

**Last updated 12/29/03**

## **Agenda**

January 9, 2004

East Ball Room (OUC 109C)

Occhiato University Center

[Colorado State University – Pueblo](http://www.csu-pueblo.edu)

**[note parking instructions]**

Pueblo, 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. Revised 2004 Commission Meeting Schedule – Foster
- IV. Action Items
  - A. State Guarantee General Education Courses – Conner (30 minutes)
  - B. Revision to Teacher Education Policy – Dobbs/Futhey (20 minutes)
  - C. Revised Plans for Arapahoe Community College and Pikes Peak Community College – Hoffman (10 minutes)
- V. Items for Discussion and Possible Action
  - A. 2004 Report on Newly Approved Degree Programs – Futhey
- VI. Written Reports for Possible Discussion
  - A. Principal Licensure Standards and Preparation Programs – Conner
  - B. Quality Indicator System Report for FY 2002-2003– Jacobs
  - C. Newly Approved Degree Programs and Program Name Changes – Conner/Evans
  - D. Admissions Policy for Entering Students Completing an International Baccalaureate Diploma – Futhey
  - E. 2004 Legislative Report on Teacher Education – Futhey
  - F. Report on Out-of-State Instruction – Breckel
  - G. FTE – Service Area Exemptions – Breckel
  - H. Statewide Articulation Agreements in Business and Elementary Teacher Education – Evans/Futhey

**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: 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: REVISED 2004 COMMISSION MEETING SCHEDULE**

**PREPARED BY: TIM FOSTER**

**I. SUMMARY**

In October 2003 the Commission approved a meeting schedule for the year 2004. Following the October Commission meeting at Western State College and the November meeting at Fort Lewis College, the Commissioners expressed a desire to spend more time on the college campuses. Therefore, the 2004 meeting schedule has been revised to provide a broader opportunity for the Commission to visit college campuses around the state during 2004.

There are no regular Commission meetings scheduled in the months of July, September, or December. Teleconference or special meetings may be scheduled based upon need.

**COLORADO COMMISSION ON HIGHER EDUCATION  
2004 MEETING SCHEDULE**

| <b>Date</b>      | <b>Location</b>                            |
|------------------|--|
| January 9, 2004  | Colorado State University-Pueblo, Pueblo   |
| February 5, 2004 | Ben Nighthorse Campbell Center, Fitzsimons |
| March 4, 2004    | Otero Community College, La Junta          |
| April 1, 2004    | University of Colorado at Boulder, Boulder |
| May 6, 2004      | Mesa State College, Grand Junction         |
| June 3, 2004     | Colorado State University, Fort Collins    |
| August 5-6, 2004 | to be determined                           |
| October 7, 2004  | Colorado College, Colorado Springs         |
| November 4, 2004 | Community College of Denver, Denver        |

**II. STAFF RECOMMENDATION**

**That the Commission approve the revised 2004 meeting schedule.**

**Appendix A**

**STATUTORY AUTHORITY**

C.R.S. 23-1-102 (6). The commission shall meet as often as necessary to carry out its duties as defined in this article.

**TOPIC: STATE GUARANTEED GENERAL EDUCATION COURSES**

**PREPARED BY: JETT CONNER**

**I. SUMMARY**

This agenda item presents staff recommendations for approving the second phase (Cycle II) of course nominations for the general education core statewide transfer program.

At its January 10, 2003, meeting, the Commission approved 250 courses for Cycle I course nominations for the statewide general education transfer program. These course approvals applied to statewide transfer policies beginning with the spring 2003 term, and are published on the CCHE website ([www.state.co.us/ccche](http://www.state.co.us/ccche)) under the “gtPathways” icon.

The Cycle II recommendations contained in this proposal represent 81 new courses that, if approved for statewide transfer, will bring the total courses approved for statewide transfer to 331. One hundred twenty-five courses were initially recommended by all institutions for consideration of statewide guaranteed transfer during the Cycle II nomination process. faculty review committees, working together by content area at the Faculty-to-Faculty meeting held by the CCHE in late October 2003, recommended 90 courses to the Commission for approval of the program. The following breakdown of courses being recommended by Commission staff for statewide transfer is as follows for each of the five approved content areas:

|                             |           |
|-----------------------------|-----------|
| Communication               | 3         |
| Mathematics                 | 9         |
| Arts & Humanities           | 20        |
| Social Sciences             | 24        |
| Physical & Natural Sciences | <u>25</u> |
| <b>TOTAL:</b>               | <b>81</b> |

In addition to recommending these courses to the Commission for approval, Commission staff has determined that the statewide general education program should remain limited, at present, to lower division coursework. CRS 23-108.5 permits the CCHE to focus first on lower division general education courses.

The staff recommends that the Commission adopt the list of general education courses [See attachment] for inclusion in the statewide matrix of general education core courses.

## II. **BACKGROUND**

The General Assembly directed the Commission to outline a plan to implement a core course concept, defining the general education course competency guidelines for all public institutions of higher education and ensuring the most effective way to achieve the transferability of general education course credits among public institutions in Colorado.

### **2001 General Education Legislative Mandates**

The background section summarizes the mandates of HB 01-1263 and HB 01-1298.

Commission shall:

- Adopt policies and practices as may be necessary for the implementation of general education and common course numbering (1298)
- Convene a council (1298); council subject to sunset review in 2011
- Establish a standard of 120-hour baccalaureate degree (1263)
- Adopt policies to ensure transferability of courses (1263)
- Develop a plan to implement a core course concept that includes general education course guidelines for all public institutions (1263)
- Submit to Education Committees and JBC progress reports before March 31, 2002 (1298)
- Design and implement a database (1298)
- Solicit grants and private donations to implement the course-numbering project and invest in fund at state treasury. All state funds shall remain in the fund and shall not revert (1298)

Governing boards shall:

- Modify existing transfer policies as necessary (1298)

Institutions shall:

- Conform their own general education core course requirements to the Commission's guidelines (1263)
- Identify the specific courses that meet the general education core course guidelines (1263)
- Review courses that correspond to Colorado's common course number system (1298)
- Publish and update a list of general education courses that correspond to the state's common course number system by fall 2003 (1298)
- Submit its general education courses, including course descriptions, for review and approval by the Commission on or before March 1, 2003 (1298)

Students will:

- Receive credit for core courses they test out of free of tuition (1263)

CCHE convened the GE-25 Council in July 2001 to define guidelines for the core framework. The GE-25 Council represents a broad cross-section of higher education, including the governing boards and individual institutions, college presidents, and academic vice presidents, faculty and student representatives.

CCHE, in collaboration with the Western Interstate Commission on Higher Education (WICHE), received a small grant from the Ford Foundation to advance the general education initiative. Faculty working committees were established to develop the criteria for qualifying general education courses as state guaranteed transfer courses.

### **III. STAFF ANALYSIS**

The GE-25 Council has developed a general education core program of 35-37 credit hours for statewide guaranteed transfer. Course eligibility requirements and criteria for general education courses were established in collaboration with the higher education community in Colorado to facilitate the course nomination and recommendation processes. Students may transfer up to 35-37 credit hours, taken from the list of approved state guaranteed general education courses beginning with the fall semester, 2003.

