<b>TOTAL</b>	<b>722</b>	<b>747</b>	<b>1,469</b>	

\*Identified as shortage area in LIFT.

Note: Data not available from Regis University for FY2002 or 2003.

The second indicator—the number of students in teacher preparation programs—is answered by tracking enrollments in the teacher preparation programs. Students were formally admitted into the redesigned teacher education programs beginning July 1, 2000, with the first graduates from this cohort completing one-year post-baccalaureate programs during FY 2001 and applying for licensure in spring 2001. CCHE's teacher education file, designed to include indicators for a performance model, tracks students in the redesigned programs and reports on performance aspects of teacher education programs and students. Data collected since FY 2001 enabled CCHE to establish a baseline for enrollment in the Commission-approved teacher education programs and is summarized below. Prior to this time, only self-reported aggregate data from institutions were available which limited the analyses that could be generated about students in teacher preparation.

The institutions preparing the largest number of teacher candidates are the University of Northern Colorado (UNC), University of Colorado-Denver (UCD), and Metropolitan State College of Denver (Metro). These three institutions enrolled approximately 48% of all students enrolled in professional educator programs. Table 3 summarizes the FY 2002 unduplicated enrollment in the redesigned teacher education programs for each of the 15 institutions at all levels: undergraduate, post-baccalaureate (leading to licensure recommendation only), and graduate. The numbers reflect students enrolled in teacher education programs during at least one term in FY 2002 but do not include students completing teacher preparation under the old standards.

**Table 3. TEACHER EDUCATION REDESIGNED PROGRAM ENROLLMENT\*\* FOR INITIAL LICENSURE BY INSTITUTION, FY2002**

Institution	Number of Enrolled Students					Total	% of Total
	Undergraduate	Post-baccalaureate	Graduate	No Level reported	Total		
UNC	884	41	108	1	<b>1,034</b>	21.1	
UCD	0	105	597	0	<b>702</b>	14.3	
METRO	431	181	0	2	<b>614</b>	12.5	
CSU	341	92	42	0	<b>475</b>	9.7	
UCB	175	68	69	0	<b>312</b>	6.4	
REGIS	141	27	106	0	<b>274</b>	5.6	
UCCS	49	77	120	0	<b>246</b>	5.0	
ASC	207	2	0	0	<b>209</b>	4.3	
MESA	179	21	0	0	<b>200</b>	4.1	
CSU-P	148	27	0	0	<b>175</b>	3.6	
FLC	84	88	0	0	<b>172</b>	3.5	
DU	11	67	85	0	<b>163</b>	3.3	
WSC	130	4	0	0	<b>134</b>	2.7	
CCU	123	3	0	0	<b>126</b>	2.6	
CC	15	0	46	0	<b>61</b>	1.2	
<b>TOTAL</b>	<b>2,918</b>	<b>803</b>	<b>1,173</b>	<b>3</b>	<b>4,897</b>	100.0	

\*\*Headcount based on enrollment during at least one term in FY 2002

Colorado's institutions with the highest undergraduate enrollment in redesigned teacher preparation programs continue to be the same as last year: UNC (30%), Metro (15%), and Colorado State University (CSU) (12%), while the largest post-baccalaureate enrollment in new teacher preparation programs is offered by Metro (23%), followed by UCD (13%), and CSU (12%). UCD enrolled 51% of graduate enrollments, with the University of Colorado at Colorado Springs (UCCS), UNC, and Regis University (RU) representing an additional 28%. Although concern was raised during debate on SB99-154 that redesigned programs would reduce the number of teacher candidates, the data indicate that program access, as indicated by the number of students able to enter the teaching field, has not diminished with implementation of SB 99-154.

The goal of Colorado’s teacher education reform initiative is to produce quality teachers. While confident in the quality of the approved programs, the Commission expressed interest in knowing if the approved degree programs provided sufficient opportunities for training teachers in all licensure areas. An analysis of the initial licensure candidates in the teacher preparation programs indicates that elementary education teachers comprise nearly 45% of the students in the pipeline (Table 4). From the perspective of the state’s shortage areas, high numbers of students are pursuing special education (558), with secondary science licensure reported for 296 students, and 158 students are projected to complete a secondary mathematics licensure. The number of students pursuing licensure in these three areas may, in part, be attributable to the LIFT program.

**Table 4. NUMBER OF ENROLLED STUDENTS\*\* BY LICENSURE AREA FOR INITIAL LICENSURE, FY2002**

Licensure Area	Undergraduate	Post-baccalaureate	Graduate	No level reported	Number of Students	% of Total
Elementary	1,414	326	453	1	<b>2,194</b>	44.9
Special Education*	46	108	404	0	<b>558</b>	11.4
Secondary - Language Arts	260	56	90	1	<b>407</b>	8.3
Secondary - Social Studies	264	79	58	0	<b>401</b>	8.2
Secondary - Science*	116	87	93	0	<b>296</b>	6.1
K-12: Physical Education	182	15	0	0	<b>197</b>	4.0
Secondary - Mathematics*	117	18	23	0	<b>158</b>	3.2
K-12: Art	105	34	8	0	<b>147</b>	3.0
K-12: Music	127	9	5	0	<b>141</b>	2.9
Early Childhood	113	19	0	0	<b>132</b>	2.7
Secondary - Foreign Language	55	14	12	0	<b>81</b>	1.7
Middle School	26	6	7	0	<b>39</b>	0.8
No licensure area/Invalid area reported	13	10	12	1	<b>36</b>	0.7
Secondary - Business	14	8	1	0	<b>23</b>	0.5
Secondary - Agriculture	14	1	3	0	<b>18</b>	0.4
Secondary - Drama	13	3	0	0	<b>16</b>	0.3
Secondary - Family and Consumer Studies	13	2	1	0	<b>16</b>	0.3
Secondary - Technical	13	2	1	0	<b>16</b>	0.3
Speech	5	3	1	0	<b>9</b>	0.2
ESL	0	0	2	0	<b>2</b>	0.0
Secondary - Marketing	1	1	0	0	<b>2</b>	0.0
<b>TOTAL</b>	<b>2,911</b>	<b>801</b>	<b>1,174</b>	<b>3</b>	<b>4,889</b>	

\*Identified as shortage area in LIFT.

\*\*Based on enrollment during at least one term in FY 2002

### **III. THE PERFORMANCE MODEL**

The second question posed by the legislature—how do the teacher candidates perform while enrolled in the teacher preparation program and subsequently in the K-12 classroom following graduation—is the focus of the performance model in development by CCHE. A content assessment (i.e., the PLACE or PRAXIS) measures teacher candidate content knowledge from preparation in college, and the first-year survey acts as a measure of teacher performance in the K-12 classroom (i.e., quality of degree program and quality of field experience).

## **A. Performance in the College Classroom: The PLACE**

The preliminary design of the performance model depends on a valid measure of content knowledge. The state of Colorado currently uses the Professional Licensing Assessment for Colorado Educators (PLACE) from National Evaluation Systems (NES). In 2000, the General Assembly eliminated three PLACE assessments (i.e., basic skills, general education, and pedagogy) since alternative assessment tests provided more valid performance data. The elimination of an examination in these areas reduced the testing burden on students since often they needed to take duplicative tests measuring the same knowledge areas. The legislature maintained a content test because the legislative vision of a strong teacher education program is based on content knowledge.

Unfortunately, the initial review of the PLACE exam indicated that some critical content tests, (including Elementary Education, English, and Early Childhood) measure knowledge of pedagogy, rather than align with the state's content standards. This fact is supported by sample questions, training manuals that are vague in their description of the purpose of the test, and feedback from students. The material itself does not contend that the PLACE content exams measure content only. For example, sample questions available for the elementary education content test are 20% content and 80% pedagogy. NES representatives acknowledged in meetings with CCHE staff that the elementary licensure test commingles pedagogical knowledge with content items. The deans of education indicated that this weakness is found in other content tests in addition to the three listed above.

CCHE requested validity and reliability information on the test in May 2001. NES indicated its intent to publish a technical report addressing questions regarding validity and reliability and to cooperate in furnishing required information to CCHE staff. The inability of NES to confirm PLACE test item validity, coupled with the slow response time with this vendor, delayed implementation of the performance model. As a result, CCHE has identified a viable, valid alternative – Educational Testing Service's PRAXIS II – the content examinations that are used by most other states to measure student content knowledge.

Other issues that affected using the PLACE test scores as a performance indicator included: 1) infrequent administration and lengthy turn-around for results inhibit institutions from implementing the new performance model that stipulates content assessment before student teaching; 2) little study material available to teacher candidates resulting in the need for several retakes and high expenses to candidates; 3) reciprocity with other states sacrificed when using an assessment only recognized in Colorado. Because K-12 content standards among states are similar, it is possible to use a nationally recognized test for the majority of the Colorado Model Content standards; 4) validity of PLACE for low demand exams, such as agriculture; and 5) other testing organizations have affiliated with the national accrediting organizations – National Council for the Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council

(TEAC) – that require performance-based standards. NES has not indicated any motion in this direction. While the Colorado Department of Education has negotiated some improvements with NES, CCHE has indicated a preference for use of the PRAXIS II exam over PLACE as the accepted content exam, and PRAXIS cut scores have been set through a collaborative effort by ETS, CDE, and CCHE staff for the five most popular licensure areas.

Nonetheless, Colorado has used the PLACE exam to measure content preparation for three years, and Table 5 summarizes pass rates for all content areas for students seeking initial licensure. While one must recognize that the exams vary in emphasis, test results from students at Colorado College show a consistent pass rate of 100% for all three years, closely followed by test-takers at the University of Colorado-Colorado Springs, and the University of Colorado-Denver.

**Table 5. PASS RATES FOR SELECTED ALL CONTENT AREAS ON THE PROGRAM FOR LICENSING ASSESSMENTS FOR COLORADO EDUCATORS (PLACE) EXAM**

Institution	All Academic Content Areas					
	1999 - 2000		2000 - 01		2001 - 02	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
<b>Public Inst</b>						
Adams S C	95	89%	76	88%	63	86%
CO State U	115	94%	128	98%	111	95%
CO State U - Pueblo (was USC)	90	83%	77	86%	67	91%
Fort Lewis C	87	95%	84	90%	76	100%
Mesa S C	80	95%	43	91%	75	91%
Metro S C of Denver	273	90%	285	92%	247	96%
U of CO - Boulder	201	97%	175	97%	153	100%
U of CO - CO Springs	30	100%	38	97%	29	100%
U of CO - Denver	125	98%	123	99%	149	100%
U of Northern CO	370	91%	402	86%	382	90%
Western S C	36	89%	41	98%	30	97%
<b>Private Inst</b>						
CO Christian U	67	93%	45	91%	30	90%
CO College	37	100%	27	100%	22	100%
Regis U	183	95%	133	94%	132	90%
U of Denver	69	90%	90	94%	54	93%
<b>Statewide Totals**</b>	--	<b>93%</b>	--	<b>93%</b>	--	<b>97%</b>

\*\*Totals based on all tested students including test-takers at institutions with fewer than 10 examinees per year and alternative certification.  
Sources: PLACE Annual Institutional Reports and State-level Single-Assessment Pass-Rate Data for Regular Teacher Preparation, selected years.

Institution concentrations in various aspects of teacher education make comparisons across campuses difficult, but preparation leading to licensure in elementary education is one area that all but one institution offer, thereby masking the impact on the overall average by that one institution (CSU). Three programs produced 100% pass rates in each of the three years documented in Table 6: Colorado College, University of Colorado-Colorado Springs, and the University of Colorado-Denver, with the University of Colorado-Boulder narrowly missing the same level of student success.

**Table 6. PASS RATES FOR SELECTED ELEMENTARY EDUCATION ON THE PROGRAM FOR LICENSING ASSESSMENTS FOR COLORADO EDUCATORS (PLACE) EXAM**

Institution	Elementary Education					
	1999 - 2000		2000 - 01		2001 - 02	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
<b>Public Inst</b>						
Adams S C	68	93%	43	95%	45	87%
CO State U	--	--	--	--	--	--
CO State U - Pueblo (was USC)	44	95%	44	91%	50	92%
Fort Lewis C	49	98%	51	92%	35	100%
Mesa S C	34	97%	22	95%	24	100%
Metro S C of Denver	130	95%	154	95%	149	98%
U of CO - Boulder	97	100%	101	99%	92	100%
U of CO - CO Springs	20	100%	25	100%	19	100%
U of CO - Denver	87	100%	90	100%	102	100%
U of Northern CO	207	94%	208	94%	195	96%
Western S C	18	94%	15	100%	15	100%
<b>Private Inst</b>						
CO Christian U	63	92%	39	95%	24	96%
CO College	21	100%	19	100%	17	100%
Regis U	126	96%	87	97%	88	95%
U of Denver	44	93%	64	97%	34	100%
<b>Statewide Totals**</b>	<b>1,008</b>	<b>96%</b>	<b>1,056</b>	<b>96%</b>	<b>889</b>	<b>97%</b>

\*\*Totals based on all tested students including test-takers at institutions with fewer than 10 examinees per year and alternative certification.

Sources: PLACE Annual Institutional Reports and State-level Single-Assessment Pass-Rate Data for Regular Teacher Preparation, selected years.

## **B. Performance in the K-12 Classroom: The First Year Teacher Survey**

The Colorado First-Year Teacher Survey is a measure used to evaluate the quality of Colorado teacher education programs in the areas of content preparation and teaching skills preparation (CCHE's Teacher Education Policy 4.00 (content preparation) and CDE Performance-Based Standards for Colorado Teachers (teaching skills preparation)). The legislative intent of the survey is to measure content knowledge and mastery of teaching skills once a teacher has taught a full year in a K-12 classroom and includes sections on teaching and licensure areas, teacher education background, student teaching experience, subject matter content preparation and teaching skills preparation of the respondents. Based on research findings, the CCHE survey is guided by the following research questions:

- What is the overall level of content area preparation among first-year teachers and the training and background that explain differences in content area preparation?
- What is the overall level of teaching skill preparation among first-year teachers as well as the training and background that explain differences in teaching skills preparation?

Survey results support the original assumptions of the teacher education reform movement. Students in secondary education programs were better prepared in subject matter than elementary and special education teachers. With the redesign of teacher preparation in 2000-01, elementary and special education programs were aligned only with degree programs whose curriculum corresponded with content standards in subject areas. Formerly, a student majoring in any undergraduate degree program could be admitted into a teacher education program. Since the survey measured students who graduated from the “old” teacher education programs, the actual results are of less interest than serving as a benchmark for measuring change as future first-year teachers complete under the new standards.

**1. Survey Background**

The spring 2001 pilot survey served a valuable function by highlighting some significant methodological issues. The survey established a legitimate response rate (49%) using telephone interviews. During the analysis, it became apparent that bias may be introduced with phrasing questions certain ways. Other findings from the pilot survey included: 1) the need for multiple consecutive years of data to measure performance at the institution and program level; 2) ambiguity in the vocabulary, ambiguity in phrasing within questions, and non-comparable scales need to be addressed; 3) the necessity to connect questions to performance indicators and teachers to the institutions they attended; 4) the limited number of questions related to content preparation. During 2001-02, CCHE staff convened a technical committee to focus the questions for the 2002 survey administration.