During the summer and fall of 2002, institutions nominated courses (Cycle I) to be considered for the state guaranteed transfer list. Nomination materials included a uniform nomination form, signed by the vice president or dean of instruction at the institution, and sample course syllabi to accompany each nominated course. Faculty delegates in working committees in each of the five content areas (Arts and Humanities, Communication, Mathematics, Physical and Natural Sciences and Social Sciences) reviewed and recommended courses to be included for state guaranteed general education transfer designation. Faculty subcommittees of four delegates each (two from community colleges, one from a four-year college and one from a university) worked as a committee to review course nomination materials. A vote of three faculty members was required to recommend a course. The committee chair of each content committee signed off on the committee's recommendations to the CCHE. Courses were either recommended or not recommended, or recommended provisionally, pending additional documentation supplied to the CCHE by nominating institutions. The course review process was "blind;" that is, college identifiers were removed from course nomination materials to foster an impartial review of course nominations. Priority for course reviews went to those lower division courses of comparable content that were nominated most often, that were clearly aligned with state goals and criteria, and that were considered to be universally transferable among all academic programs and majors in Colorado's public higher education institutions.

An informal review of Colorado's emerging statewide general education transfer program by a nationally recognized expert, Dr. Robert Shoenberg of the Association of American Colleges and Universities, was conducted in the fall of 2002 while the Cycle I course reviews were still in process. Dr. Shoenberg met with the Academic Council of the CCHE to share his impressions and praised Colorado for advancing further than all but one other state nationally in establishing a purposeful and well-constructed transfer system for general education courses. Since his first visit, Dr. Shoenberg has written that Colorado is leading the nation in developing a statewide general education transfer program that shows curricular coherence and purposeful construction.

Adoption of the attached list of courses will continue the implementation of Colorado's state guaranteed general education transfer program. Nomination and review of additional courses for consideration of statewide general education transfer will continue on an annual basis.

This spring, the GE-25 Council will finalize proposals to initiate a statewide assessment of selected general education courses as a means of assuring that comparable course requirements and outcomes will continue to be addressed as part of this statewide effort. Plans are under way to pilot such a statewide assessment program, beginning with selected mathematics courses in the fall 2004.

**IV. STAFF RECOMMENDATION**

**That the Commission approve the recommended courses for state guaranteed transfer.**

**Appendix A**

**STATUTORY AUTHORITY**

C.R.S. 23-1-107 (2) reads:

- a) The commission shall establish, after consultation with the governing boards of institutions, policies and criteria for the discontinuance of academic or vocational programs. The commission shall direct the respective governing boards of institutions, including the board of regents of the university of Colorado, to discontinue an academic or vocational degree program area, as program area is defined in commission policies.
- b) The governing board of a state-supported institution of higher education directed to discontinue an academic or vocational degree program area pursuant to this subsection (2) shall have not more than four years to discontinue graduate and baccalaureate programs and not more than two years to discontinue associate programs following the commission's directive to phase out said program area.
- c) If the commission directs the governing board of an institution to discontinue an academic or vocational degree program area, and the governing board refuses to do so, the commission may require such governing board to remit to the general fund any moneys appropriated for such program area.
- 3) Each governing board of the state-supported institutions of higher education shall submit to the commission a plan describing the procedures and schedule for periodic program reviews and evaluation of each academic program at each institution consistent with the role and mission of each institution. The information to be provided to the commission shall include, but shall not be limited to, the procedures for using internal and external evaluators, the sequence of such reviews, and the anticipated use of the evaluations.
- 4) Prior to the discontinuance of a program, the governing boards of state institutions of higher education are directed, subject to commission approval, to develop appropriate early retirement, professional retraining, and other programs to assist faculty members who may be displaced as a result of discontinued programs.
- 5) The commission shall assure that each institution has an orderly process for the phase-out of the programs.

Attachment A

| <b>Inst</b> | <b>Category</b>          | <b>Course Prefix</b> | <b>Course #</b> | <b>Course Title</b>                     | <b>Action</b> |
|-------------|--------------------------|----------------------|-----------------|---|---------------|
| AIMS        | Arts & Humanities        | Art                  | 110             | Art Appreciation                        | Recommended   |
| AIMS        | Arts & Humanities        | Hum                  | 121             | Survey of Humanities I                  | Recommended   |
| AIMS        | Arts & Humanities        | Hum                  | 122             | Survey of Humanities II                 | Recommended   |
| AIMS        | Arts & Humanities        | Hum                  | 123             | Survey of Humanities III                | Recommended   |
| AIMS        | Arts & Humanities        | Phi                  | 113             | Logic                                   | Recommended   |
| CCCS        | Arts & Humanities        | Art                  | 110             | Art Appreciation                        | Recommended   |
| CCCS        | Arts & Humanities        | Phi                  | 113             | Logic                                   | Recommended   |
| CCCS        | Arts & Humanities        | Hum                  | 121             | Survey of Humanities I                  | Recommended   |
| CCCS        | Arts & Humanities        | Hum                  | 122             | Survey of Humanities II                 | Recommended   |
| CCCS        | Arts & Humanities        | Hum                  | 123             | Survey of Humanities III                | Recommended   |
| CSU-P       | Arts & Humanities        | Phil                 | 102             | Philosophical Literature                | Recommended   |
| CSU-P       | Arts & Humanities        | Phil                 | 205             | Deductive Logic                         | Recommended   |
| FLC         | Arts & Humanities        | GS                   | 101             | Human Heritage I                        | Recommended   |
| MESA        | Arts & Humanities        | Musa                 | 220             | Music Appreciation                      | Recommended   |
| MESA        | Arts & Humanities        | Engl                 | 150             | Introduction to Literature              | Recommended   |
| MESA        | Arts & Humanities        | Engl                 | 255             | English Literature II                   | Recommended   |
| MESA        | Arts & Humanities        | Arte                 | 118             | Survey of Art History                   | Recommended   |
| MSCD        | Arts & Humanities        | Thea                 | 2210            | Introduction to Theatre                 | Recommended   |
| MSCD        | Arts & Humanities        | Eng                  | 1100            | Introduction to Literature              | Recommended   |
| UNC         | Arts & Humanities        | Phil                 | 100             | Introduction to Philosophy              | Recommended   |
| CSU-P       | Communication            | Eng                  | 102             | Composition II                          | Recommended   |
| FLC         | Communication            | Comp                 | 150             | Reading and Writing in College          | Recommended   |
| MESA        | Communication            | Engl                 | 112             | English Composition II                  | Recommended   |
| CSU-P       | Mathematics              | Math                 | 109             | Mathematical Explorations               | Recommended   |
| CSU-P       | Mathematics              | Math                 | 126             | Calculus & Analytic Geometry            | Recommended   |
| CSU-P       | Mathematics              | Math                 | 221             | Applied Calculus: An Intuitive Approach | Recommended   |
| FLC         | Mathematics              | Math                 | 105             | College Mathematics                     | Recommended   |
| MSCD        | Mathematics              | Mth                  | 1080            | Mathematical Modes of Thought           | Recommended   |
| MSCD        | Mathematics              | Math                 | 1120            | College Trigonometry                    | Recommended   |
| MSCD        | Mathematics              | Math                 | 1400            | Precalculus Mathematics                 | Recommended   |
| MSCD        | Mathematics              | Math                 | 1410            | Calculus I                              | Recommended   |
| WSC         | Mathematics              | Math                 | 105             | Mathematics for the Liberal Arts        | Recommended   |
| AIMS        | Physical & Life Sciences | Bio                  | 105             | Science of Biology                      | Recommended   |
| AIMS        | Physical & Life Sciences | Phy                  | 105             | Conceptual Physics                      | Recommended   |
| AIMS        | Physical & Life Sciences | Che                  | 101             | Introduction to Chemistry I             | Recommended   |
| AIMS        | Physical & Life Sciences | Che                  | 102             | Introduction to Chemistry II            | Recommended   |
| ASC         | Physical & Life Sciences | Chem                 | 131             | General Chemistry                       | Recommended   |
| ASC         | Physical & Life Sciences | Geol                 | 111             | Physical Geology                        | Recommended   |
| CCCS        | Physical & Life Sciences | Bio                  | 105             | Science of Biology                      | Recommended   |
| CSM         | Physical & Life Sciences | Chgn                 | 124             | Principles of Chemistry II              | Recommended   |
| CSM         | Physical & Life Sciences | Phgn                 | 200             | Electromagnetism and Optics             | Recommended   |
| CSU-P       | Physical & Life Sciences | Biol                 | 192             | College Biology II /Zoology             | Recommended   |
| CSU-P       | Physical & Life Sciences | Chem                 | 101             | Chemistry                               | Recommended   |
| CSU-P       | Physical & Life Sciences | Chem                 | 122             | General Chemistry II                    | Recommended   |
| CSU-P       | Physical & Life Sciences | Phys                 | 110             | Astronomy                               | Recommended   |

| <b>Inst</b> | <b>Category</b>              | <b>Course Prefix</b> | <b>Course #</b> | <b>Course Title</b>               | <b>Action</b> |
|-------------|------------------------------|----------------------|-----------------|-----------------------------------|---------------|
| CSU-P       | Physical & Life Sciences     | Phys                 | 202             | Principles of Physics II          | Recommended   |
| CSU-P       | Physical & Life Sciences     | Phys                 | 222             | General Physics II                | Recommended   |
| FLC         | Physical & Life Sciences     | Chem                 | 150             | Fundamentals of Chemistry I       | Recommended   |
| FLC         | Physical & Life Sciences     | Geol                 | 113             | Physical Geology                  | Recommended   |
| FLC         | Physical & Life Sciences     | Phsc                 | 115             | Environmental Physical Science    | Recommended   |
| MSCD        | Physical & Life Sciences     | Che                  | 1100            | Principles of Chemistry           | Recommended   |
| UNC         | Physical & Life Sciences     | Bio                  | 101             | Biological Perspectives           | Recommended   |
| UNC         | Physical & Life Sciences     | Bio                  | 110             | Principles of Biology             | Recommended   |
| UNC         | Physical & Life Sciences     | Phys                 | 220             | Introductory Physics I            | Recommended   |
| UNC         | Physical & Life Sciences     | Phys                 | 240             | General Physics I                 | Recommended   |
| WSC         | Physical & Life Sciences     | Chem                 | 111             | General Chemistry                 | Recommended   |
| WSC         | Physical & Life Sciences     | Phys                 | 200             | General Physics I                 | Recommended   |
| AIMS        | Social & Behavioral Sciences | Pos                  | 111             | American Government               | Recommended   |
| AIMS        | Social & Behavioral Sciences | Eco                  | 201             | Principles of Macroeconomics      | Recommended   |
| AIMS        | Social & Behavioral Sciences | Eco                  | 202             | Principles of Microeconomics      | Recommended   |
| AIMS        | Social & Behavioral Sciences | Soc                  | 101             | Introduction to Sociology I       | Recommended   |
| AIMS        | Social & Behavioral Sciences | Soc                  | 102             | Introduction to Sociology II      | Recommended   |
| AIMS        | Social & Behavioral Sciences | Psy                  | 101             | General Psychology I              | Recommended   |
| CCCS        | Social & Behavioral Sciences | Eco                  | 201             | Principles of Macroeconomics      | Recommended   |
| CCCS        | Social & Behavioral Sciences | Eco                  | 202             | Principles of Microeconomics      | Recommended   |
| CCCS        | Social & Behavioral Sciences | Pos                  | 111             | American Government               | Recommended   |
| CCCS        | Social & Behavioral Sciences | Psy                  | 101             | General Psychology I              | Recommended   |
| CCCS        | Social & Behavioral Sciences | Soc                  | 101             | Introduction to Sociology         | Recommended   |
| CCCS        | Social & Behavioral Sciences | Soc                  | 102             | Introduction to Sociology II      | Recommended   |
| CSU-P       | Social & Behavioral Sciences | Econ                 | 201             | Principles of Macroeconomics      | Recommended   |
| CSU-P       | Social & Behavioral Sciences | Econ                 | 202             | Principles of Microeconomics      | Recommended   |
| CSU-P       | Social & Behavioral Sciences | Psy                  | 100             | General Psychology                | Recommended   |
| CSU-P       | Social & Behavioral Sciences | Psy                  | 151             | Introduction to Human Development | Recommended   |
| MESA        | Social & Behavioral Sciences | Econ                 | 202             | Principles of Microeconomics      | Recommended   |
| MESA        | Social & Behavioral Sciences | Pols                 | 101             | American Government               | Recommended   |
| MESA        | Social & Behavioral Sciences | Pols                 | 261             | Comparative Politics              | Recommended   |
| MESA        | Social & Behavioral Sciences | Psyc                 | 150             | General Psychology I              | Recommended   |
| MESA        | Social & Behavioral Sciences | Soco                 | 260             | General Sociology                 | Recommended   |
| MSCD        | Social & Behavioral Sciences | His                  | 1030            | World History to 1500             | Recommended   |
| MSCD        | Social & Behavioral Sciences | Psy                  | 2210            | Psychology of Human Development   | Recommended   |
| WSC         | Social & Behavioral Sciences | Geog                 | 120             | Introduction to Human Geography   | Recommended   |

**TOPIC: REVISION TO TEACHER EDUCATION POLICY**

**PREPARED BY: VALERIE DOBBS AND CAROL FUTHEY**

**I. SUMMARY**

This item updates the Teacher Education Policy adopted by the CCHE in March 2000 to replace dated language and policy initiatives specifically associated with the process of program reauthorization that occurred during FY 2001. References to initiatives that have been accomplished have been removed and updates to the policy in light of legislation enacted since the initial adoption of the policy have been added. These changes are shown in italic text. It clarifies the roles of the State Board of Education and CCHE in the review and program approval of teacher preparation programs concerning public versus private institutions as well as the teacher-in-residence programs.

Program quality performance criteria, the review process for new and existing programs, and accountability elements of the policy are unchanged.

**II. BACKGROUND**

At its March 2000 meeting, the Commission approved the Teacher Education Policy in response to C.R.S. 23-1-121, which mandated that CCHE adopt policies establishing requirements for teacher preparation programs at higher education institutions prior to July 1, 2000. The central focus of the policy is the program performance standards that guide the approval process. The language in the policy outlining those specific procedures may now be deleted.

The quality performance criteria for each program, as listed below remain in the policy:

- Degree plan may be completed in four years
- A comprehensive admission system with multiple points of entry
- On-going screening and counseling of teacher candidates
- Integration of theory and practice in the coursework and field experience to teach a standards-based education as defined in the state model content standards
- A minimum of 800 hours of field experience
- Demonstrated skills required for licensure
- Comprehensive assessment and evaluation of teacher education candidates

Terminology, the review process for new and existing programs, as well as the data reporting and accountability elements of the policy also remain intact.

### **III. STAFF ANALYSIS**

Changes to the Teacher Education Policy have been made in four areas:

- 1) Terminology in the policy now reflects the entire educational environment, including early childhood education, through the consistent reference to P-12, rather than a combination of K-12 and P-12.
- 2) The process for approval of new degree proposals in teacher education was updated to reflect Commission policy changes to the overall degree approval process adopted in June 2003. [Section 5.01].
- 3) A section was added to clarify the process by which institutions will notify the Commission when they are discontinuing a program of study. This element was not a part of the original Teacher Education Policy. [Section 6.02].
- 4) There now is a definition of the Teacher in Residence program and references to CCHE's role in its review and development. [Section 3.01.03 – 3.01.04; 3.02.01; 3.03].