**2. The 2002 Survey**

The specific goals of the 2002 survey included replicating or surpassing the 49% response rate of the 2001 survey and testing the questions for ambiguity, bias, and value in a performance model. Accordingly, excluding demographic information, 50% of the survey addressed content preparation and 50% of the survey measured teaching skills preparation.

Survey results will be used in combination with other indicators, such as cumulative college GPA, general education assessment, content assessment (currently the PLACE) results, and rates of job placement in the licensure area trained, as evidence for reauthorization of teacher preparation programs in Colorado. Because of its use in the performance model for each institution, a confidence level of 95% with +/- 15% accuracy on each item is the goal. This accuracy range is reasonable and achievable, but requires a well-defined sampling frame with a high response rate and appropriate survey methodology.

The reader is cautioned about drawing conclusions or implications from the survey responses. Staff continue to have concerns about the validity

and reliability of the survey at this stage of its development and will continue efforts to improve both.

**3. Survey Demographics**

Usable survey responses were received from 633 first-year Colorado teachers, the majority of whom were female (73.9%) and white (91.9%) with an average age of 30. Approximately 39% of respondents were licensed as elementary teachers while only 3.3% were licensed special education teachers. In contrast, 7.4% of the first-year teachers were teaching as special education teachers. Fifty percent of first-year teachers (316) were trained at a Colorado college or university while the other 317 first-year teachers received their training out-of-state.

**4. Content Area Preparation of Respondents**

Perceptions of first-year teachers' content area preparation were assessed through three different sets of questions depending upon whether a respondent was in early childhood/elementary, secondary, or special education. Direct comparisons of perceived content area preparation among the three groups of teachers was possible on only two items common to all three groups. These items asked respondents to rate the extent to which the degree or major provided them with the depth and breadth of knowledge needed as a teacher. The results are summarized in Tables 7 and 8; means of the scales were computed so that scores ranged between 1 and 7. Both elementary/early childhood and secondary respondents reported significantly higher mean ratings on these two items than special education respondents.

**Table 7. MEAN LEVEL TO WHICH UNDERGRADUATE DEGREE PROVIDED SUFFICIENT BREADTH OF KNOWLEDGE BY LICENSURE AREA**

Licensure Area	N	Mean	Standard Deviation
Elementary	244	5.53	1.64
Secondary	224	5.35	1.56
Special Education	42	4.17	2.25
<b>TOTAL</b>	<b>510</b>	5.34	1.70

**Table 8. MEAN LEVEL TO WHICH UNDERGRADUATE DEGREE PROVIDED SUFFICIENT DEPTH OF KNOWLEDGE BY LICENSURE AREA**

Licensure Area	N	Mean	Standard Deviation
Elementary	252	5.29	1.67
Secondary	229	5.11	1.64
Special Education	44	3.95	2.22
<b>TOTAL</b>	<b>525</b>	5.10	1.74

Because mean scores can camouflage quality, both positively and negatively, it is interesting to look beyond the mean. To investigate whether preparation background was related to perceived subject area preparation, a composite score of the sum of the two items which asked respondents directly if their undergraduate programs provided the breadth and depth of knowledge necessary to teach was made for all respondents answering these two questions. Comparisons were made among three teacher preparation groups. One group consisted of all respondents who indicated that they either completed an undergraduate degree in teacher education or a post-baccalaureate teacher preparation program at a Colorado university or institution, a second group consisted of those who indicated they completed a similar training program out of state, and a final group consisted of those who indicated they were participating in an alternative licensing program including emergency or substitute certification or teacher-in-residence programs.

The results indicate that those prepared for teaching in a Colorado university or institution differed significantly from those who were prepared out-of-state, with out-of-state trained teachers reporting more positive perceptions of preparation than Colorado trained teachers. These results should be interpreted with caution. The group sample sizes were quite small (approximately 10 in each group), and the composite score was based on only two items, which may or may not have been an accurate measure of preparation. Additionally, some districts may have identified these teachers as first year teachers, although these individuals may have taught prior to earning licensure in Colorado. Lastly, there are other

possible explanations as to why out-of-state trained respondents might feel more prepared as a group.

**a. Elementary and Early Childhood Teachers**

Usable surveys were received from 254 respondents indicating they were teaching in either elementary or early childhood education. Of these, most (88.2%) were licensed in elementary education with only 7.5% not yet licensed. When comparing licensure rates of elementary/early childhood respondents with those of secondary and special education respondents, proportionally more of the elementary/early childhood respondents had licensure than either of the other two groups. Elementary/early childhood respondents also differed from the secondary and special education respondents by representing a greater relative proportion that completed either a baccalaureate (33.1%) or post-baccalaureate (28.0%) teacher preparation program in Colorado. The Colorado institutions from which most respondents received their baccalaureate teacher training included University of Northern Colorado (27.4%), Metropolitan State (21.4%), and University of Colorado at Boulder (9.5%). Most respondents who completed post-baccalaureate training in Colorado attended University of Colorado at Denver (16.9%), University of Denver (15.5%), Metropolitan State (15.5%), or University of Colorado at Boulder (11.3%). As was the case with the complete sample, elementary/early childhood respondents were primarily female (86.6%), white (92.9%), and close to 30 years of age ( $M = 29.72$ ).

No notable differences were found among the Colorado teacher preparation institutions on the four content areas. A significant difference was found on the general content preparation scale when comparing respondents who received their teacher training in Colorado ( $M = 5.08$ ) versus those who received their teacher training outside of Colorado ( $M = 5.59$ ) with non-Colorado trained teachers rating their preparation more favorably than Colorado-trained teachers. Despite the differences between the two groups, the mean for Colorado-trained teachers still reflected an overall positive perception. No differences were found based on whether or not respondents spent their entire undergraduate experience at the same institution. No relationships were found between perceived content preparation and quality of induction, average class size, school district size, school setting, number of first year teaching supports, or number of extracurricular duties.

Because of the high percentage of elementary education teachers, several elements were examined in greater depth. Elementary and early childhood teachers were asked 17 questions pertaining to their perceived content area preparation. These items fell into four distinct categories as follows: math and language, science, social science,

and general depth/breadth of knowledge. On all 17 items, the majority of respondents (> 50%) agreed that they felt prepared during their first few weeks as teachers, though there were considerable differences among the various content areas. With respect to the six math and language items, the percent of respondents agreeing exceeded 70% on all items with the highest level of agreement to the items asking about use of conventional grammar, punctuation, etc. (85.5%) and ability to identify purpose, perspective, and cultural influence of the speaker (86.0%). Agreement was lowest on items asking about use of algebra to solve problems (71.8%) and use of geometry to solve problems (71.9%). Perceived content preparation was substantially lower in the science area. While 74.4% did feel their understanding of biology was good, only 57.7% and 50.1% reported having a good understanding of chemistry and physics, respectively.

For some of these items, there were differences in perceived preparation between first-year teachers who had received their teacher training at a Colorado institution versus those who received their training elsewhere. For example, a greater percent of non-Colorado teachers felt experienced in scientific investigation (80.8% versus 71.9%) and believed their understanding of chemistry was good (63.2% versus 54.3%). Most respondents (74% and higher) felt prepared in understanding political institutions such as the U.S. government, identifying and remembering events and people in U.S. history, and in using world geography to study regions. However, far fewer respondents (only 53.5%) believed they were prepared in identifying and remembering events and people in Colorado history. The majority of respondents indicated their undergraduate major provided both the breadth (77.7%) and depth (69.8%) of knowledge needed as a teacher. And when asked about their overall perception of the education and training they received, 80% reported they had strong preparation for teaching students at the start of the school year.

**b. Secondary Teachers**

Usable survey responses were received from 338 first-year Secondary teachers. Almost half of the respondents received their teacher preparation in Colorado 42.3%. Of these, 23.4% completed an undergraduate degree in a teacher preparation program at a Colorado college or university, and 18.9% already had an undergraduate degree before entering a teacher preparation program at a Colorado college or university. Of the remaining respondents, 23.3% completed a teacher preparation program outside of Colorado, and 33.5% participated in some type of alternative teacher preparation program or received emergency certification. Of the respondents who completed their undergraduate teacher preparation in Colorado, most attended University of Northern Colorado

(35.4%), Colorado State University (20.3%), or Metropolitan State (15.2%). For respondents completing a post-baccalaureate teacher preparation program in Colorado, the greatest number did so at Colorado State University (20.3%), Metropolitan State (12.5%), University of Colorado at Denver (12.5%), University of Denver (9.4%), or University of Colorado at Colorado Springs (9.4%). Most respondents (74.3%) required more than four years to complete their undergraduate training, and just over one-fourth of the respondents (26.6%) transferred between institutions at some point during their undergraduate experience.

Secondary teachers were asked five questions pertaining to their perceived content area preparation. Teachers felt least prepared concerning the depth of knowledge needed to teach with 73.2% feeling prepared and 14% feeling unprepared to teach in their content area. Seventy-eight percent of the respondents felt prepared regarding their breadth of knowledge; 10.1% did not. The majority of teachers felt prepared in the remaining three categories of content knowledge: understanding of subject area (84.3%), analyzing information within subject area (90.3%), and solving problems within subject area (91.4%).

There are significant differences in mean perceived preparation for content when comparing “regular” teacher education program graduates ( $M = 5.98$ ) and emergency/alternative certifications ( $M = 5.42$ ). Viewed another way, a greater percent of secondary teachers with emergency certifications felt unprepared in understanding their subject area when compared to teachers who completed a bachelor degree in teacher preparation in Colorado (34.5% versus 2%).

**c. Special Education Teachers**

Forty-seven, or 7%, of the respondents to the First-Year Teacher Survey indicated they were special education teachers. Of the 47, more than three-fourths were female (78.7%). Twenty respondents were licensed to teach in special education, 15 indicated that they were “not yet licensed,” and 14 of these 15 said they would pursue licensure in special education. Twenty-five percent indicated they are licensed in areas other than special education. Therefore, less than half of the special education teachers are licensed in special education. Almost 30% of respondents did not provide information on the level of students they were teaching or on the setting within which they provided services. However, of those who provided information on level of students, 27% taught mild/moderate needs, 24% moderate needs, 27% severe needs, 6% severe/profound needs, and 15% indicated that they taught all of the above. Of those respondents who provided information on setting, 33% indicated classroom inclusion as the setting for services, 30% indicated

resource rooms, 21% indicated self-contained services, 3% indicated segregated services, and 12% indicated other.

As with many of the other items on the survey, the special education content items were in many cases left blank or identified as "not applicable" to large portions of the survey respondents; anywhere from one-third to one-half of the data were missing. Some missing data, whether due to respondents' not giving a response or because the question was not applicable, would be expected given that 57% of the sample is teaching in special education classrooms but is not licensed in special education. However, it is peculiar that portions exceeding 25% of the sample have not answered these questions. Thus, these results must be viewed with caution.

Because of the small sample size, limited analyses could be conducted to determine if any meaningful scales could be created from the content preparation items. Consequently, only item level analyses were performed. Based on a descriptive analysis of those who did respond to the special education content questions, there appear to be mixed results on feelings of preparation. Those questions that asked respondents to agree with the statements "my undergraduate major provided me with the breadth of knowledge needed as a teacher" and "my undergraduate major provided me with the depth of knowledge needed as a teacher" demonstrate that less than half of the respondents agreed with these two questions. This would suggest that of the first year special education teachers answering these two questions (approximately 30 respondents to each), overall quality of preparation was perceived as quite low. Since these teachers are not licensed, they are reflecting on content, not pedagogy. As stated earlier, ratings on these two items for special education respondents were significantly lower than they were for elementary/early childhood and secondary respondents.

## **5. Teaching Skill Preparation of Respondents**

First-year teachers were also asked 10 questions regarding how well their education coursework prepared them in their teaching skills. The 10 items fell into two distinct categories: teaching skills and interpersonal/classroom management skills (Table 9). On 5 of the 6 teaching skills items, more than 80% of respondents agreed that they were good at incorporating math and literacy in their instruction, practicing a variety of instructional methods, and using assessment to improve students' achievement. They were somewhat less confident about their ability to use technology to enhance student achievement (73.6%). Regarding interpersonal and classroom management skills, respondents generally reported having the skills necessary to manage a classroom (79.6%), talk to parents about either a student's performance (82.5%) or student's emotional problems (77.5%), and prepare lesson plans (87.1%).

**Table 9. MEAN RATINGS FOR TEACHING SKILLS AND INTERPERSONAL AND CLASSROOM MANAGEMENT FOR COLORADO INSTITUTIONS**

Institution	Teaching Skills Ratings			Interpersonal & Classroom Management Ratings		
	N*	Mean	Standard Deviation	N*	Mean	Standard Deviation
<b>Public Inst</b>						
Adams S C	10	5.37	1.14	9	5.28	0.53
CO State U	30	5.71	1.07	27	5.84	0.75
CO State U - Pueblo (was USC)	11	4.94	1.13	11	5.07	1.26
Fort Lewis C	8	--	--	8	--	--
Mesa S C	16	5.58	1.16	16	5.86	1.17
Metro S C of Denver	52	5.62	0.99	50	5.80	1.11
U of CO - Boulder	24	5.29	1.33	24	5.33	1.42
U of CO - CO Springs	15	5.58	1.30	14	5.57	1.62
U of CO - Denver	19	6.03	0.70	18	6.06	0.95
U of Northern CO	62	5.37	1.10	59	5.62	1.06
Western S C	7	--	--	7	--	--
<b>Private Inst</b>						
CO Christian U	6	--	--	7	--	--
CO College	9	--	--	9	--	--
Regis U	15	5.65	1.31	15	6.12	1.15
U of Denver	17	5.89	0.79	17	6.00	1.18
<b>All Respondents</b>	303	5.59	1.11	293	5.73	1.15

Source: First-year teacher survey.

\*Means not reported for institutions with fewer than 10 respondents; two respondents did not report an institution.

Respondents provided generally favorable ratings of both their teaching skills (M 5.59) and their interpersonal and classroom management skills (M = 5.78), though ratings of interpersonal and classroom management skills were significantly more favorable than ratings of teaching skills. Ratings on the global teaching preparation item were also positive with 78.8% agreeing that their training had prepared them to teach at the beginning of the school year (M = 5.61). No differences in ratings of teaching skills were found based on gender, ethnicity, or age. When comparing elementary/early childhood, secondary, and special education respondents, a significant difference was found on perceptions of teaching skills with elementary/early childhood respondents reporting better preparation (M = 5.83) than secondary respondents (M = 5.44). No differences were found among these three groups on interpersonal and classroom management skills or on the global teacher preparation item.

Ratings of perceived teaching skills preparation differed among some Colorado teacher training institutions. Highest mean ratings of teaching skills were given by respondents from Colorado College (M = 6.4), University of Colorado at Denver (M = 6.03), and Western State College

( $M = 6.01$ ). Lowest average ratings were reported by respondents trained at the University of Southern Colorado ( $M = 4.94$ ), University of Colorado at Boulder ( $M = 5.29$ ), and Adams State College ( $M = 5.37$ ). The only statistically significant differences were between Colorado College and both University of Northern Colorado and University of Southern Colorado. Caution should be exercised in interpreting these mean differences given the small number of respondents for some institutions. Further, even the lowest mean rating of teaching skills, provided by graduates from University of Southern Colorado, was not significantly lower than 5.0, indicating respondents from that institution felt generally prepared in their teaching skills. No significant differences in ratings of interpersonal and classroom management skills were found among the Colorado institutions. Perceptions of teaching skills preparation also did not differ based on whether or not respondents received their training at a Colorado institution nor on whether or not they had spent their entire undergraduate experience at the same institution.