### **IV. STAFF RECOMMENDATION**

**That the Commission approve the proposed changes to the Teacher Education Policy.**

**Appendix A**

**STATUTORY AUTHORITY**

C.R.S. 23-1-121. Commission directive - approval of teacher preparation programs.

(1) As used in this section, unless the context otherwise requires:

(2) "Approved teacher preparation program" means a teacher preparation program that has been reviewed pursuant to the provisions of this section and has been determined by the commission to meet the performance-based standards established by the commission pursuant to this section and the requirements of section 23-1-108 and to be designed and implemented in accordance with the requirements of the "Higher Education Quality Assurance Act", article 13 of this title.

(b) "Institution of higher education" means a public institution of higher education within the state system of higher education.

(c) "Teacher candidate" means a person who is participating in a teacher preparation program in order to enter the teaching profession.

(d) "Teacher preparation program" or "program" means a program of study specifically designed to prepare teacher candidates to provide high quality instruction for students.

(2) On or before July 1, 2000, the commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education. The commission shall work in cooperation with the state board of education in developing the requirements for teacher preparation programs. At a minimum, the requirements shall ensure that each teacher preparation program may be completed within four academic years, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of and counseling for students who are considering becoming teacher candidates;

(b) Ongoing screening and counseling of teacher candidates by practicing teachers or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates teacher candidates in the methodologies, practices, and procedures of teaching standards-based education, as described in part 4 of article 7 of this title, and specifically in teaching to the state model content standards adopted pursuant to section 22-7-406, C.R.S.;

(d) A requirement that each teacher candidate complete during the course of the teacher preparation program a minimum of eight hundred hours of supervised field-based experience that relates to predetermined learning standards;

(e) A requirement that each teacher candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each teacher candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

(3) On or before July 1, 2000, the commission shall also adopt policies to ensure that each teacher preparation program includes implementation of procedures to monitor and improve the effectiveness of the program, including at a minimum the following:

(a) Periodic review by the institution of higher education offering the teacher preparation program to ensure that the program meets the requirements specified by the commission pursuant to this section;

(b) Implementation of a procedure for collecting and reviewing evaluative data concerning the teacher preparation program and for modifying the program as necessary in response to the data collected;

(c) Implementation of a procedure for reviewing the scores achieved on the professional competency assessments required pursuant to section 22-60.5-201, C.R.S., by teacher candidates enrolled in and graduating from the program and modifying the teacher preparation program as necessary to improve those scores;

(d) Implementation of an institutional reward system for faculty and supervisors involved in the teacher preparation program that supports and encourages field-based activity.

(4) (a) (I) Beginning July 1, 2000, and prior to July 1, 2001, the commission, in conjunction with the state board of education, shall review each teacher preparation program offered by an institution of higher education as provided in paragraph (b) of this subsection (4). All teacher preparation programs shall be discontinued as of July 1, 2001, unless reapproved prior to said date.

(II) Following the initial review of teacher preparation programs pursuant to this section, the commission shall establish a schedule for review of programs that ensures each program is reviewed as provided in this section at least every five years.

(III) Any institution of higher education that chooses to offer a new teacher preparation program or modify an existing program, either by significantly modifying the content or modifying the geographic area in which the program is offered, shall submit the new or modified program to the commission for review pursuant to this section; except that an institution need not submit for review any program offered on a cash-funded basis. The commission shall adopt policies and procedures for the review of new and modified programs.

(b) Each program review conducted pursuant to paragraph (a) of this subsection (4) shall ensure that the program meets the minimum requirements adopted pursuant to subsections (2) and (3) of this section and the requirements of section 23-1-108 and any policies adopted pursuant thereto. In addition, the commission shall ensure that the program is designed and implemented in accordance with the requirements of the "Higher Education Quality Assurance Act", article 13 of this title. In determining whether to initially approve or continue the approval of a teacher preparation program, the commission shall consider any recommendations made by the state board of education pursuant to section 22-2-109 (5), C.R.S., concerning the effectiveness of the program content. If the state board of education recommends that a program not be approved, the commission shall follow said recommendation by refusing initial approval of said program or placing said program on probation.

(c) Each institution of higher education that offers a teacher preparation program shall submit to the commission an annual report to assist the commission in reviewing the teacher preparation program pursuant to this section. The commission shall collaborate with representatives from the governing boards of each institution of higher education that offers a teacher preparation program in specifying the information to be included in the annual report.

(d) Following review of a teacher preparation program, if the commission determines that the program does not meet the requirements specified in paragraph (b) of this subsection (4), it shall place the program on probation. The commission shall adopt policies specifying the procedures for placing a program on probation and for subsequently terminating a program, including a procedure for appeal. A teacher preparation program that is placed on probation shall not accept new students until the commission removes the teacher preparation program from probationary status. If the commission determines that termination of the approval of a teacher preparation program is necessary, the program shall be terminated within four years after said determination. If the commission places a program on probation based on the recommendation of the state board of education, the commission shall consult with the state board of education in determining whether the program should be reapproved or whether approval should be terminated.

(5) The commission, upon the request of a nonpublic institution that provides a teacher preparation program, shall approve the program upon:

(a) Receipt of confirmation by the state board of education that the program content is designed and implemented in a manner that will enable a teacher candidate to meet the requirements specified by the state board of education pursuant to section 22-2-109 (3), C.R.S., and the requirements for licensure endorsement adopted by rule of the state board of education pursuant to section 22-60.5-106, C.R.S.; and

(b) Confirmation that the program contains the requirement of a minimum of eight hundred hours of supervised field-based experience including, but not limited to, supervised field-based experience gained prior to admission to the teacher preparation program, general field-based experience, and student teaching.

(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 this section. The report shall also 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 22-60.5-201, C.R.S., and the percentage of said graduates who passed the assessments administered pursuant to section 22-60.5-203, C.R.S. The education committees of the senate and the house of representatives shall consider the report in a joint meeting held pursuant to section 22-60.5-116.5, C.R.S.

## SECTION I

### PART P TEACHER EDUCATION POLICY

#### **1.00 Introduction**

This policy describes the performance-based teacher preparation model adopted in Colorado. It outlines the criteria and procedures for review and approval of teacher preparation programs in Colorado. It lists the statutory criteria and the corresponding performance measures that new *and existing programs* must meet to qualify its graduates for state licensure and against which existing programs are evaluated. The policy describes the review processes and accountability measures that pertain to teacher education programs.

The policy applies to all programs at institutions of higher education operating in Colorado that prepare entry-level classroom teachers. It does not apply to programs that prepare school administrators or special service licensure areas (e.g., school nurse, occupational therapist).

#### **2.00 Statutory Authority**

By statute, the Colorado Commission on Higher Education has responsibility to define the criteria and guidelines for higher education academic degree programs. The statute (C.R.S. 23-1-107(1)) reads:

The commission shall review and approve, consistent with the institutional role and mission and statewide educational needs, the proposal for any new program before its establishment in any institution. No institution shall establish a new program without first receiving the approval of the commission. As used in this subsection (1), "new program" includes any new curriculum that would lead to a new vocational or academic degree. The commission shall further define what constitutes an academic or vocational program and shall establish criteria or guidelines that define programs and procedures for approval of new academic or vocational program offerings.

and C.R.S. 23-1-121 which states:

On or before July 1, 2000, the Commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education. At minimum the requirements shall ensure that each teacher preparation program may be completed within

four academic years, is designed on a performance-based model, and addresses the statutory criteria.

### **3.00 Goals, Principles, and Terminology**

#### **3.01 Policy Goals**

The primary goal of *CCHE Teacher Education Policy* is to ensure the quality of teacher preparation. To address the policy goal, the policy does the following:

- 3.01.01 Establishes the requirements for teacher preparation programs, including entry-level teacher preparation programs [23-1-121 (2)].
- 3.01.02 Specifies the process and protocol for a statewide review of all programs with current teacher preparation approval.
- 3.01.03 Requires annual monitoring of the effectiveness of teacher preparation programs [23-1-121 (3)], *including institutional involvement in Teacher in Residence programs [22-32-110.3 (2)]*.
- 3.01.04 Requires a periodic review of teacher education programs, at least once every five years, *to include Teacher in Residence programs [22-32-110.3 (6) (a) (II)]*.
- 3.01.05 Implements procedures for collecting and reviewing evaluative data of teacher education programs, including performance on professional tests.
- 3.01.06 Proposes a process for developing a reward system for field-based activity of faculty and supervising teachers.
- 3.01.07 Specifies a process for collaborating with the governing boards to define the information to be included in the annual report to the education committees of the General Assembly.
- 3.01.08 Requires an annual report on the performance and quality of teacher education programs to the legislative education committees each January. [22-60.5-116.5].

#### **3.02 Principles**

*CCHE Teacher Education Policy* is based on the following principles:

- 3.02.01 Educator preparation is a shared enterprise among the Colorado Commission on Higher Education, the Colorado State Board of Education (SBE), institutions of higher education, and school districts. In this context, the Colorado Commission on Higher Education has responsibility for the approval and review of programs designed to prepare teachers for *degree granting programs as well as licensure-*

*only teacher preparation programs conducted by higher education institutions, while the Colorado State Board of Education is authorized to develop the professional content standards and license the graduates of approved teacher preparation programs.*

3.02.02 Teacher preparation programs are student-centered and performance-based. Consequently, they are evaluated by the students' performance and the criteria listed in Section 4 of this policy.

3.02.03 Programs designed to prepare teachers must be responsive to rapidly changing needs or requirements for school district positions, including:

- Technology and its role in instructional delivery.
- Ability to communicate with students, parents and guardians regarding educational progress and student behavior.
- Ability to assess student learning and modify curriculum based on assessment results.
- Classroom management techniques.
- Ability to apply knowledge to the *P-12* classroom and adapt instruction in ways that enhance student learning.

3.02.04 The degree that content knowledge, field experience, and professional knowledge are integrated into a performance-based model determines the strength of a teacher preparation program.

### 3.03 Terminology

Approved Teacher Preparation Program is a teacher education program that has been reviewed pursuant to the provisions of C.R.S. 23-1-121, meets the performance-based standards established by the Commission and the requirements of 23-1-108 and 23-1-116, and has been granted teacher preparation approval by the Commission.

Assessment is defined as the method used to collect evidence of what a student knows *and is able to demonstrate*.

Content Standards are the specific statements of what a *P-12* student should know or be able to do in specified academic areas. The State Board of Education adopted model content standards that define what students enrolled in Colorado's *P-12* public schools should know and be able to do at certain threshold points in their schooling—at fourth grade, at eighth grade, and as they approach graduation from high school—in order to be considered proficient in subject content areas. **All students in a teacher education program will be assessed on their knowledge and ability to teach the content that corresponds to the level they intend to teach** (e.g., English secondary).

Degree program, as defined in statute, means a CCHE-approved program of study with a defined curriculum that leads to a formal diploma. In the context of this policy, a teacher preparation degree program includes four curricular components:

a) General education curriculum

The curriculum that provides skills acquisition and broad knowledge across the arts and sciences. Students who complete the general education core curriculum will demonstrate proficiency in oral and written communication, mathematics, critical thinking, social sciences, humanities, and science.

b) Content Knowledge

The portion of the curriculum that provides the content knowledge that aligns with the State Board of Education's endorsement standards, typically called the academic major. The academic majors or degree programs eligible for entry-level teacher preparation approval include:

- Degree programs in specific fields of study that are aligned with the curriculum of the public schools.
- Interdisciplinary degree programs that are structured to address the *P-12* content standards that apply to a particular licensure level.

c) Professional knowledge

Courses and experience that develop knowledge and skills designed to apply the content knowledge in the classroom to meet the State's professional knowledge standards and link practice and theory.

d) Field-based experience

Experiences designed for students to apply content and professional knowledge in authentic school settings under the supervision of teachers and faculty. Field-based training may include a variety of experiences associated with teaching in supervised settings: classroom observations, assisting licensed teachers in school settings, practica, student teaching and internships; or integrate all experiences under a partner school model. Student teaching is a field-based experience in which teacher candidates demonstrate their competence to develop curriculum, teach and assess students, and diagnose learning difficulties in a specific classroom setting over an extended period of time under supervision of a lead or master teacher.

Field experiences must account for a minimum of 800 clock hours in the teacher preparation program, accumulated throughout a program of study.

Endorsement is the designation on a license that the holder is authorized to teach a specific grade or developmental level (e.g., elementary), subject area (e.g., language arts), or special service area (e.g., counselor).

Entry-level teacher preparation programs include baccalaureate degrees, post-baccalaureate programs, alternative teacher programs, and teacher-in-residence programs. Under C.R.S. 23-1-121, CCHE will specifically approve the baccalaureate and post-baccalaureate teacher preparation programs. SBE approves the alternative and teacher-in-residence programs. *SBE and CCHE jointly review the teacher-in-residence programs [C.R.S. 22-32-110.3 (6) (a) (III)].*

Licensure refers to the system and criteria that authorizes individuals to teach in Colorado public schools. The Colorado State Board of Education is the agency authorized to license teacher education candidates, including provisional license for entry-level educators, professional license for experienced educators, and master certification for highly accomplished educators. Provisional licenses are issued to persons who hold approved bachelors' degrees, have completed a degree program that is approved for teacher preparation, an alternative licensure program, or a teacher in residence program and have demonstrated professional competencies as specified by the Colorado State Board of Education.

The Colorado Commission of Higher Education is the agency authorized to approve teacher preparation programs offered in Colorado that qualify graduates for licensure.

A Professional Development School (PDS) is a P-12 school at which a professional community of higher education faculty and teachers jointly prepare future teachers and improve schooling. Classes, practica, and activities may occur on-site at the P-12 school. In a PDS relationship, the higher education faculty have significant presence in the school, and school faculty have a substantive voice in shaping the teacher education program. In a PDS, prospective teachers fully participate in the teaching/learning environment over an extended period of time, so that clinical experiences have a sense of continuity and coherence. The same activities may be extended to an attendance area including elementary, middle, and high schools, or in some cases to a district.

Performance-based model refers to a system that evaluates each teacher preparation program against the performance standards as defined and adopted by the Commission, and the professional knowledge content standards adopted by the Colorado State Board of Education. Sections 4.01–4.07 of this policy specify the performance criteria that apply to the approval or review of an entry-level teacher preparation program. Teacher education programs that fail to meet the performance criteria will not be approved, will be placed on probation, or will be discontinued.

Performance-based standards refer to a set of prescribed standards that teacher candidates must know and be able to do.

Post-Baccalaureate Teacher Education Program is designed to supplement the academic background of students who have completed an undergraduate degree program, i.e., Bachelor of Arts (BA) or Bachelor of Science (BS). This program is intended for people who decide upon a teaching career after college graduation or those interested in changing careers. In the context of this policy, a teacher preparation post-baccalaureate program includes professional knowledge, field experience, and admission standards that assess the applicant's content knowledge to a curriculum. At institutions that offer approved masters' degrees, post-baccalaureate, credits may apply toward masters' degree graduation requirements.