Relationships between perceived teaching skills preparation and factors associated with the first year teaching experience were also examined. Similar to what was found in terms of content area preparation, no relationships were found between perceived teaching skills preparation and average class size, school district size, school setting, number of first year teaching supports, or number of extracurricular duties.

**a. Elementary and Early Childhood Teachers**

Means on both dimensions of classroom and teaching skills were greater than 5.0 indicating overall agreement with the classroom and teaching skills preparation items within each scale. Elementary and early childhood respondents reported satisfactory preparation in both their interpersonal and classroom management skills ( $M = 5.83$ ) and in their teaching skills ( $M = 5.87$ ). In addition, the majority of respondents (80%) expressed confidence in the quality of their education and training by agreeing to the item asking them to rate their overall preparation for teaching students at the beginning of the school year ( $M = 5.72$ ).

**b. Secondary Teachers**

Means on both dimensions of classroom and teaching skills were greater than 5.0 indicating overall agreement with the classroom and teaching skills preparation items within each scale. Secondary respondents reported satisfactory preparation in teaching skills ( $M = 5.44$ ) and in their parent contact skills ( $M = 5.66$ ). In addition, the majority of respondents (79.6%) expressed confidence in the quality of their education and training by agreeing to the item asking them to rate their overall preparation for teaching students at the beginning of the school year ( $M = 5.6$ ).

There are significant differences in mean perceived preparation for teaching skills when comparing “regular” teacher education program graduates ( $M = 5.62$ ) and emergency/alternative certifications ( $M = 5.09$ ). Significant differences were found between “received emergency or substitute certification” ( $M = 4.81$ ) and “had bachelor degree before entering a Colorado teacher preparation program” ( $M = 5.64$ ) as well as for “completed teacher preparation program outside Colorado” ( $M = 5.88$ ). Also, “participated in an alternative teacher licensure program” ( $M = 5.18$ ) had a mean response significantly different than that of “completed teacher preparation program outside Colorado ( $M = 5.88$ ).”

Statistical analyses were conducted to determine if other training and background variables might help explain differences in perceived teaching skills preparation. No significant relationships were found between respondents' demographic characteristics (i.e., gender, ethnicity, and age) and perceived preparation in teaching skills. No statistically significant differences were found among the Colorado teacher preparation institutions for teaching skills. No significant difference was found on the teaching skills preparation scale when comparing respondents who received their teacher training in Colorado versus those who received their teacher training outside of Colorado. No differences were found based on whether or not respondents spent their entire undergraduate experience at the same institution. Nor were there any differences in perceived teaching skill preparation depending on whether or not respondents had previous experience as a teacher's aid or paraprofessional. Student teaching experiences, induction, and prior paraprofessional classroom experience were also unrelated to perceived teaching skills preparation.

**c. Special Education Teachers**

In general, respondents rated their preparedness for a variety of classroom and teaching skills highly. In particular, more than half indicated that they felt prepared for incorporating literacy and math into their instruction, for practicing different instructional methods, for managing a classroom, for using assessments to improve achievement, for talking with parents about academics and emotional problems, for preparing lesson plans and prepared for using technology. Sixty-five percent agreed that their education and training overall prepared them for teaching students at the beginning of the year. There were no significant group differences in feelings of overall preparation, as measured by the one item which asked about overall preparation, by preparation background (i.e., in-state versus out-of-state, etc.).

## **6. First Year Teaching Experiences**

Nearly half (45.6%) of all respondents were teaching in the Denver metro area, with another 30.4% teaching in outlying cities or in outlying towns (10.9%). Respondents were working in school districts ranging in size from 301 students to over 25,000 students with the single largest group of respondents (38.4%) from districts with between 6,001 and 25,000 students. Another 28.5% were from the largest districts (over 25,000 students) and an additional 27.4% were working in districts with between 1,201 and 6,000 students. In addition, 44.8% of the respondents did their student teaching in schools similar in size to where they were teaching during their first year. Average class size for respondents ranged between 10 and fewer (7.3%) to over 35 (2 respondents) with most respondents (63.4%) teaching classes of between 21 and 30 students. These proportions differed significantly among respondents in elementary/early childhood, secondary, and special education as would be expected. Class size was smallest for special educators and largest for secondary teachers.

Other first-year experiences included additional duties respondents were required to perform, including extracurricular assignments (such as coaching, Odyssey of the Mind, etc.) (47.6%), traveling to more than one school to teach (3.7%), and other non-teaching duties (including lunchroom, hall, and recess duties) (75.7%). Relative involvement in these duties differed among elementary/early childhood, secondary, and special education respondents. Secondary teachers were most likely to be engaged in extracurricular duties (61.7%) compared with either elementary educators (29.8%) or special educators (40.4%) whereas special education respondents were more frequently required to travel to multiple schools (14.9%) than either secondary (4.3%) or elementary respondents (.8%).

In terms of support teachers received during their first year, relatively few were granted a reduced teaching load (7.8%), extra prep time (9.4%), or extra classroom assistance (28.6%). The majority of respondents did receive support in the form of common planning time with teachers in their subject area or grade level (62.1%), seminars or classes for beginning teachers (77.8%), or regular, supportive communication with their principal or with other administrators (76.7%). Level of support differed among elementary/early childhood, secondary, and special education respondents. Fewer special education respondents (3.7%) received reduced teaching schedules than either secondary (10.4%) or elementary/early childhood respondents (10.6%). Similarly, only about a third of special education respondents (34%) were provided common planning time with other teachers in their area and grade level compared with the majority of both secondary (54.6%) and elementary/early childhood respondents (77.6%) who received this type of support. In contrast, special education respondents received more classroom assistance (40.4%) than did secondary (22.1%) or elementary/early childhood respondents (35.2%).

Regarding the quality of induction, only about half of the respondents reported having a mentor. Of these, the majority rated the mentoring during their induction as generally positive with 62.5% of respondents agreeing they had adequate contact with their mentor and 62.2% agreeing they were able to rely upon their

mentor to provide good advice. Despite the majority reporting positive experiences with their mentors, approximately one-third of the respondents did not report having positive experiences. In addition, it is noteworthy that nearly half (49.8%) of the respondents indicated that having adequate contact with a mentor as part of their induction program was "not applicable" and that even more (53.7%) of the respondents marked "not applicable" on the item asking them to rate the extent to which they can rely on their mentor to give good advice. No differences were found in quality of mentoring among elementary/early childhood, secondary, and special education respondents.

#### **7. Future Teaching Plans**

The majority of respondents planned to teach next year (95.4%) with 85.5% intending to teach at the same school. These percentages were comparable for elementary/early childhood, secondary, and special education respondents. Although only 29 respondents did not plan to teach the next year, 161 respondents provided reasons they might consider for leaving teaching. The most frequently cited reason was financial (39.1%) followed by insufficient support from the school or administration (13.7%), personal reasons (12.4%), and too much time involved (11.2%). The relative frequencies of reasons for leaving teaching differed somewhat among elementary/early childhood, secondary, and special education respondents. Special education respondents cited lack of school/administrative support as their primary reason for leaving teaching (28.6%) whereas only 15% and 6.4% of secondary and elementary/early childhood respondents, respectively, indicated this as their primary reason for leaving. Special education respondents were also more likely to consider leaving based on the time involved (21.4%) compared with either secondary (8%) or elementary/early childhood respondents (14.9%).

### **IV. HIGHER EDUCATION INSTITUTION REAUTHORIZATION SITE VISITS (2002-03)**

The CCHE/CDE conducted Teacher Education Program Reviews for 2002-2003 at the University of Northern Colorado and Colorado State University. These reviews were only two years after the initial reauthorization of all Colorado teacher education programs in 2000-2001, wherein all programs statewide were required to demonstrate revised policies and curricula responding to the performance-based standards for teacher preparation to align with the Colorado Model Content Standards. Many changes were dictated as a result of both Colorado SB 99-154 as well as the No Child Left Behind legislation. Both these institutions volunteered to participate as the first institutions to pilot the new performance review process. The programs were evaluated using the newly developed Performance Model, which evaluates teacher education candidates on how they are able to assist student learning, rather than the former model which evaluated how much student teacher candidates "knew." Both programs successfully met all the legislatively mandated performance standards. As with all successful programs, there are elements of design that the site team identifies for special attention either because they can serve as examples of excellence for other programs or could benefit by modeling other programs' innovative design.

The site review team concluded that CSU teaching candidates are coming through the redesigned program with effective initial screening procedures; are competent in their content area; counseled appropriately to lead to success in teaching; have strong student teaching field experiences; and, are prepared for licensure requirements. The assessment aspect of the performance model for undergraduate teacher candidates is still being developed at CSU to coordinate with CCHE's specific data requirements. The university has hired an assessment coordinator indicating a commitment to addressing this need. The graduate assessment process is effective at this time. Overall, the CCHE site review found the CSU teacher education program able to produce teachers ready to teach in their content area who are valued as an asset by state school districts.

The UNC teacher education program met the state standards for admissions, content, mastery of skills required for state licensure, counseling, field experience, and assessment. The team did suggest areas for improvement in elementary education advising, identification of cooperating teachers for student teacher candidates, and stronger content curriculum for social science majors. Like CSU and all schools during this initial period of accumulating performance data, UNC will be continuing to develop its assessment data collection. The site review team did single out the overall assessment strategy at UNC as a model to other programs with its ability to enhance the quality of programs based on its own data analysis.

## **V. PRINCIPAL LICENSURE AND PREPARATION PROGRAMS**

Senate Bill 02-152 requires CCHE to adopt a plan for establishing program requirements for principal preparation offered by institutions of higher education. It also requires the Commission to work in collaboration with the State Board of Education to ensure that principal preparation programs align with performance-based standards for licensure. On or before January 1, 2004, the State Board of Education (SBE) and CDE, along with the CCHE, are directed by the bill to submit a joint report to the General Assembly Education Committees. The report will analyze current state licensing and principal preparation program practices, identify the performance-based principal licensure standards adopted by the SBE and the CCHE, and identify the proposed program requirements for institutions of higher education, assessment plans to be used for evaluating the skills of principal candidates seeking licensure and evaluation plans for performance-based principal preparation programs.

In January 2003, SBE adopted performance-based standards that will serve for the development of principal and administrator professional education programs in higher education institutions. The eleven standards are found on the CDE website at:

[www.cde.state.co.us/cdeprof/download/pdf/APRULES.pdf](http://www.cde.state.co.us/cdeprof/download/pdf/APRULES.pdf).

Currently, CCHE and CDE are working to revise the preparation rules for principals/administrators. These preparation rules were presented to SBE in September 2003 for approval.

**STATUTORY AUTHORITY**

C.R.S. 23-1-121(6). Commission directive – approval of teacher preparation programs. (6) Beginning January 2002, the commission shall annually, submit to the education committees of the senate and the house of representatives a report concerning the effectiveness of the review of teacher preparation programs conducted pursuant to C.R.S. 23-1-121. The report shall state the percentage of teacher candidates graduating from each teacher preparation program during the preceding twelve months that applied for and received a provisional teacher license pursuant to section C.R.S. 22-60-201 and percentage of said graduates who passed the assessments administered pursuant to section C.R.S. 22-60.5-203.

**TEACHER PREPARATION PROGRAMS APPROVED BY CCHE**

<b>CCHE APPROVED TEACHER EDUCATION PROGRAMS</b>			
<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>
<b>Adams State College</b>	Post-bacc.	Business Secondary	
		Counselor	
		Education: Elementary & Secondary	
		Elementary	
		Early Childhood	
		For. Lang. Sec.-Spanish	
		K-12: Art	
		K-12: Music	
		K-12: Physical Education	
		English Language Arts	
		Language Arts Secondary	
		Linguistically Diverse: English as a Second Language; Bilingual	
		Mathematics Secondary	
		Reading/Literacy	
		K-12: Ed. Leadership	
		Science Secondary	
	Social Studies Secondary		
	Special Education: Moderate		
	Undergrad	Linguistically Diverse	English as a Second Language; Bilingual
		Business Secondary	Business
		Early Childhood	Interdisciplinary Studies
		Elementary	Interdisciplinary Studies
		Foreign Language Secondary	Spanish
		K-12: Art	Art
		K-12: Music	Music Education
		K-12: Physical Education	Exercise, Physiology & Leisure Studies
		Language Arts Secondary	English
Speech and Theatre			
Mathematics Secondary		Mathematics	
Science Secondary	Biology		
	Chemistry		
	Geology		
Social Studies Secondary	History and Government		
<b>Colorado College</b>	Post-bacc.	Art Secondary	
		Elementary	
		Foreign Language Secondary: Spanish, German, French, Japanese, Latin	
		English Language Arts Secondary	

<b>CCHE APPROVED TEACHER EDUCATION PROGRAMS</b>			
<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>
		Mathematics Secondary	
		Music Secondary	
		Science Secondary: Biology, Geology, Physics, Chemistry	
		Social Studies Secondary	
	Undergrad	Elementary	Liberal Arts & Sciences
		Foreign Language Secondary	Classics
			French
			German
			Japanese
			Spanish
		English Language Arts Secondary	English
		Art Secondary	Art
		K-12: Music	Music
		Mathematics Secondary	Mathematics
		Music Secondary	Music
Science Secondary	Biology		
	Chemistry		
	Geology		
	Physics		
Social Studies Secondary	History		
<b>Colorado Christian University</b>	Post-bacc.	Elementary	
		Language Arts Secondary	
		Mathematics Secondary	
		Science Secondary	
		Social Studies Secondary	
		K-12: Music	
	Undergrad	Elementary	Liberal Arts
		K-12: Music	Music
		English Language Arts Secondary	English
		Mathematics Secondary	Mathematics
		Science Secondary	General Science
		Social Studies Secondary	History
	Post-bacc.	Agriculture & Renewable Natural Resources Secondary	
		Business Education Secondary	
		School Counselor	
		Early Childhood	
		Family & Consumer Secondary	
		Foreign Language Secondary: German, French, Spanish	
		K-12: Art	
		K-12: Music	
		English Language Arts Secondary	

CCHE APPROVED TEACHER EDUCATION PROGRAMS			
Institution	Level	Licensure Area	Program
		Linguistically Diverse: English as a Second Language	
		Marketing Education Secondary	
		Mathematics Secondary	
		Science Secondary	
		School Administrator	
		School Principal	
		School Social Worker	
		Social Studies Secondary	
		Speech	
		Technology Secondary	
		Trade & Industry Secondary	
	Undergrad	Agriculture & Renewable Natural Resources Secondary	Agricultural Education
		Business Education Secondary	Business Administration
		Early Childhood	Human Development & Family Studies
		Family & Consumer Secondary	Consumer and Family Studies
		Foreign Language Secondary	French
			German
			Spanish
		K-12: Art	Art
		K-12: Music	Music
		English Language Arts Secondary	English
		Marketing Education Secondary	Business Administration
		Mathematics Secondary	Mathematics
		Occupational Therapist	Occupational Therapy
		Science Secondary	Biology
			Chemistry
			Geology
Natural Sciences			
Physics			
Social Studies Secondary	History		
	Liberal Arts		
Speech	Speech Communication		
Technology Secondary	Technology Education and Training		
Trades & Industry Secondary	Technology Education and Training		
<b>Colorado State University-Pueblo (formerly University of Southern Colorado)</b>	Post-bacc.	Elementary	
		Foreign Language Secondary: Spanish	
		K-12: Art	
		K-12: Music	
		K-12: Physical Education	
		Language Arts Secondary	
Mathematics Secondary			