Quality Indicator System refers to CCHE's policy that measures and rewards institutions for performance on specified indicators.

Teacher Candidate means a person who is participating in an approved teacher preparation program in order to enter the teaching profession (i.e., entry-level licensure).

*Teacher in Residence—(C.R.S. 22-32-110.3 (4) (a)). A person hired by a school district to teach as a resident teacher although not yet licensed but meets CDE eligibility criteria. The resident teacher may teach under the supervision of an administrator with an assigned, licensed teacher servicing as mentor and must be enrolled in teacher preparation courses for which the school district has contracted with a higher education institution with a state-approved program.*

Teacher Preparation Program is defined as a CCHE-approved program of study specifically designed to prepare teacher candidates to instruct P-12 students.

#### **4.00 Criteria for a Performance-Based Teacher Education Program**

The Commission shall use performance-based criteria specified in this section to review and approve *baccalaureate and post-baccalaureate* initial licensure teacher preparation programs, including proposals for new programs. Teacher preparation programs will be evaluated on the evidence supporting a performance-based model. Recommendation for approval by the Colorado Department of Education (*see 4.06*) is a necessary but insufficient factor for Commission approval. In its review, the Commission will evaluate whether all programs requesting teacher education approval meet criteria 4.01 through 4.07.

4.01 Public institutions shall ensure that each teacher preparation program may be completed in four academic years and designed and implemented in accordance with the higher education Quality Assurance Act.

4.02 Each program will demonstrate that it has a comprehensive admissions system including screening and counseling for students considering becoming teacher candidates.

- 4.03 Each program will demonstrate that it has an on-going screening and counseling of teacher candidates by practicing teachers or faculty members.
- 4.04 Each program will demonstrate that its course work and field-based training integrates theory and practice and educates teacher candidates in methodologies, practices, and procedures of teaching standards-based education, specifically in teaching the content defined in the state model content standards.
- 4.05 The curriculum of each program will ensure that each teacher education candidate completes a minimum of 800 hours of supervised field based experience that relates to predetermined learning standards.
- 4.06 Each program will document the demonstrated skills required for licensure of each candidate prior to graduation, *as determined by the Colorado Department of Education*.
- 4.07 Each program will provide ongoing, comprehensive assessment including evaluation of each teacher candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

**5.00 Approval Process for New Teacher Preparation Programs**

Any institution of higher education that chooses to offer a new teacher preparation program shall submit a proposal requesting Commission approval. The Commission, in conjunction with the State Board of Education, shall review each teacher preparation proposal submitted by an institution of higher education.

- 5.01 CCHE will follow its existing program approval process for requests for teacher preparation approval.
- 5.01.01 These types of teacher preparation program approval requests require a full proposal: (Appendix A)
- New teacher preparation degree programs.
  - New post-baccalaureate programs.
  - CCHE-approved degree programs requesting teacher preparation approval.
  - Modifications to existing degree programs.
- 5.01.02 Public institutions with approved teacher education programs do not require additional approval to offer these programs as cash-funded programs.
- 5.02 The Commission will request the State Board of Education to review the professional content of each teacher preparation prior to its consideration. The State Board of Education reviews the proposal to determine if the program content is designed and

implemented in a manner that will enable a teacher candidate to meet the requirements specified by the State Board of Education.

5.02.01 If the State Board of Education confirms that the content portion of the program is aligned with the State Board of Education's performance standards, CCHE shall review the proposal using the performance-based criteria specified in Section 4.00 of this policy.

5.02.02 If the State Board of Education does not recommend CCHE consideration because the program content does not meet the SBE standards, CCHE will disapprove the request without any further program evaluation.

5.03 CCHE will evaluate the proposal using the criteria specified in Section 4.00 of this policy and present a recommendation for Commission action

## **6.00 Review Processes for Approved Teacher Preparation Programs**

This section describes the review process for teacher education preparation programs.

6.01 The process for existing programs with current teacher preparation approval will be conducted by CCHE in collaboration with the Colorado State Board of Education every five years by pre-arranged schedule. The review process consists of seven steps, including (1) scheduling the site visit, (2) institutional submission of evidence supporting the performance measures, (3) review of submitted evidence prior to the site visit, (4) a site visit by the review team, (5) CCHE written notification of approval recommendations to the institutions, (6) an appeals process, and (7) formal action by the Commission.

6.01.01 The institution will formally request a site visit indicating the programs that are designed to meet the criteria specified in this policy. CCHE will confirm the dates and provide a description of the materials the institution needs to submit to CCHE six months prior to the site visit.

6.01.02 The institution will submit materials documenting how the degree programs meet the program criteria specified in Section 4.00.

6.01.03 The review team will review the submitted evidence prior to the site visit to identify program strengths and weaknesses or missing information needed to support the performance criteria defined in this policy. [Appendix B](#) provides a detailed list of performance indicators and measures.

6.01.04 The review team will conduct an on-site review focusing on the results of the preliminary review and the performance criteria that are best evaluated by demonstration. The site visit will consist of an entrance interview, program review, and an exit interview.

6.01.05 *CCHE will notify institutions of the recommendations according to the following schedule.*

6.01.05.01 The review team will forward its findings in writing to CCHE within five days of a completed site visit.

6.01.05.02 CCHE will notify each institution of its preliminary recommendation for each program reviewed within ten days of a completed site visit.

6.01.05.03 *CCHE will prepare a recommendation using the findings of the joint review team and formally share a written recommendation with the governing board within 30 days of the conclusion of the site visit. The staff may recommend that the Commission approve, discontinue, or place a teacher education program on probation.*

6.01.05.04 An institution may submit a rejoinder to address the findings or if necessary, request a second visit to address the findings of the review panel. *If there is no request for a second visit, the final visit report will be presented to the committee.*

*a.) The staff will recommend full approval of a teacher preparation program that meets the performance criteria adopted by the Commission and the professional content standards adopted by the State Board of Education.*

*b.) The staff will recommend a one-year probation for programs that meet the professional content standards but fail to meet one or more of the performance-based criteria defined by the Commission. As defined in statute, a probationary program may not admit students into the program until it receives Commission approval. Probationary approval is not renewable; the program must reapply for approval and comply with the procedures specified in Section 5.00.*

*c.) The staff will discontinue a program that does not meet the State Board of Education adopted teacher preparation standards, following the probationary period defined above.*

6.01.06 Under CCHE's appeals process, a governing board may appeal a recommendation that places a program on probation or discontinues a teacher education program within *30 days of the Commission action.*

6.01.06.01 To initiate an appeal, the governing board shall submit a written request identifying the program and the reasons why it is contesting

the recommendation. This material will be included in the agenda materials.

- 6.01.06.02 The representative of the governing board filing an appeal shall have an opportunity to testify at the Commission meeting at which the site report is presented.
- 6.01.07 The Commission will act on the teacher preparation approval recommendations, including any programs that appealed the staff recommendation. Program approval requires six affirmative Commission votes. The Commission's action is binding.
  - 6.01.07.01 If the Commission votes to discontinue a teacher preparation program, the decision is effective immediately. The institution may not admit, re-admit, or enroll new students effective on the date of the Commission vote.
  - 6.01.07.02 Students enrolled in a discontinued program at the time of the Commission action may complete their degree program under the original graduation requirements. Under state statute, these students have a maximum of four years to complete the graduation and licensure requirements. The institution shall advise students who do not appear to be able to complete the requirements into a degree program approved for teacher preparation.
- 6.01.08 Protocol for Review of Teacher Education Programs
  - 6.01.08.01 CCHE will solicit nominations from each teacher preparation constituency and select the site visit team. At minimum, the review team will consist of the designated CCHE and CDE representatives and three other members who represent the key teacher education constituents.
  - 6.01.08.02 Each review team member will participate in an orientation session prior to participating in the on-site review.
  - 6.01.08.03 Each institution will confirm the final review dates 180 days prior to the scheduled review, including the licensure areas and associated teacher preparation programs that the institution is requesting reauthorization.