CCHE APPROVED TEACHER EDUCATION PROGRAMS			
Institution	Level	Licensure Area	Program
		School Nurse	
		Science Secondary	
		Social Studies Secondary	
	Undergrad	Elementary	Liberal Studies
		Foreign Language Secondary	Spanish
		K-12: Art	Art
		K-12: Music	Music
		K-12: Physical Education	Physical Education
		Language Arts Secondary	English
		Mathematics Secondary	Mathematics
		Science Secondary	Biology
			Chemistry
			Physics
		Social Studies Secondary	History
Political Science			
University of Denver	Post-bacc.	Counselor	
		Director, Special Education	
		Elementary	
		Foreign Language Secondary, German, Russian, Spanish, French	
		K-12: Art	
		K-12: Music	
		Language Arts Secondary	
		Mathematics Secondary	
		Science Secondary	
		School Administrator	
		School Principal	
		School Psychologist	
		School Social Worker	
		Social Studies Secondary	
	Special Education		
	Undergrad	Elementary	Liberal Arts
		English Language Arts Secondary	English
			Drama
		Foreign Language Secondary	German
			French
			Russian
Spanish			
K-12: Art		Art	
K-12: Music		Music	
Mathematics Secondary		Mathematics	
Science Secondary	General Science		
Social Studies Secondary	History		
Special Education	Special Education		

**CCHE APPROVED TEACHER EDUCATION PROGRAMS**

<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>
<b>Fort Lewis College</b>	Post-bacc.	Elementary	
		Early Childhood	
		Foreign Language Secondary: Spanish	
		K-12: Art	
		K-12: Music	
		K-12: Physical Education	
		Linguistically Diverse: English as a Second Language; Bilingual	
		English Language Arts Secondary	
		Mathematics Secondary	
		Science Secondary	
	Social Studies Secondary		
	Undergrad	Elementary	Interdisciplinary Studies
		Elementary/Early Childhood	Interdisciplinary Studies
		Foreign Language	Spanish
		K-12: Art	Art
		K-12: Music	Music
		K-12: Physical Education	Exercise Science
		Linguistically Diverse: English as a Second Language; Bilingual	
		English Language Arts Secondary	English
		Mathematics Secondary	Mathematics
Science Secondary		Biology	
	Chemistry		
	Geology		
	Physics		
	Humanities		
	History		
<b>Johnson &amp; Wales University</b>	Undergrad	Business Secondary	Business & Marketing Education
		Consumer & Family Secondary	Consumer & Family Studies
		Marketing	Business & Marketing Education
<b>Mesa State College</b>	Post-bacc.	English Language Arts Secondary	
		Mathematics Secondary	
		Science Secondary	
		Social Studies Secondary	
		Elementary	
		Early Childhood	
		K-12: Art	
		K-12: Music	
	K-12: Physical Education		
	Undergrad	Early Childhood	Liberal Arts
		Elementary	Liberal Arts
		K-12: Art	Fine & Performing Arts
		K-12: Music	Fine & Performing Arts

**CCHE APPROVED TEACHER EDUCATION PROGRAMS**

<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>	
		K-12: Physical Education	Human Performance & Wellness	
		English Language Arts Secondary	English	
		Mathematics Secondary	Mathematics	
		Science Secondary	Biological Sciences	
			Environmental Science and Technology	
			Physical Science Geology with Earth Science	
			Physical Sciences: Physics	
		Social Studies Secondary	History	
<b>Metropolitan State College of Denver</b>	Post-bacc.	Early Childhood Education		
		Elementary		
		Foreign Language Secondary		
		K-12: Art		
		K-12: Music		
		K-12: Physical Education		
		English Language Arts Secondary		
		Mathematics Secondary		
		Science Secondary		
		Social Studies Secondary		
	Special Education			
	Undergrad	Early Childhood		Behavioral Science
				English
				History
				Human Development
				Speech Communications
		Elementary		Behavioral Science
				Biology
				English
History				
Modern Languages: Spanish				
Speech Communications				
Foreign Language Secondary		Modern Languages		
K-12: Art		Art		
K-12: Music		Music Education		
K-12: Physical Education		Human Performance & Sports		
English Language Arts Secondary		English		
Linguistically Diverse		Bilingual		
Mathematics Secondary		Mathematics		
School Nurse		Nursing		
Science Secondary			Biology	
	Chemistry			
	Environmental Science			
Social Studies Secondary		Behavioral Sciences		
		Chicano Studies		

<b>CCHE APPROVED TEACHER EDUCATION PROGRAMS</b>			
<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>
			Economics
			History
			Political Science
		Special Education: Moderate Needs	Special Education

CCHE APPROVED TEACHER EDUCATION PROGRAMS			
Institution	Level	Licensure Area	Program
Regis College	Undergrad	Elementary Education	Biology
			Chemistry
			Communications
			Computer Science
			Economics
			English
			Environmental Studies & Human Ecology
			Fine Arts: Visual Arts
			French
			History
			Mathematics
			Philosophy
			Psychology
			Religious Studies
			Sociology
		Spanish	
		Business Secondary	Business
		English Secondary	English
		Foreign Language Secondary	French
			Spanish
		Mathematics Secondary	Mathematics
		Science Secondary	Biology
Chemistry			
Interdivisional Studies			
Social Studies Secondary	Economics		
	History		
	Interdivisional (History, Political Science, Economics)		
	Political Science		
Regis University	Post-bacc.	Early Childhood	
		Elementary	
		Foreign Language Secondary: French, German, Spanish	
		K-12: Art	
		K-12: Music	
		Language Arts Secondary	
		Linguistically Diverse: Bilingual; English as a Second Language	
		Mathematics Secondary	
		Middle School: Language Arts, Foreign Language, Mathematics, Science, Social Studies	
		School Nurse	
		Science Secondary	
		Social Studies Secondary	

**CCHE APPROVED TEACHER EDUCATION PROGRAMS**

<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>			
		Special Education				
		Special Education: Early Childhood				
		Special Education: Moderate Needs				
	Undergrad		Early Childhood	Liberal Studies		
			Elementary	Biology		
				Chemistry		
				Communications		
				Computer Science		
				Economics		
				English		
				Environmental Studies & Human Ecology		
				Fine Arts: Visual Arts		
				French		
				History		
				Liberal Studies		
				Mathematics		
				Philosophy		
				Psychology		
				Religious Studies		
				Sociology		
					Foreign Language: Secondary	Spanish
					Foreign Language: Middle	French
						German
			K-12: Art	Fine Arts: Art		
			K-12: Music	Fine Arts: Music		
			Language Arts: Secondary Language Arts: Middle	Communication (Speech)		
				English		
			Theater Arts			
			Mathematics: Secondary Mathematics: Middle	Mathematics		
			Science: Secondary Science: Middle	Biological Sciences		
				Chemistry		
Earth Sciences						
Physics						
Social Studies: Secondary Social Studies: Middle	Geography					
	History					
	Social Sciences					
	Special Education	Interdisciplinary Studies				

CCHE APPROVED TEACHER EDUCATION PROGRAMS				
Institution	Level	Licensure Area	Program	
Rocky Mountain College of Art	Undergrad	K-12: Art	Fine Art	
University of Colorado-Boulder	Post-bacc.	Audiologist		
		Linguistically Diverse: Bilingual		
		Linguistically Diverse: English as a Second Language		
		Elementary		
		Foreign Language Secondary: Japanese, Russian Studies, Italian, Germanic Studies, Spanish, French, Classics, Latin		
		K-12: Music		
		K-12: Music Education		
		Language Arts Secondary		
		Mathematics Secondary		
		Reading Teacher		
		Science Secondary		
		Social Studies, Secondary		
		Special Education: Moderate Needs		
		Speech: Language Pathologist		
	Undergrad	Elementary		American Studies
				Anthropology
				Astronomy
				Biology: Distributive Studies
				Communication
				Chemistry: Distributive Studies
Economics				
English				
Geography				
Geology: Distributive Studies				
History				
Humanities				
Linguistics				
Mathematics				
Physics				
Political Science				
Psychology				
Spanish				
Foreign Language Secondary			Classics (Latin)	
			French	
			German	
			Italian	
			Japanese	
Russian				

CCHE APPROVED TEACHER EDUCATION PROGRAMS					
Institution	Level	Licensure Area	Program		
			Spanish		
		K-12: Music	Music Music Education		
		Language Arts Secondary	Communications		
			English		
			Humanities		
			Linguistics		
		Mathematics Secondary	Mathematics		
		Science Secondary	Astronomy		
			Biology EPO		
			Chemistry		
			Physics		
			Distributed Studies: Chemistry		
		Social Studies Secondary	American Studies		
			Anthropology		
			Economics		
			Geography		
			History		
			International Affairs		
		University of Colorado-Colorado Springs	Post-bacc.	Counselor	
				Elementary	
Foreign Language Secondary: Spanish					
Language Arts Secondary					
Linguistically Diverse: English as a Second Language					
Mathematics Secondary					
Reading Teacher					
School Administrator					
School Principal					
Science Secondary: Biology, Chemistry, Physics					
Social Studies Secondary					
Special Education: Moderate Needs					
Special Education: Severe Needs Cognitive					
Special Education: Severe Needs Affective					
Undergrad	Elementary		Biology		
		English			
		Geography & Environmental Studies			
		History			
		Mathematics			

**CCHE APPROVED TEACHER EDUCATION PROGRAMS**

<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>
			Spanish
		Foreign Language Secondary	Spanish
		Language Arts Secondary	English
		Mathematics Secondary	Mathematics
		Science Secondary	Biology
			Chemistry
			Physics
		Social Studies Secondary	History
		Special Education	Biology
			English
			Geography & Environmental Studies
			History
			Mathematics
			Spanish
		Special Education: Moderate Needs	Special Education
		Special Education: Severe Cognitive	
		Special Education: Severe Affective	
		<b>University of Colorado at Denver</b>	Post-bacc.
Foreign Language Secondary			
Language Arts Secondary			
Linguistically Diverse: Bilingual & English as a Second Language			
Mathematics Secondary			
Reading Teacher			
School Administrator			
School Counselor			
School Library Media			
School Principal			
School Psychologist			
Science Secondary			
Social Studies Secondary			
Special Education: Moderate Needs			
Special Education: Severe Cognitive			
Special Education: Severe Affective			
Special Education: Severe Communication			
Special Education: Early Childhood			
Special Education: Profound			

CCHE APPROVED TEACHER EDUCATION PROGRAMS			
Institution	Level	Licensure Area	Program
	Undergrad	Special Education: Early Childhood	
		Elementary	Individually Structured Major
		Language Arts Secondary	English
		Mathematics Secondary	Mathematics
		Social Studies Secondary	History Political Science
University of Colorado Health Science Center	Post-bacc.	School Nurse	Nursing
	Undergrad	School Nurse	Nursing
		Physical Therapy	Physical Therapy
University of Northern Colorado	Post-bacc.	Audiologist	
		Counselor	
		Drama Secondary	
		Early Childhood	
		Elementary	
		Foreign Language Secondary: Spanish, French, German	
		K-12: Art	
		K-12: Music	
		K-12: Physical Education	
		Language Arts Secondary	
		Mathematics Secondary	
		Middle School	
		Reading/Literacy	
		Reading Specialist	
		School Administrator	
		School Library Media	
		School Principal	
		School Psychologist	
		Science Secondary	
		Social Studies Secondary	
		Special Education: Moderate	
		Special Education: Affective	
		Special Education: Cognitive	
		Special Education: Communication	
		Special Education, Director	
		Special Education: Early Childhood	
		Special Education: Hearing	
		Special Education: Orientation	
		Special Education: Profound	
		Special Education: Vision	
Special Education: Speech Language Pathologist			

**CCHE APPROVED TEACHER EDUCATION PROGRAMS**

<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>
	Undergrad	Early Childhood	Interdisciplinary Studies
		Elementary	Interdisciplinary Studies
		Foreign Language Secondary	French
			German
			Spanish
		K-12: Art	Visual Arts
		K-12: Music	Music Education
		K-12: Physical Education	Exercise & Sports Science
		Language Arts Secondary	Communication Speech
			English
			Theater Arts
		Linguistically Diverse	Bilingual & English as a Second Language
		Mathematics Secondary	Mathematics
		Middle School	Biological Sciences
			Chemistry
			Communication Speech
			Earth Sciences
			English
			French
			Geography
			German
			History
			Mathematics
			Physics
			Social Sciences
			Spanish
			Theatre Arts
			Science Secondary
		Chemistry	
		Earth Sciences	
		Physics	
		School Nurse	Nursing
		Social Studies Secondary	Geography
History			
Social Science			
Special Education	Interdisciplinary Studies		

<b>CCHE APPROVED TEACHER EDUCATION PROGRAMS</b>				
<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>	
<b>University of Phoenix</b>	Post-bacc.	Business Secondary		
		Counselor		
		Elementary		
		Language Arts Secondary		
		Linguistically Diverse: English as a Second Language		
		Marketing Secondary		
		Mathematics Secondary		
		School Principal		
		Social Studies Secondary		
		Technology Secondary		
<b>Western State College</b>	Post-bacc.	Counselor		
		Elementary		
		Foreign Language Secondary: Spanish		
		K-12: Art		
		K-12: Music		
		K-12: Physical Education		
		Language Arts Secondary		
		Linguistically Diverse: English as a Second Language		
		Mathematics Secondary		
		School Principal		
		Science Secondary		
		Social Studies Secondary		
		Special Education		
	Undergrad		Elementary	Biology
				English
				Geology
				Interdisciplinary Studies
				Mathematics
			Foreign Language Secondary	Spanish
			K-12: Art	Art
K-12: Music			Music	
K-12: Physical Education			Kinesiology	
Language Arts Secondary			English	
Mathematics Secondary			Mathematics	
Music Secondary			Music	
Science Secondary			Biology	
			Chemistry	
			Geology	
			Physics	
Social Studies Secondary			Economics	
	History			

<b>CCHE APPROVED TEACHER EDUCATION PROGRAMS</b>			
<b>Institution</b>	<b>Level</b>	<b>Licensure Area</b>	<b>Program</b>
			Political Science
		Special Education	Interdisciplinary Studies
		Special Education: Moderate Needs; Elementary & Secondary	Special Education

**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. These programs are sponsored by the Board of Regents of the University of Colorado and the Adams State College Board of Trustees.

**II.      BACKGROUND**

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

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

**III.     ACTION**

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

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

- **"24<sup>th</sup> Annual Jackson Hole Urologic Conference,"** described herein as an out-of-state instructional program to be presented in Jackson Hole, WY on January 31 – February 6, 2004.

Adams State College Board of Trustees has submitted a request for an out-of-state instructional program to be delivered by Adams State College.

- **ED 589: Mastery Math/Tough Math**  
The dates for this course in Davenport, Iowa are August 4-6, 2003.
- **ED 259/589: Anatomy of Possibility**  
The dates for this course in Farmington, New Mexico are October 29, 2003, through November 12, 2003.
- **ED 589: Mentoring Strategies**  
The date for this course in Farmington, New Mexico is November 8, 2003.
- **ED 589: Teaching Struggling Readers**  
The dates for this course in Farmington, New Mexico are October 7, 2003, through April 6, 2004.
- **ED 589: Using CLIP with Struggling Readers**  
The dates for this course in Farmington, New Mexico are October 7, 2003, through April 6, 2004.

**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: FTE – SERVICE AREA EXEMPTIONS**

**PREPARED BY: ANDREW BRECKEL III**

**I. SUMMARY**

This agenda item presents approved service area exemptions that allow community colleges, local district colleges, and area vocational schools to provide short-term access to a certificate or degree program not available in another institution's defined service area. The FTE can be claimed for state support.

C.R.S. 23-1-109 limits state support eligibility to credit hours offered within the geographic boundaries of the campus. The geographic service areas for community colleges are defined in CCHE policy Section I, Part N - *Service Areas of Colorado Public Institutions of Higher Education*, apply to two-year colleges, area vocational schools (AVS), Adams State College (ASC), and Mesa State College (MSC).

The Commission recognizes that the FTE Policy may not address every possible circumstance. Institutions may request an exemption from the Commission when encountering a circumstance that the policy does not explicitly address (e.g., no other institution is approved to offer this degree within the service area). Exemptions approved by CCHE staff and entered into the public record do not alter or establish the state policy but only apply to the applying institution for the particular circumstance for a specified period of time.

CCHE staff approved the following service area exemptions. No further action is needed.

<b>GUEST INSTITUTION</b>	<b>HOST INSTITUTION</b>	<b>PROGRAM</b>	<b>FTE</b>	<b>TIME PERIOD</b>
EGOS	MSC	Electrician (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> )	10	9/2003 – 5/2004
EGOS	MSC	Plumber Pipefitter (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> )	20	9/2003 – 5/2004
RRCC	CCD	Introduction to Construction	1.5	FY 2004
SJB Tech	DM-AVS	Co Symposium on Emergency Care	16	FY 2004
OJC	PCC	Agri-Business Management	20-30	FY 2004
OJC	PCC	Computer Networking/Cisco	10-15	FY 2004
OJC	LCC	Computer Networking/Cisco	10-15	FY 2004

**TOPIC: 2004 LEGISLATIVE REPORT ON REMEDIAL EDUCATION**

**PREPARED BY: CAROL FUTHEY/SONIA SCHAIBLE-BRANDON**

**I. SUMMARY**

The Colorado Commission on Higher Education (CCHE) is required to prepare an annual report on students taking basic skills courses at Colorado's public higher education institutions. CCHE has collected assessment data from the institutions on students assigned to college- vs. remedial-level courses for two years and prepared the attached report. The document is to be submitted to the Education Committees of the Senate and House of Representatives, the Joint Budget Committee, and the Colorado Department of Education and distributed to each Colorado public school district superintendent.

**II. BACKGROUND**

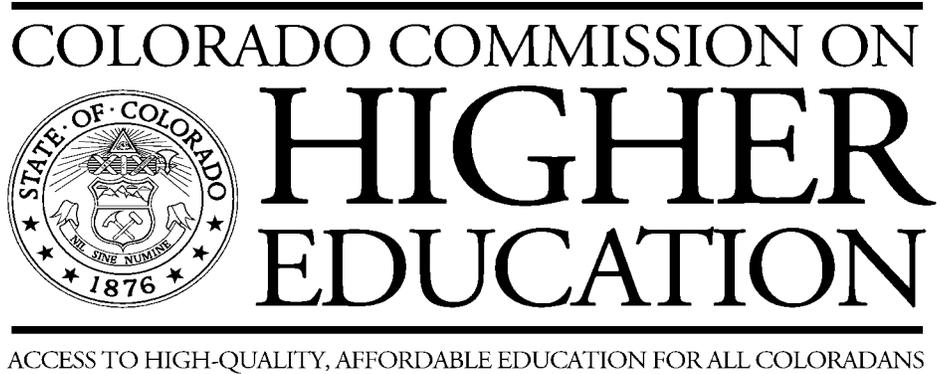
C.R.S. 23-1-113.3 mandates that the Commission, as part of its implementation of the Remedial Policy, report to the General Assembly on assessment and remediation of undergraduate students. The report is to include the distribution of remediated students by school districts and costs associated with delivery of basic skills courses.

**III. STAFF ANALYSIS**

[Report attached.](#)

**IV. STAFF RECOMMENDATION**

This report is an information item only; no formal action is required by the Commission.



**2004 LEGISLATIVE REPORT ON  
REMEDIAL EDUCATION**  
November 2003

## **I. INTRODUCTION**

The Colorado Commission on Higher Education (CCHE) is required to prepare an annual report on students taking basic skills courses at Colorado's public higher education institutions. CCHE has prepared this report which summarizes: 1) Commission activities since adopting the Remedial Policy in 2000, and 2) data on assessed and remediated students collected from Colorado public higher education institutions on students assigned to college- vs. remedial courses for two years. The report will be submitted to the Education Committees of the Senate and House of Representatives, the Joint Budget Committee, the Colorado Department of Education, and each Colorado public school district superintendent.

C.R.S. 23-1-113.3 defined five areas of responsibility for the Commission with regard to remedial education:

- 1) adopt and implement a remedial policy;
- 2) develop funding policies for remediation appropriate to institutional roles and missions;
- 3) design a reporting system that provides the General Assembly with information on the number, type, and costs of remediation;
- 4) establish comparability of placement or assessment tests; and
- 5) ensure each student identified as needing remediation is provided with written notification regarding cost and availability of remedial courses.

This report documents Commission actions taken in response to these responsibilities.

## **II. CCHE POLICIES RELATED TO REMEDIATION**

### **A. Remedial Policy**

In August 2000, the Commission adopted a remedial policy designed to ensure that:

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

The policy applies to all state-supported institutions of higher education (i.e., four-year and two-year colleges), and governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the

policies set by the Commission within the authorities delegated to it by C.R.S. 23-1-113.3.

## **B. FTE Policy**

The Commission revised its FTE Policy in March 2001, clearly identifying the public institutions that may claim state support for remedial education--Colorado community colleges, Adams State College, and Mesa State College--and the circumstances under which it may be claimed. A separate FTE reporting form was added to enable monitoring of state costs associated with the delivery of basic skills courses.

## **III. REMEDIAL PLANS**

CCHE's Remedial Policy requires that each governing board submit a remedial plan for its institution(s). Staff reviewed the plans during FY 2002 for completeness and compliance with statute, and by June 2002, all governing boards' remedial plans were approved by CCHE. The plans shared a common definition for which undergraduates are to be assessed, focusing primarily on first-time, degree-seeking students--and those undergraduates who were exempt. It is the student's responsibility to satisfy developmental needs within the first 30 credit hours and earn a C- or higher in a remedial course to satisfy the requirements.

Plans described the instruments used for entry-level assessment, and when necessary, secondary-level assessment for placement purposes. The purpose of entry-level assessment is to assist campus faculty and advisors to make the course placement decisions that give students the best possible chance of academic success. If remediation appeared to be needed, students could demonstrate curricular proficiency by means of an approved secondary assessment process (i.e., additional testing; transcript analysis if within one point of cut score).

Institutions initially used a mix of entry-level assessment tools to differentiate students demonstrating college-readiness from those who did not. While many used ACT's Assessment Test or the College Board's SAT for the entry-level assessment, testing instruments also included College Board's Accuplacer Computerized Placement Test (CPT), ACT's Computer Adaptive Placement Assessment (COMPASS), ACT's Assessment of Skills for Successful Entry and Transfer (ASSET), the Nelson-Denny Reading Test, and locally-designed tests. Because the most common instrument was the ACT Assessment Test, comparable cut scores across institutions for college-level placement were set for subscores, with concordances developed between that test and the SAT or Accuplacer: 19 or higher subscore for mathematics, 18 or higher for writing, and 17 or higher for reading. Setting common cut scores was critical to ensure that no student would receive conflicting advising regarding remedial assistance. In June 2003, CCHE approved use of ACT, SAT, and/or Accuplacer for both entry- and secondary-level assessments.

The final component of the remedial plans outlined how institutions advised students with academic deficiencies about options for meeting their responsibility to enroll in appropriate developmental coursework.

#### **IV. DATA ON ASSESSMENT AND REMEDIATION**

During FY 2001, CCHE staff and representatives from governing boards developed a reporting system in order to provide the General Assembly with information on remediated students and the type of remediation needed. Beginning summer/fall 2001, institutions submitted the first data files.

##### **A. Methodology and Data**

- 1. Methodology:** Student cohorts are based on: 1) entering degree-seeking undergraduates assessed by a Colorado public institution of higher education for the specified year; or 2) a recent Colorado public high school graduate<sup>1</sup>. CCHE produced the calculations by linking student data from ACT and the College Board with CCHE's Student Unit Record Data System (SURDS) enrollment and applicant files. Because data have been collected for only two years, enough time has not elapsed to calculate student performance data, such as graduation rates, for inclusion in this report.
- 2. Report Format:** This report presents information in two parts (see Tables 1 – 10 in Attachments B, C, D). Initially, data are provided on undergraduates assigned to remediation by Colorado public colleges and universities in either FY 2002 or FY 2003. The second section focuses on a subgroup of undergraduates: recent graduates from Colorado public high schools assigned to remediation. In this section, data are organized largely according to whether or not the students meet the requirements of the recently-approved Colorado precollegiate curriculum, followed by the statutorily-mandated high school feedback report that summarizes remediation by school district. A more detailed description of the data contained in the district feedback report accompanies Table 10.
- 3. Data Limitations:** In reviewing the following tables, the curriculum data are based on matching ACT and SAT self-reported data with elements of the SURDS Enrollment and Undergraduate Applicant files using student identification numbers. The data do not include recent graduates who enrolled in an out-of-state college, delayed entry into higher education for at least one year after completing high school, were not assessed in FY2002 or FY2003, or were reported by institutions with missing data (e.g., year of high school graduation, age, high school code, and/or assessment status).

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<sup>1</sup> Recent high school graduates are defined as students who a) have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year; or b) are 17, 18, or 19 years of age when year of high school graduation is not reported. Age will be calculated as of September 15 of the specified fiscal year.

As is often the case with an undertaking of this magnitude, some issues remain to be addressed by the higher education institutions that may affect rates next year and limit interpretation. Colleges and universities are continuing to implement assessment processes and data collection and reporting procedures. At the state level, revisions to the remedial policy are pending action by the Commission in November 2003. Additionally, only two years of data are available, so no conclusions about trends in remediation can be drawn. Nonetheless, staff believe that the summary is a reasonable representation of remedial needs of the students entering higher education during the last two fiscal years.

## **B. Remedial Data Summary for All Assessed Undergraduates**

Table 1 is an overview of assessment activity for FY 2003. Approximately 33% of all students evaluated for assessment purposes were assigned to remediation in at least one discipline. More than half of those remediated were deficient in one discipline, with the most common area being mathematics. Twenty-two percent were found needing remediation in all three areas.

## **C. Remedial Data Summary for Recent High School Graduates**

### **1. Demographics of Recent High School Graduates Assigned to College-Level vs. Remedial Coursework**

Table 2 compares the demographic and academic characteristics of recent high school graduates who entered either a Colorado four- or two-year public institution in FY 2003 according to course placement. In general, 78.8% of the four-year students were assigned to college-level coursework, while 16.6% of those at the two-year institutions were assigned.

- By race/ethnicity, a significantly greater share of the Black and Hispanic students are assigned to remediation than from other groups at four-year institutions. In the case of two-year institutions, more than 80% of students from all groups were remediated.
- By gender, a slightly higher proportion of females were assigned to remediation in both institutional sectors.
- Academically, recent graduates at four-year institutions had a significantly higher high school grade point average and ACT composite score than students enrolled in two-year institutions.

### **2. Remediation and the Precollegiate Curriculum**

The significant relationship of academic underpreparation and remediation underscores the importance of completing a precollegiate curriculum in high school as a key factor in predicting the success of a student in higher

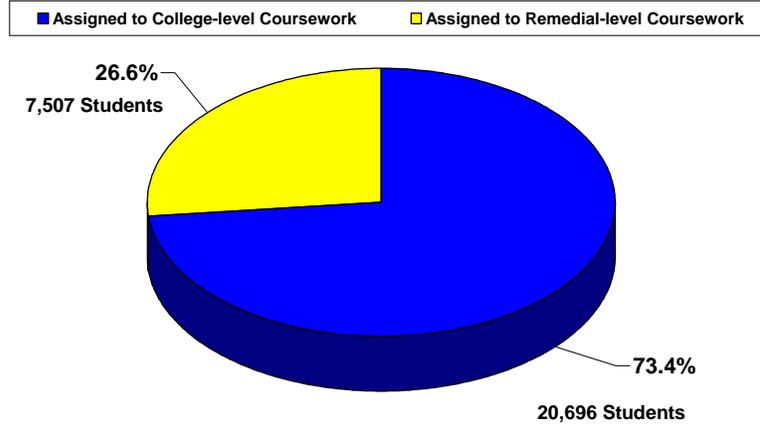
education. While a student may gain admission to an institution based on a less rigorous set of courses, what may be less obvious is the correlation documented in numerous studies between student success—measured by student retention, degree completion, and grade point average—and a demanding high school academic experience. The questions then are: How can high school students be better prepared to undertake college curricula, and, as necessary, how does higher education provide the most effective and efficient means to remediate students in order to enhance the likelihood that students will progress to degree completion.

The relationships between student placement in college- or remedial-level courses and a student's course-taking patterns in high school according to the precollegiate curriculum structure approved by the Commission in October 2003 have been documented in detail as part of the work leading to revisions of the Admissions Standards Policy. The curricular structure for categorizing high school coursework is summarized in Table 3.

Figures 1 – 4 present general information on remediation for FY 2003, while Figures 5 – 7 show the relationship of course placement levels by school district characteristics. Detailed tables (4 – 10) comparing college – vs. remedial placement for FY 2002 graduates with those for FY 2003 are found at the end of the report.