6.02 *Process for Discontinuing a Program by Institution Decision*

- 6.02.01 *Any institution wishing to discontinue an approved teacher education degree program must submit notification to CCHE in writing indicating the program to*

*be discontinued, the reasons for the decision, and a timeframe for ending the program. If students are still completing the program, a plan for moving them to completion of the program or into another degree plan must be described.*

6.03 Institutional reward system for field based activity

Following the adoption of this policy, CCHE will convene a working group to develop a system that recognizes and rewards the level of involvement of faculty in field-based activity.

**7.00 Data Reporting and Accountability**

7.01 CCHE in consultation with the governing boards will define the necessary data elements to monitor and evaluate the performance standards defined in statute and CCHE policy.

7.02 CCHE will collaborate with the governing boards to specify the information and the approach for conducting the evaluation of teacher education programs that will be provided in the annual report to the education committees of the General Assembly.

7.03 Beginning January 2002, CCHE will submit an annual report on the performance, quality, and effectiveness of teacher education programs to the house and senate education committees.

7.04 CCHE and CDE will develop a memorandum of understanding that facilitates data sharing among the agencies regarding the key performance indicators, to follow-up on the placement, classroom performance, and licensure areas of students prepared in approved teacher education programs. The sharing of data among state agencies for educational purposes is supported in federal and state law. Any agreement will conform to state and federal privacy laws.

## TEACHER EDUCATION AUTHORIZATION PROCESS

C.R.S. 23-1-121 designates the Colorado Commission on Higher Education as the approving agency for all teacher education programs in Colorado. The statute includes public, private, and out-of-state institutions operating in Colorado. To facilitate the process, the Commission has developed a framework for requesting teacher education authorization.

- Institution submits the required materials to CCHE
- CCHE conducts the curriculum review and coordinates site visit if necessary.
- CCHE forwards copy of material to the State Board of Education to review program standards as outlined in the statute (e.g., mastery of skills).
- The State Board of Education forwards its recommendation to the Commission.
- The Commission acts on request.
- CCHE maintains database of approved teacher education programs.

To determine what type of materials are needed and the review process to follow, respond to the questions below to determine which box in the Approval Table applies.

1. Is my institution regionally accredited?  
**No.** Sorry, your institution is not eligible to seek teacher education authorization in Colorado.
2. Is this the first request for teacher education authorization?  
**Yes.** Go to Box 1
3. Does it involve a minor change to curriculum of a state-approved teacher education program?  
**Yes.** Go to Box 5
4. Does the request involve a new degree program approval?  
**Yes.** If public institution, go to Box 2 – Public  
If private institution, go to Box 2 -- Private
5. Is the request for teacher education authorization for a currently approved degree program?  
**Yes.** Go to box 3
6. Is the request for an endorsement area only?  
**Yes.** Go to box 4.

**Approval Process**

| <b>Box</b>                                  | <b>Institution Type</b>   | <b>Materials Needed</b>   | <b>Process</b>  | <b>Approval Actions</b>  |
|---|---|---|---|--|
| 1   | <b>No Previous Teacher Education Authorization in Colorado.</b>   | <p>Arrange for a planning meeting with CCHE (866-2723)</p> <p>Submit a complete set of materials addressing how both teacher education program standards are met, including:</p> <ul style="list-style-type: none"> <li>• Admission criteria</li> <li>• Counseling implementation plan</li> <li>• Curriculum design for general education, major and professional knowledge</li> <li>• Course descriptions for major courses.</li> <li>• Assessment strategy</li> <li>• Field experience plan, qualifying criteria for master teachers, and list of individuals</li> <li>• Teaching skills/matrix of CDE standards to program design</li> </ul> | <p>Full program review with on-site visit</p> <ul style="list-style-type: none"> <li>• Curriculum review pre-site visit.</li> </ul> <hr/> <p>Public Institutions</p> <ul style="list-style-type: none"> <li>• Site Review led by CCHE</li> <li>• CCHE review of <i>Program Standards: Admission, Counseling, Content, Field experience &amp; Assessment</i></li> <li>• CDE review of <i>Program Standard: Mastery of Skills.</i></li> </ul> <hr/> <p>Private Institutions:</p> <ul style="list-style-type: none"> <li>• Site Review led by CDE</li> <li>• CCHE review of <i>Program Standards: Field Experience &amp; Assessment</i></li> </ul> <p>CDE review of admission, counseling, content alignment, mastery of skills.</p> | <p>Commission acts on program approval.</p> <p>State Board of Education must send positive recommendation for Commission to consider proposal.</p>       |
| 2<br><b>P<br/>U<br/>B<br/>L<br/>I<br/>C</b> | <b>Public institution</b><br><br><b><u>New</u> degree program that is designed to prepare teachers or education professionals</b> | <p>All required degree approval materials (see CCHE Policy for Academic Program Approval) and information on the following:</p> <ul style="list-style-type: none"> <li>• Curriculum design for general education, major and professional knowledge</li> <li>• Course descriptions for major courses</li> </ul>  | <p>If performance data on existing teacher education programs demonstrate quality, review of documentation only.</p> <p>If performance data of existing programs indicate poor performance, on-site review.</p>   | <p>Commission acts on program approval after receiving State Board of Education recommendation regarding <i>Program standard: Mastery of Skills.</i></p> |

| Box   | Institution Type  | Materials Needed  | Process  | Approval Actions   |
|---|---|---|--|--|
|   |   | <ul style="list-style-type: none"> <li>• Assessment strategy</li> <li>• Field experience plan, qualifying criteria for master teachers, and list of individuals</li> <li>• Teaching skills/matrix of CDE standards to program design (waived if replicated in other degree program)</li> </ul>  | <p>Program will have complete review in next review visit.</p>   |  |
| <p><b>2</b></p> <p><b>P</b></p> <p><b>R</b></p> <p><b>I</b></p> <p><b>V</b></p> <p><b>A</b></p> <p><b>T</b></p> <p><b>E</b></p> | <p><b>All programs seeking teacher education authorization</b></p>  | <p>Modified set of materials addressing how teacher education standards are met, including:</p> <ul style="list-style-type: none"> <li>• Market analysis</li> <li>• Curriculum for general education, major and professional knowledge</li> <li>• Course descriptions for major courses</li> <li>• Assessment strategy</li> <li>• Field experience plan, qualifying criteria for master teachers, and list of individuals</li> <li>• Teaching skills/matrix of CDE standards to program design (may be waived if replicated in other degree program)</li> </ul> | <p>If performance data on existing teacher education programs demonstrates quality, review of documentation only.</p> <p>If performance data indicates problems, on-site review.</p> | <p>Commission acts on program approval after receiving State Board of Education recommendation.</p>  |
| <p><b>3</b></p> <p><b>P</b></p> <p><b>U</b></p> <p><b>B</b></p> <p><b>L</b></p> <p><b>I</b></p> <p><b>C</b></p>                 | <p><b><u>Currently approved degree program that is seeking approval for teacher preparation authorization</u></b></p> | <p>Materials that includes:</p> <ul style="list-style-type: none"> <li>• Curriculum design for general education, major and professional knowledge.</li> <li>• Course descriptions for major courses.</li> </ul>  | <p>If performance data on existing programs demonstrates quality, review of documentation only.</p> <p>If performance data indicates poor performance, on-site review.</p>           | <p>Commission acts on program approval after receiving State Board of Education recommendation regarding <i>Program standard: Mastery of Skills</i>.</p> |