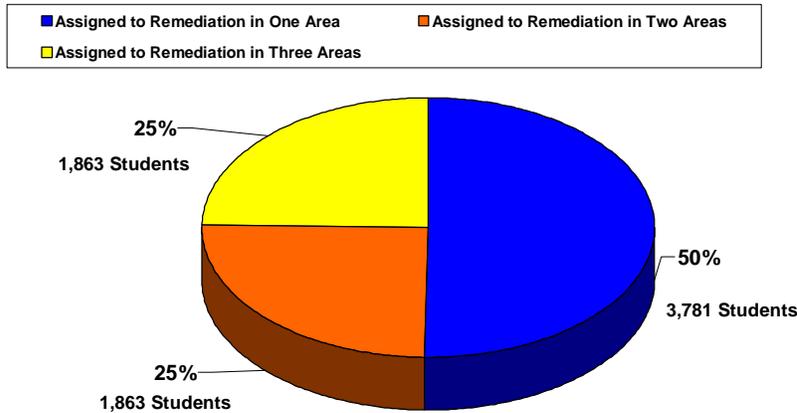
- Figure 1 illustrates the proportion of recent Colorado public high school graduates assigned to remediation. Approximately one-fourth were recommended for developmental coursework in at least one discipline.
- A more detailed portrayal of remedial placement is shown in Figures 2 and 3. Of those assigned to remediation, the largest share (50%) was deficient in one discipline. The proportion assigned to remediation in mathematics, writing, and reading was 25%, while 86% were found to be deficient in mathematics, either solely or in combination with writing and/or reading.
- Figure 4 presents student placement in college-level courses according to whether or not a precollegiate core was completed for a specific race/ethnic group. Highest college-placement rates were associated with white students who completed a core curriculum (83%); rates were lowest for African-American students (48%).
- The proportion of college-ready students by school district characteristic begins with Figure 5. The percentage of students qualifying for free or reduced lunch was used as a proxy for school district socio-economic status and then grouped by quartile, with Quartile 4 representing those districts with the lowest proportion of students participating in the lunch program. The percentage difference in college-level placement/core completer between the “highest” and “lowest” income districts is 15 percentage points for FY 2003.

**Figure 1. Students Assigned to Remediation as a Percent of Recent Colorado High School Graduates FY03 (N = 28,203)\***



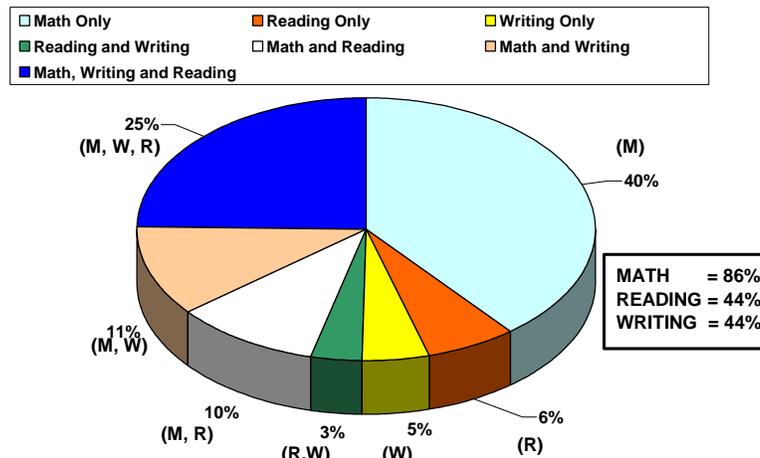
N-size is based on recent Colorado public high school graduates enrolled in Colorado public higher education in specified year

**Figure 2. Level of Assigned Remediation of Recent Colorado High School Graduates FY03 (N = 7,507)\***



N-size is based on recent Colorado public high school graduates enrolled in Colorado public higher education in specified year and assessed as needing remediation in at least one area

**Figure 3. Unduplicated Headcount Assigned to Remediation as a Percent of Recent Colorado High School Graduates by Discipline FY03 (N = 7,507)\***



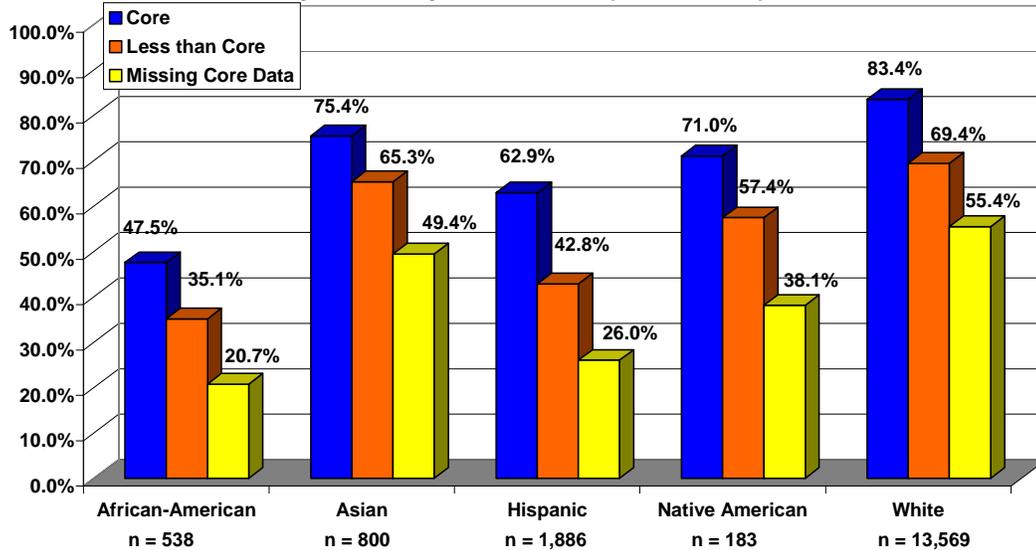
N-size is based on recent Colorado public high school graduates enrolled in Colorado public higher education in specified year and assessed as needing remediation in at least one area

- College-level placement according to school district setting is greatest for those located in outlying towns at 87.6% (Figure 6). The Denver Metro area is the lowest at 79.8%.
  - Generally speaking, the highest college-level placement rates were associated with graduates from smaller school districts (Figure 7), with the largest districts showing a rate of 10 percentage points less.
3. **Remediation by Public Higher Education Institutions:** Table 1 summarizes remedial needs of students defined as recent high school graduates. The remediation rate of 26.6% was lower than that for all assessed undergraduates, but it should be noted that the rates are likely to be understated due to those with incomplete assessments. Remedial rates at two-year schools are higher than for four-year institutions, due to the open admissions nature of the community colleges. Differences in remediation rates by institution may be accounted for in part by variations in remedial requirements (i.e., requiring remediation of students with identified needs vs. informing students of the need).
  4. **Remediation by County:** Figure 8 portrays the distribution of recent high school graduates assigned to remediation by the county where the high school is located. While the counties with the highest concentration are found largely along the front range, the highest densities extend across the south central portion of the state. Note that these data should be interpreted with care as some counties have small numbers of students.
  5. **Retention by Remediation:** First-year retention rates for first-time, full-time, degree-seeking assessed students at four- and two-year institutions who were recent Colorado public high school graduates are shown in Table 9. The retention rate for students at four-year institutions assigned to college-level courses was nearly 16 percentage points higher than that for students assigned to at least one remedial class. In the two-year sector, the difference was only four percentage points, but it should be noted that this cohort represents a very small proportion of students entering the two-year schools.
  6. **Remediation by Public School District:** Data on the number of students assigned to remediation by school district are shown in Table 5. Statewide, the rate for students graduating from public high schools who entered public higher education the next year was 26.6% for FY 2003 which is up from 25.1% FY 2002.

## V. COSTS ASSOCIATED WITH BASIC SKILLS

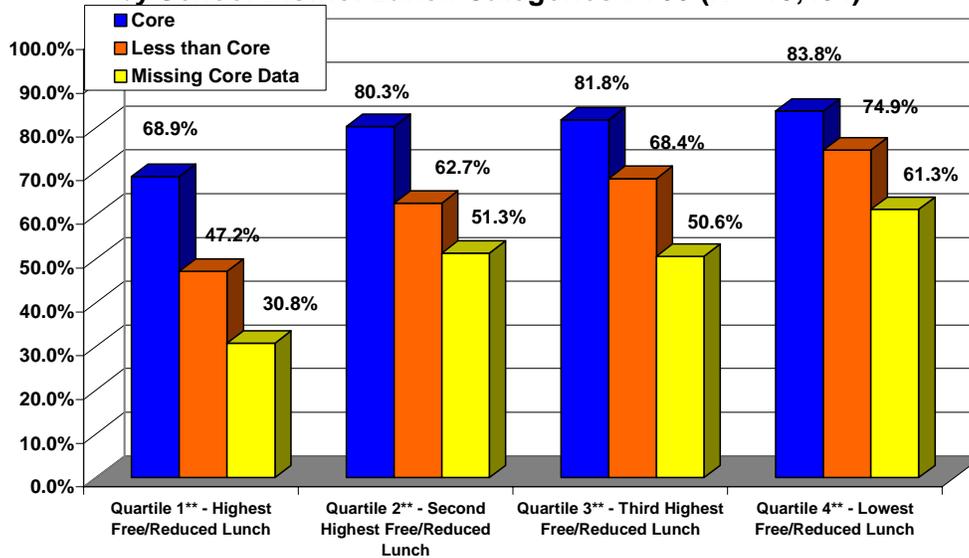
For FY2003, Colorado public higher education reported that 6,004 FTE students were enrolled in remedial courses. The estimated cost associated with these enrollments ranged between \$18.9 and \$21 million.

**Figure 4. Statewide - College-Level Coursework\* by Ethnicity/Race FY03 (N = 18,781)\*\***



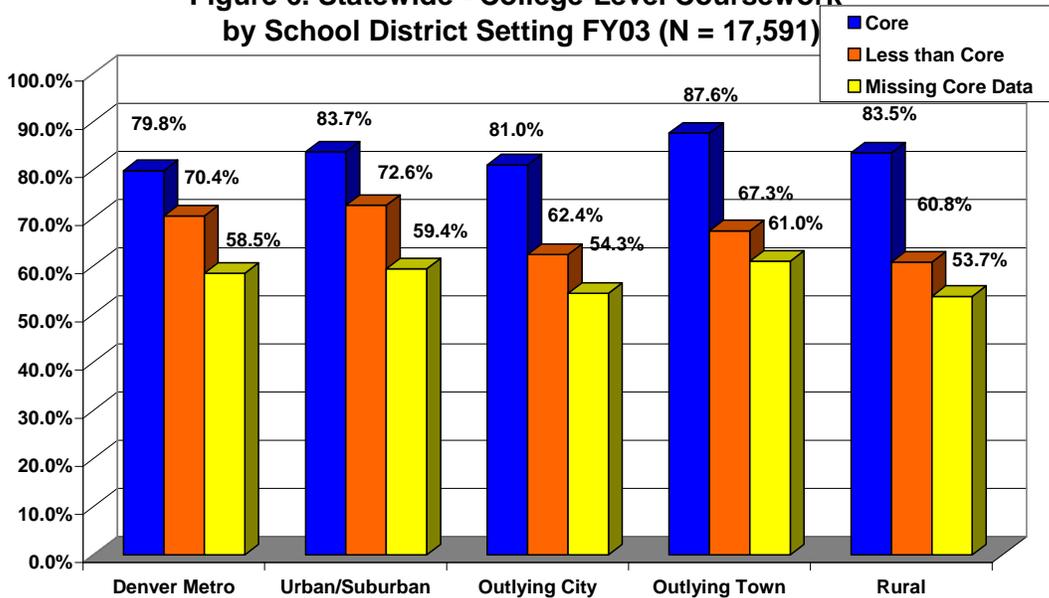
\*For specified year - recent Colorado public high school graduates assigned to college-level courses; remedial-level students assigned to at least one pre-collegiate level course.  
 \*\*N-size shown here will differ from school district table due to the following exclusions: 1) Non-resident aliens, 2) Students with unknown ethnicity/race, 3) Students not assessed and those with pending assessment and missing data.  
 Note 1: Groups with less than 40 students not represented graphically.  
 Note 2: Core curriculum calculated from student responses accompanying ACT and SAT entrance exams indicating courses taken or planned to take by graduation.

**Figure 5. Statewide - College-Level Coursework\* by School District Lunch Categories FY03 (N = 19,454)**



\*For specified year - recent Colorado public high school graduates assigned to college-level courses; remedial-level students assigned to at least one pre-collegiate level course.  
 \*\*Ranges for quartiles are: Quartile 1: 39.4% and higher; Quartile 2: 20.6 - 39.3%; Quartile 3: 13.6 - 20.5%; Quartile 4: 0.0 - 13.5%.  
 Note1: Excludes students not assessed and those with pending assessment and missing data.  
 Note 2: Core curriculum calculated from student responses accompanying ACT and SAT entrance exams indicating courses taken or planned to take by graduation.

**Figure 6. Statewide - College-Level Coursework\*  
by School District Setting FY03 (N = 17,591)**

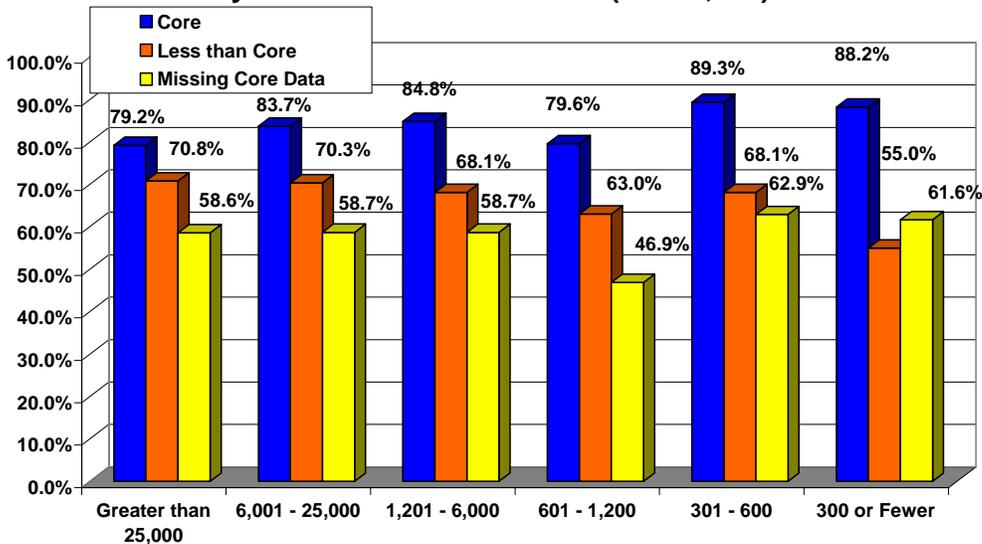


\*For specified year - recent Colorado public high school graduates assigned to college-level courses; remedial-level students assigned to at least one pre-collegiate level course.

Note 1: Excludes students not assessed and those with pending assessment and missing data.

Note 2: Core curriculum calculated from student responses accompanying ACT and SAT entrance exams indicating courses taken or planned to take by graduation.

**Figure 7. Statewide - College-Level Coursework\*  
by School District Size FY03 (N = 17,591)**

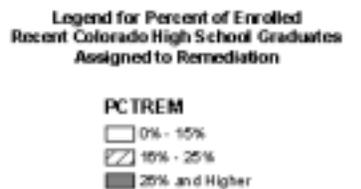
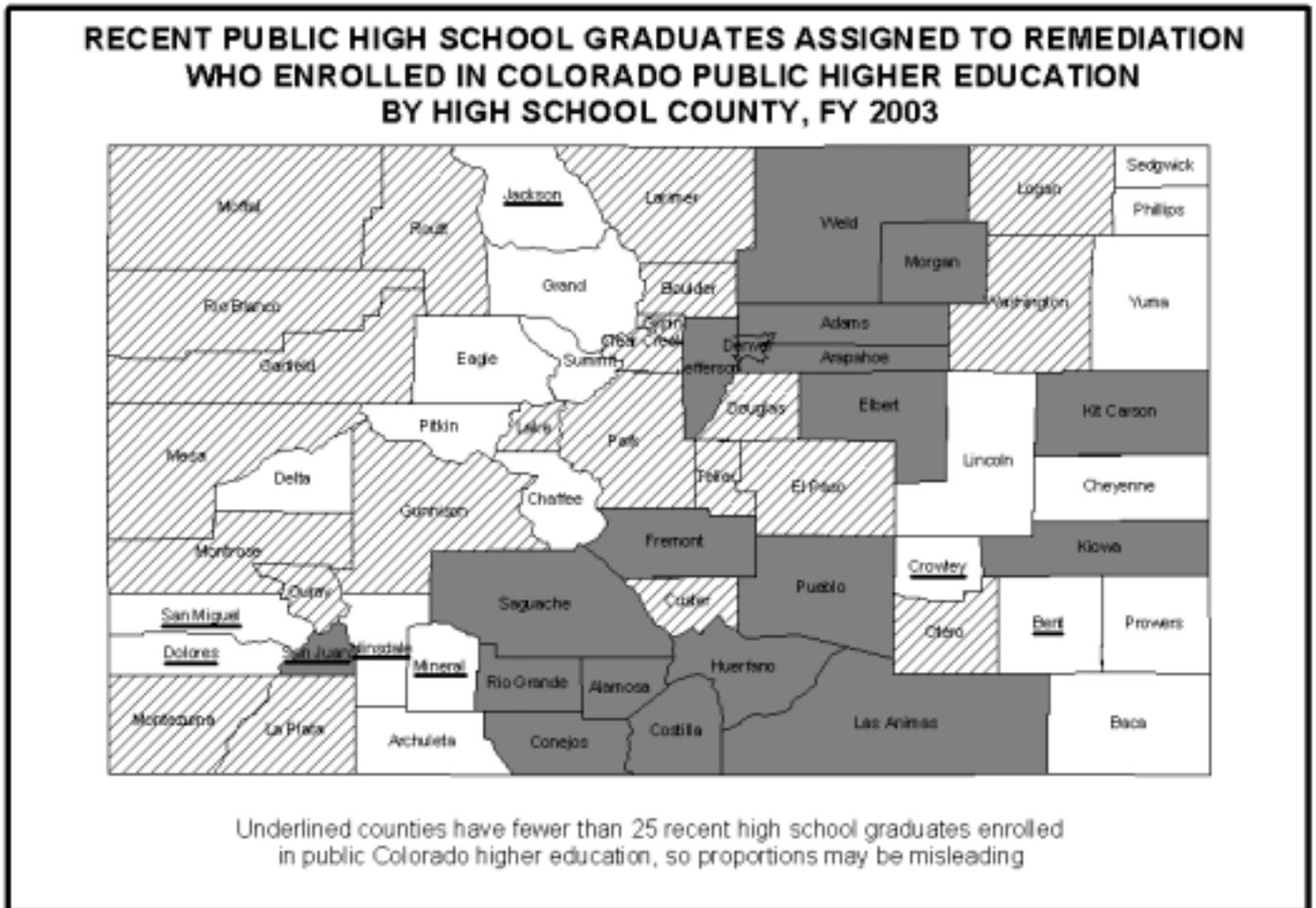


\*For specified year - recent Colorado public high school graduates assigned to college-level courses; remedial-level students assigned to at least one pre-collegiate level course.

Note 1: Excludes students not assessed and those with pending assessment and missing data.

Note 2: Core curriculum calculated from student responses accompanying ACT and SAT entrance exams indicating courses taken or planned to take by graduation.

Figure 8



**TOPIC:                   PRESENTATION       OF       CONSOLIDATED       FINANCIAL  
STATEMENTS**

**PREPARED BY:    RICHARD W. SCHWEIGERT**

**I.       SUMMARY**

In October 2003, the Commission on Higher Education adopted a new policy requiring governing boards to produce and review consolidated financial statements. Each school or system will produce a consolidated income and balance sheet statement. The Commission directed governing boards to review these statements on a quarterly basis during the fiscal year.

The purpose of the policy is to ensure that governing boards review the complete financial condition of the institution they oversee, by using a business-based standard that looks at all revenue and relevant expense sources.

The use of business statements will allow governing board members the ability to make financial decisions based on the complete financial condition of the institution. The use of this new standard should help board members ensure that their respective institutions are financially healthy and viable operations.

**II.       BACKGROUND**

The new Commission policy that requires consolidated Income and Balance sheet statements on an on-going basis will help board members of the various schools meet their fiduciary responsibility. It will allow them the ability to thoroughly understand and review the complete financial condition of the school. Board members will be able to make decisions based upon the outcome for the bottom line financial performance of the school. They also will be able to compare the performance of their school to other public and private sector businesses. Most important, board members will be able to access problems with complete knowledge of the condition of the school using real-life, point-in-time financial information.

Board members across the higher education system will meet their fiduciary responsibilities by reviewing accounting-standards-based information. The financial statements are required to tie back to the annual Statewide Financial Audit from the State Auditor's Office for each school. This will provide an independent, third-party verification, of the financial condition of the school. It will also provide the board members with an independent financial check of their school, a key requirement in meeting the fiduciary responsibilities for board members.

**III. DISCUSSION**

The Executive Director asks that the Commission review several financial statements. The purpose of the review is to familiarize Commissioners with the content and format of the statements. Each of the statements is based upon accounting standards set by the Governmental Accounting Standards Board (GASB) and the State Controller working in concert with the schools. The statements reflect what will be prepared for governing board members.

**Appendix A**

**STATUTORY AUTHORITY**

CRS 23-1-105 (1) The commission shall prescribe uniform financial reporting policies, including policies for counting and classifying full-time equivalent students, for the institutions and governing boards within the state-supported system of higher education.

**TOPIC: CCHE – CAPITAL ASSETS QUARTERLY REPORTS (WAIVERS, CASH, SB 92-202, AND OTHER PROJECTS; AND LEASES)**

**PREPARED BY: GAIL HOFFMAN**

**I. SUMMARY**

The Commission has delegated authority to the executive director, who has subsequently delegated authority to the director of capital assets, to approve program plans for SB 92-202 projects, grant waivers from program planning for projects costing \$500,000 or less, and authorize cash-funded projects within Commission guidelines and statutory authority. Delegated authority extends to lease approval.

This report outlines actions taken on program plan waivers, cash and SB 92-202 projects from the latter part of the first quarter through part of the fourth quarter of 2003. [Attachment A](#) (on waivers, cash and SB 92-202 projects, and other projects) also includes actions on a program plan amendment and supplemental appropriations, items the Commission has not seen before in these quarterly reports. CCHE staff decided to include them in the report this time because staff approved the program plan amendment for the University of Colorado Health Sciences Center – Fitzsimons Education IB to make the structure closer in size to the Education II facility at the direction of the Commission. Actions on requests for supplemental appropriations are in the report because several of them are requests to use cash funds, instead of the state funds originally planned, in order to finish at least part of the projects. In most cases, the requests for supplemental appropriations reflect the inability of the institutions to garner state funds for needed projects. [Attachment B](#), the lease report, covers a slightly shorter span of time, from late May through October 20, 2003.

**II. BACKGROUND**

Statutes and CCHE policy permit CCHE to waive the requirement for a program plan on capital construction projects, regardless of the source of funding, for projects costing less than \$500,000. Discretionary waivers are granted to \$1 million and for special purpose projects where information other than a program plan is more relevant. Although CCHE staff can waive the program plan requirement, it must prioritize waiver requests seeking state funding with all other projects. CCHE staff grants cash-spending authority to projects of less than \$500,000 that will use only cash funds.

Capital construction projects under \$250,000 that will use only cash or federal funds do not require referral to the General Assembly for inclusion of spending authority within the Long Bill for the fiscal year in which the institution plans to spend funds, nor with the passage of

SB 02-209 approval, to CCHE. Annual reporting to CCHE of this information is required, however.

No project using state capital construction funds, regardless of size, may proceed without Commission and legislative approval. Generally, institutions submit the significant financial information and conceptual analyses of the proposed scope of work. Staff then reviews the proposals and determines whether the information is sufficient to recommend a waiver or approval of a cash-funded or SB 92-202 project, or whether additional information is needed.

SB 92-202 projects are those constructed, operated, and maintained solely from student fees, auxiliary facility funds, wholly endowed gifts and bequests, research building revolving funds, or a combination of such projects. Under CCHE policy, staff may approve all SB 92-202 projects internally regardless of cost—unless CCHE staff believe the Commission should act on a project because of certain policy issues.

In 1999, the Attorney General's office recommended CCHE redraft its review and approval policies to conform to the statutory requirement to review all higher education leases. The Commission approved such a policy in 2000. Attachment B simply summarizes for the Commission the general lease information, including the general lease categories and dollars being allocated through operating budgets for leases.

### **III. STAFF ANALYSIS**

The projects outlined in Attachment A are only those that the Commission has not acted on during the time period.

The SB 92-202 parking garage requests from both the University of Colorado at Colorado Springs (UCCS) and from the Auraria Higher Education Center (AHEC) are further indications of increasing enrollment during an economic downturn. As the University of Colorado System's designated growth campus, UCCS is trying to provide additional parking for students, faculty, staff, and visitors in a parking garage rather than in an additional lot. Due to its topography, the UCCS campus has limited areas suitable for building without extensive grading. Erection of a parking garage in the center of campus will provide spaces near where people want them.

For the AHEC garage, CCHE staff is recommending that AHEC seek private-sector involvement in the construction, operation, or maintenance (or two or more of those functions) of the parking garage. At the request of CCHE Executive Director Tim Foster, AHEC also is investigating private-sector interest in operating all parking facilities on campus. Unlike the UCCS campus, the AHEC campus is located close to destinations of people who do not ordinarily come to the campus for classes or events: the Pepsi Center, the Denver Center for Performing Arts, the expanded Denver Convention Center, and downtown

hotels, restaurants, and shops. Because the AHEC campus has so many students—a combined full-time equivalent of nearly 25,000 and a total headcount of at least 33,000 for Community College of Denver, Metropolitan State College of Denver, and the University of Colorado at Denver—sheer numbers alone, combined with proximity to high-traffic destinations, could make at least the parking garage attractive to private investors.

Another AHEC project worthy of note in Attachment A is the Tivoli Student Union Revitalization project for \$28.140 million. The most visible evidence of that project is the gradual transformation of the landmark building from white to brick-colored as workers remove the paint that has speeded up deterioration of the walls. Extensive upgrading of the mechanical systems and replacing the roofs are among the other improvements that will be made to the historic brewery building now being used as a student union.

Three projects for Colorado State University (CSU) will be funded through a \$20,126,267 donation to the University from the Bohemian Foundation. The donation was made specifically to finish part of the University Center for the Arts (\$4.9 million) and to improve football facilities. The list reflects a supplemental request from CSU to use some of the cash money it had already received from the Bohemian Foundation to begin the design and engineering studies for the Hughes Stadium Expansion project. The Commission was to act on the overall cash project for Hughes Stadium Expansion at its November 6, 2003, meeting. CCHE staff approved the supplemental appropriation request for the University Center for the Arts on April 16, 2003.

Several projects in Attachment A represent changes in funding due to a steep decline in the amount of money available for capital construction for higher education. They include:

- Adams State College, College Center and Rex Gym (SB 92-202)
- Colorado Historical Society, El Pueblo Museum (Supplemental)
- Colorado Historical Society, Ute Indian Museum Landscape Preservation and Upgrade (Cash)
- Colorado Historical Society, Stephen Hart Library Renovations and Upgrade (Cash)

Adams State College had obtained approval from State Buildings and Real Estate Programs for the College Center and Rex Gym project to replace the roofs and other controlled maintenance work, but the work was never done because the funds were cut to help in the effort to lower spending to the level of anticipated revenue. Adams State College intends to refinance a bond issue to raise the cash to replace the roofs.

All three Colorado Historical Society projects (El Pueblo Museum, Ute Indian Museum Landscape Preservation and Upgrade, and Stephen Hart Library Renovations and Equipment Upgrade) are to use cash funds in place of the originally requested state funds to accomplish independent, one-year projects.

On the leases, the average cost per square foot totals for each institution or system are misleading. The totals reflect the total cost of all leases acted on divided by the total square footage. Leases for which there is no square footage distort the final result. This is particularly the case for Colorado State University and the University of Northern Colorado.

Colorado State University had several agricultural leases for acres, not square feet, and at least one of those leases had no cost, with the effect that the average cost per square foot is lower than it should be.

For the University of Northern Colorado, one lease had no square footage because it was structured differently than most. The University paid for access to data lines, janitorial assistance, and other expenses to use space that the Pueblo School District owns. The lease wasn't calculated on a square-footage basis and the University had few leases during the time period, and so the average cost is considerably higher than it would otherwise be.

The lease report is missing the period from late March through late May of 2003. The missing leases will be included as a discussion item in the next agenda packet, along with other quarterly report information.

No formal action is required. The report is submitted for Commission review.

## 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.**

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

(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.

(5)(a) The commission shall approve plans for any capital construction project at any institution, including a community college, regardless of the source of funds; except that the commission need not approve plans for any capital construction project at a local district college or area vocational school or for any capital construction project described in subsection (9) or (10) of this section that is estimated to require total expenditures of two hundred fifty thousand dollars or less.

(5)(b) The commission may except from the requirements for program and physical planning any project that shall require less than five hundred thousand dollars of state moneys.

(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.

(9)(a) The commission shall review and approve any plan for a capital construction project that is estimated to require total expenditures exceeding two hundred fifty thousand dollars and that is to be constructed, operated, and maintained solely from student fees, auxiliary facility funds, wholly endowed gifts and bequests, research building revolving funds, or a combination of such sources, as provided in sections 23-5-102, 23-5-103, 23-5-112, 23-20-124, 23-31-129, and 23-41-117 and section 24-75-303 (3), C.R.S. Any such plan for a capital construction project that is estimated to require total expenditures of two hundred fifty thousand dollars or less shall not be subject to review or approval by the commission.

(10) The commission shall review and approve any plan for a capital construction project that is estimated to require total expenditures exceeding two hundred fifty thousand dollars and that is to be constructed solely from cash funds held by the institution other than those funds specified in

paragraph (a) of subsection (9) of this section and operated and maintained from such cash funds or from state moneys appropriated for such purpose, or both. Any plan for any such capital construction project that is estimated to require total expenditures of two hundred fifty thousand dollars or less shall not be subject to review or approval by the commission.

(11) Each institution shall submit to the commission on or before September 1 of each year a list and description of each project for which an expenditure was made during the immediately preceding fiscal year that was not subject to review by the commission pursuant to subsections (9) and (10) of this section. The commission shall submit a compilation of such projects to the capital development committee on or before December 1 of each year.

**CCHE Approvals of Program Plan Waivers, Cash-Funded, SB 92-202, and Other Projects, Second through Fourth Quarters 2003  
(March 18 through Oct. 20)**

Approval Date	Project	Type	Institution	Total Project Cost	Funding Sources	Gross Square Feet	Notes
27-Mar-03	Parking Garage and Public Safety Facility	SB 92-202	UCCS	\$6,000,000	CFE	160,000	
2-Sep-03	Education IB Program Plan Amendment	State-backed Certificates of Participation	UCC	\$32,581,073	CCFE	130357	Amendment increased size and cost to make Education IB and Education II more equally sized.
<b>CU SYSTEM TOTALS</b>				<b>\$38,581,073</b>		<b>290,357</b>	
7-Apr-03	Rambouillet Room Renovation	Waiver	CSU	\$440,000	CFE	7,000	ASF, not GSF
7-Apr-03	Bookstore Expansion	Waiver	CSU	\$450,000	CFE	1,101	ASF, not GSF
	Edward/Ellis Parking Lot	Waiver	CSU	\$450,000	CFE		151 parking spaces
7-Apr-03	Lory Student Center Major Maintenance and Renovations	SB 92-202	CSU	\$3,110,300	CFE	39,014	Auxiliary project
17-May-03	Homestead Conservation Easement Acquisition - Elmgreen	Waiver	CSU	\$499,999	CFE	N/A-Two conservation easements for two acres.	CFE money to come from federal funds given to Colorado State Forest Service, an arm of CSU, to acquire conservation easements from private property owners.
26-Jun-03	Equine Sciences - New Space	Waiver	CSU	\$440,000	CFE	3,000	
26-Jun-03	Ropes Course Relocation	Waiver	CSU	\$320,000	CFE	N/A	Relocation needed to make room for student housing project.
2-Sep-03	Colorado State Forest Service Relocate State Offices	Waiver	CSU	\$472,000	CFE	4,461	
2-Sep-03	Stallion Lab - Building #1389	Waiver	CSU	\$450,000	CFE	750	
2-Sep-03	Gifford Remodel Rooms 205, 218, 222, 224, 225	Waiver	CSU	\$335,000	CFE	2,900	
15-Sep-03	Scoreboards Replacement	SB 92-202	CSU	\$1,250,000	CFE		Project funded as part of large donation to CSU
15-Sep-03	Synthetic Football Practice Field	SB 92-202	CSU	\$750,000	CFE		Project funded as part of large donation to CSU

**CCHE Approvals of Program Plan Waivers, Cash-Funded, SB 92-202, and Other Projects, Second through Fourth Quarters 2003  
(March 18 through Oct. 20)**

Approval Date	Project	Type	Institution	Total Project Cost	Funding Sources	Gross Square Feet	Notes
				\$8,967,299			
4-Sep-03	Hughes Stadium Expansion (design)	Supplemental	CSU	\$1,256,750	CFE	21,564	Request made to use gift money to get cash-spending authority for design of project in order to be able to start construction as soon after approval of overall program plan as possible, per request of major donor.
<b>CSU SYSTEM TOTALS</b>				<b>\$19,191,348</b>		<b>79,790</b>	
20-Oct-03	College Center and Rex Gym	SB 92-202	ASC	\$2,500,000	CFE	115,316	Auxiliary project to replace two leaking roofs.
<b>ADAMS STATE COLLEGE TOTALS</b>				<b>\$2,500,000</b>		<b>115,316</b>	
11-Sep-03	School of Humanities and Social Sciences Expansion of Walter Walker Fine Arts Center and New Construction	Supplemental	Mesa	\$931,020	CFE	30,462	Gifts made to Mesa to allow college to finish spaces and finishes left undone due to construction bids coming in higher than anticipated; Mesa officials no longer with college made decision to keep square footage but leave some places unfinished rather than order redesign of project.
<b>MESA STATE COLLEGE TOTALS</b>				<b>\$931,020</b>		<b>30,462</b>	
29-Apr-03	Escalante Resident Hall Complex Renovations	92-202	WSC	\$6,655,623	CFE	68,000	Auxiliary project
<b>WESTERN STATE COLLEGE TOTALS</b>				<b>\$6,655,623</b>		<b>68,000</b>	
28-Apr-03	El Pueblo Museum	Supplemental	CHS	\$352,000	CFE	None: right of way improvements & signage upgrades	CFE to replace some of rescinded state money
1-May-03	Property Transfer to El Pueblo Museum	Waiver	CHS	\$0		1,706	24 parking spaces also part of project; transfer from City of Pueblo to give CHS more direct control of museum without consulting with city.

**CCHE Approvals of Program Plan Waivers, Cash-Funded, SB 92-202, and Other Projects, Second through Fourth Quarters 2003  
(March 18 through Oct. 20)**

Approval Date	Project	Type	Institution	Total Project Cost	Funding Sources	Gross Square Feet	Notes
2-Jun-03	Ute Indian Museum Landscape Preservation and Upgrade	Cash	CHS	\$404,490	\$124,290 FF; \$280,200 CFE	None: outdoor site improvements such as flagpole replacement, landscaping, monument restoration, and wetland pier construction	Request made to use cash funds and federal funds CHS had on hand or expected to receive for a separate, one-year project; originally funds were to be used in first year of project that would require state funds in later years; project left out of Long Bill.
2-Jun-03	Stephen Hart Library Renovations and Equipment Upgrade	Cash	CHS	\$100,000	CFE	Not available	Request made to use gifts donated or dedicated to library
<b>COLORADO HISTORICAL SOCIETY TOTALS</b>				<b>\$856,490</b>		<b>1,706</b>	
17-Apr-03	Tivoli Student Union Revitalization Project	SB 92-202	AHEC	\$28,140,770	CFE	324,100	Auxiliary project
14-Oct-03	Parking Garage	SB 92-202	AHEC	\$18,600,000	CFE	325000	Auxiliary project
<b>AURARIA TOTALS</b>				<b>\$46,740,770</b>		<b>649,100</b>	

CCHE LEASE ACTIONS LATE MAY THROUGH OCTOBER 20, 2003									
Institution	Lease Status	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
CSU	Approved and Notification sent	Lot 122, 2025 N. College Ave., Fort Collins	Office	\$3,143	1,440	2.182	New	01-Jul-03	31-Dec-05
CSU	Approved and Notification sent	3300 Mitchell Lane, Boulder	Office	\$25,889	1,172	22.090	New	09-Jul-03	30-Sep-04
CSU	Approved and Notification sent	1220 11th Avenue, Suite 203, Greeley	Office	\$6,600	600	11.000	Renewal	01-Sep-03	31-Aug-05
CSU	Approved and Notification sent	University Services Center, 601 South Howes Street, Fort Collins	Office	\$1	89,583	0.000	Renewal	01-Jul-03	30-Jun-04
CSU	Approved and Notification sent	1512 Webster Court, Fort Collins	Special Use	\$121,592	22,568	5.388	Renewal	01-Jul-03	31-Jul-03
CSU	Approved - Notification pending	2860 Circle Drive South, Suite 2105, Colorado Springs	Office	\$5,419	448	12.096	Renewal	01-Jul-03	30-Jun-04
CSU	Approved and Notification sent	Grand Junction State Services Building, Suite 416, 222 South 6th St.,	Office	\$5,786	950	6.090	Renewal	01-Jul-03	30-Jun-04
CSU	Approved - Notification pending	Approximately 28 acres of farm land located 10 miles south and 1 mile west of	Special Use	\$2,800	135,520	0.021	Renewal	01-Sep-03	31-Aug-05
CSU	Approved and Notification sent	215 N. Linden, Suites A, B and E, Cortez	Office	\$25,287	3,336	7.580	New	01-Jul-03	30-Jun-04
CSU	Approved and Notification sent	Suite B, 706 East Stuart Street, Fort Collins	Residential	\$12,000	825	14.545	New	15-Aug-03	31-Oct-03
CSU	Approved and Notification sent	6221 Downing Street, Rooms J and L, Denver	Office	\$6,600	349	18.911	Renewal	01-Jul-03	30-Jun-05
CSU	Approved and Notification sent	219 West Magnolia, Fort Collins	Office	\$6,600	439	15.034	Renewal	01-Jul-03	30-Jun-04
CSU	Approved and Notification sent	9769 W. 119th Dr., Broomfield	Office	\$18,183	1,425	12.760	Renewal	01-Jul-03	30-Jun-08
CSU	Approved and Notification sent	1512 Webster Court, Fort Collins	Special Use	\$121,592	22,568	5.388	Renewal	01-Jul-03	30-Jun-08
CSU	Approved and Notification sent	4900 Earhart Road, Loveland	Office	\$2,162	144	15.014	New	20-Jun-03	30-Sep-03
CSU	Approved and Notification sent	920 South Street #2, Castle Rock	Residential	\$8,520	750	11.360	New	26-May-03	31-Aug-03

CCHE LEASE ACTIONS LATE MAY THROUGH OCTOBER 20, 2003									
Institution	Lease Status	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
CSU	Approved and Notification sent	Lot 122, 2025 N. College Ave., Fort Collins	Office	\$3,143	1,440	2.182	New	01-Jul-03	31-Dec-05
CSU	Approved and Notification sent	208 Santa Fe, Suite 21, La Junta	Office	\$8,998	1,250	7.198	Renewal	01-Jul-03	30-Jun-04
CSU	Approved and Notification sent	Yellow Jacket Dryland, 23800 CO Road 17, Pleasant View	Special Use	\$1,750	1,344,648	0.001	Renewal	01-Oct-03	30-Nov-08
CSU	Approved and Notification sent	Trumbull Cabins # 13 and # 2, 7986 South Highway 67, Sedalia	Special Use	\$1	850	0.001	Renewal	01-Oct-03	30-Sep-04
<b>COLORADO STATE UNIVERSITY SYSTEM TOTALS</b>				<b>\$382,922</b>	<b>1,628,865</b>	<b>0.24</b>			
CHS	Approved and Notification sent	225 E. 16th Avenue, Suite 260, Denver	Office	\$65,531	4,519	14.501	Renewal	30-Jun-03	30-Jun-04
<b>COLORADO HISTORICAL SOCIETY TOTALS</b>				<b>\$65,531</b>	<b>4,519</b>	<b>14.501</b>			
ACC - Littleton Campus	Approved and Notification sent	Triad North - 5660 Greenwood Plaza Blvd., Greenwood Village	Classrooms	\$247,822	18,003	13.766	Renewal	01-Jul-03	30-Jun-08
FRCC - Larimer Campus	Approved and Notification sent	565 N. Cleveland Avenue, Loveland	Classrooms	\$7,620	2,003	3.804	Renewal	01-Jul-03	30-Jun-04
MCC	Approved and Notification sent	2400 E. Bijou Avenue, Fort Morgan	Labs	\$14,400	2,500	5.760	New	01-Jul-03	30-Jun-04
NJC	Approved and Notification sent	302 Cleveland Street, Sterling	Residential	\$27,000	3,132	8.621	Renewal	01-Jul-03	30-Jun-04
NJC	Approved and Notification sent	1120 Pawnee Avenue, Sterling	Special Use	\$8,545	38,840	0.220	Renewal	27-Aug-03	13-May-05
TSJC - Alamosa Campus	Approved and Notification sent	Del Norte Middle School, Del Norte	Classrooms	\$0	3,500	0.000	New	01-Sep-03	30-Jun-04
<b>COMMUNITY COLLEGE SYSTEM TOTALS</b>				<b>\$305,387</b>	<b>67,978</b>	<b>4.49</b>			
UCHSC 9th\Co	Approved and Notification sent	1016 West Avenue, Alamosa	Office	\$41,669	4,496	9.268	Renewal	01-Jul-03	30-Jun-04
UCHSC 9th\Co	Approved and Notification sent	1611 S. Federal Boulevard, Suite 100, Denver	Office	\$65,503	6,684	9.800	Renewal	01-Oct-03	31-Aug-05
UCHSC 9th\Co	Approved and Notification sent	1611 S. Federal Boulevard, Suite 230-232, Denver	Office	\$10,457	1,067	9.800	Renewal	01-Oct-03	31-Aug-05
UCHSC 9th\Co	Approved and Notification sent	1611 S. Federal Blvd., Suite 243-246, Denver	Office	\$11,250	1,148	9.800	Renewal	01-Oct-03	31-Aug-05

CCHE LEASE ACTIONS LATE MAY THROUGH OCTOBER 20, 2003									
Institution	Lease Status	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
CSU	Approved and Notification sent	Lot 122, 2025 N. College Ave., Fort Collins	Office	\$3,143	1,440	2.182	New	01-Jul-03	31-Dec-05
UCHSC 9th\Co	Approved and Notification sent	5250-5350 Leetsdale Drive, Denver	Labs	\$103,744	6,484	16.000	Renewal	01-Dec-03	30-Nov-05

CCHE LEASE ACTIONS LATE MAY THROUGH OCTOBER 20, 2003									
Institution	Lease Status	Address	Lease Description	Total Annual Cost	New Square Footage	Cost Per Sq Ft	Type of Lease	Date From	Date To
CSU	Approved and Notification sent	Lot 122, 2025 N. College Ave., Fort Collins	Office	\$3,143	1,440	2.182	New	01-Jul-03	31-Dec-05
UCHSC 9th\Co	Approved and Notification sent	2222 E. 18th Avenue, Denver	Office	\$40,990	3,727	10.998	Renewal	01-Oct-03	30-Jun-06
UCB	Approved and Notification sent	3300 Walnut Street, Boulder	Support	\$413,500	52,000	7.952	New	01-Oct-03	30-Sep-23
UCB	Approved and Notification sent	5353 Manhattan Circle # 103, Boulder	Office	\$14,126	1,009	14	Renewal	01-Jul-03	30-Jun-06
<b>UNIVERSITY OF COLORADO SYSTEM TOTALS</b>				<b>\$701,239</b>	<b>76,615</b>	<b>9.15</b>			
UNC	Approved and Notification sent	Pikes Peak Community College Rampart Range Campus, 11195 Highway 83, Colorado Springs	Office	\$3,500	140	25	Renewal	01-Jul-03	30-Jun-05
UNC	Approved and Notification sent	Lowry Campus, CCD Building 849, 1061 Akron Way, Denver	Classrooms	\$25,000	1	25000	Renewal	01-Jul-03	30-May-04
UNC	Approved - Notification pending	315 W. 11th Street, Pueblo	Classrooms	\$0	-		New	01-Jul-03	30-Jun-05
<b>UNIVERSITY OF NORTHERN COLORADO TOTALS</b>				<b>\$28,500</b>	<b>141</b>	<b>202.13</b>			
MSC of Denver	Approved and Notification sent	900 Auraria Parkway, Suite 355, Denver	Office	\$22,121	1,862	11.88	Renewal	01-Aug-03	30-Jun-05
<b>METROPOLITAN STATE COLLEGE OF DENVER</b>				<b>\$22,121</b>	<b>1,862</b>	<b>11.88</b>			
CSM	Approved and Notification sent	U.S. Geological Survey Building, 1711 Illinois Street, Golden	Office	\$1	64,391	0.00	New	15-Oct-03	30-Jun-13
CSM	Approved and Notification sent	General Research Laboratory & Geology Museum (GRL), 1310 Maple Street, Golden	Labs	\$851,150	56,090	15.17	New	15-Oct-03	30-Jun-27
<b>COLORADO SCHOOL OF MINES TOTALS</b>				<b>\$851,151</b>	<b>120,481</b>	<b>7.06</b>			