| Box | Institution Type                      | Materials Needed  | Process   | Approval Actions   |
|-----|---------------------------------------|---|---|--|
| 4   | <b>Endorsement</b>                    | Materials that includes: <ul style="list-style-type: none"> <li>• Curriculum for major and professional knowledge</li> <li>• Teaching skills/matrix of CDE standards to program design (may be waived if replicated in other degree)</li> </ul> | CDE reviews teaching skills material<br><br>CCHE reviews content  | CDE recommends approval.<br><br>CCHE acts on approval as consent item in next CCHE agenda. |
| 5   | <b>Minor Curriculum Design Change</b> | Submit a letter that describes the curricular change, rationale, and impact on teacher candidates.  | CCHE staff determine if change meets program standards, including consulting with CDE if it involves mastery of skill elements. | Staff action<br><br>CCHE sends letter to institution and retains copy in file.             |

**COLORADO TEACHER EDUCATION PERFORMANCE MEASURES**

| <b>Statutory Performance Measures</b>  | <b>Performance Indicators</b>   | <b>Evidence for New Proposals<br/>[Evidence to show program is designed to achieve performance measure]</b>   | <b>Evidence for Five-Year Review<br/>[Evidence that shows the program achieved the measure]</b>   |
|--|---|---|---|
| <p><i>a.</i><br/><b>Admission System (Comprehensive admission system which includes screening and counseling for students who are considering becoming teacher candidates)</b></p> | <p>(1) Institution has adopted appropriate admission criteria for baccalaureate or post-baccalaureate teacher education programs.</p> | <p>Admission policy that specifies minimum qualifications for admission.</p>  | <p>Student profile of teacher ed candidates for the past 5 years of entering cohorts by teacher ed program, including demographic and academic profile.</p>   |
|  |   | <p>Analysis of accepted teacher education candidates by admission criteria OR<br/>Analysis of students enrolled in degree program by admission criteria.</p>  |   |
|  |   | <p>All teacher education candidates are reported and coded appropriately on the SURDS Spring 2000 Enrollment file.</p>  | <p>Correlation between admission standards and student success in completing teacher education program.</p>   |
|  |   | <p>a) Baccalaureate programs: number of applicants that demonstrate college writing and mathematical literacy skills.<br/>OR<br/>b) Post-baccalaureate programs: number of applicants that pass the PLACE content examinations.</p> | <p>a) Baccalaureate programs: number of applicants that demonstrate college writing and mathematical literacy skills.<br/>OR<br/>b) Post-baccalaureate programs: number of applicants that pass the PLACE content examinations.</p> |
|  | <p>(2) Multiple entry points exist for students considering teacher education</p>   | <p>Negotiated transfer agreement with community college that defines the required general education courses for teacher education (public institutions only).</p>   | <p>Data analysis showing junior standing of transfer students at point of entry and time-to-degree.</p>   |

**COLORADO TEACHER EDUCATION PERFORMANCE MEASURES**

| <b>Statutory Performance Measures</b> | <b>Performance Indicators</b>   | <b>Evidence for New Proposals<br/>[Evidence to show program is designed to achieve performance measure]</b>   | <b>Evidence for Five-Year Review<br/>[Evidence that shows the program achieved the measure]</b>   |
|---------------------------------------|---|---|---|
|                                       | (3) Institution has implemented a screening process that identifies successful teacher education candidates.                      | <p>Number of sophomore students by degree program</p> <p>Number of sophomores by degree program with cumulative GPA of 2.5 or above.</p> <p>Number of sophomores by degree program who demonstrated college writing proficiency.</p> <p>Number of sophomore by degree programs that meet or exceed the institution's admission criteria.</p> <p>Each program has adopted and published a written policy that describes the academic and professional expectations of teacher candidates.</p> <p>Each program has established criteria to assess a candidate's aptitude to relate to children.</p> | <p>Number accepted teacher ed. candidates</p> <p>Number of accepted teacher ed. students with cumulative GPA of 2.5 or above.</p> <p>Number of accepted teacher ed students who demonstrate college writing proficiency</p> <p>Number of accepted teacher ed students by program who have had previous experience working with children</p> |
|                                       | (4) Institution has implemented a counseling process to advise and position future teacher education candidates to be successful. | Counseling system that documents the advice an applicant receives regarding appropriate courses, including but not limited to advising history in student files, computer advising, holds on registration status.   | Number and percent of teacher education students who passed sophomore exam (i.e., have broad content knowledge in math, communication, science, social science, humanities)   |

## COLORADO TEACHER EDUCATION PERFORMANCE MEASURES

| Statutory Performance Measures   | Performance Indicators  | Evidence for New Proposals<br>[Evidence to show program is designed to achieve performance measure]   | Evidence for Five-Year Review<br>[Evidence that shows the program achieved the measure] |
|--|---|---|---|
| <b><i>b.</i></b><br><b><i>Ongoing screening and counseling of teacher candidates by practicing teachers or faculty members</i></b> | (1) Faculty members are responsible for meeting with assigned teacher education candidates at least once per term.  | List of assigned counseling responsibilities by faculty member and assigned student advisees.<br><br>Defined guidelines and process for referring, counseling, and redirecting teacher candidates that do not meet the expectations of a successful teacher education candidate as defined in program criteria.   | Profile of students admitted into teacher education programs                            |
|  | (2) Curriculum is designed to address content deficiencies of post-baccalaureate applicants (i.e., those who fail to pass the PLACE content exam on first attempt). | Data-driven advising system is in place and functioning that ensures that academic and professional progress of candidates is monitored regularly.  |   |
|  | (3) Each candidate meets with faculty members regularly to discuss curriculum plans and ways to integrate field experience with content knowledge.                  | Student records contain information on the advice provided by the faculty advisor, the action taken by the student, including actions or advise given to students who may not be suited for the teaching profession.<br><br>Retention rate of teacher ed. candidates and strategies that are in place to ensure strong retention.<br><br>Profile of candidates that are no longer in teacher ed. program. |   |

## COLORADO TEACHER EDUCATION PERFORMANCE MEASURES

| Statutory Performance Measures   | Performance Indicators   | Evidence for New Proposals<br>[Evidence to show program is designed to achieve performance measure]  | Evidence for Five-Year Review<br>[Evidence that shows the program achieved the measure]  |
|--|--|--|--|
| <p><i>c. Course work and field based training that integrates theory and practice (i.e., early field experience) and educates teacher candidates in the methodologies, practices and procedures of teaching standard-based education</i></p> | <p>(1) The undergraduate curriculum of teacher education program is designed that so a teacher ed. student can complete it in four academic years.</p> | <p>CURRICULUM REVIEW by Review Team to ascertain the likelihood of four-year graduation and the absence of hidden prerequisites.</p>   | <p>Graduation analysis of bachelor degree students</p> <ul style="list-style-type: none"> <li>- Early admission</li> <li>- Changed majors</li> <li>- Transfer</li> </ul> <p>Comparative analysis of students academic performance (GPA, retention, time-to-degree) by degree program, comparing</p> <ul style="list-style-type: none"> <li>- Teacher education track</li> <li>- Non-teaching tracks</li> </ul> |
|  | <p>(2) An appropriate mix of general education, content knowledge, professional knowledge exists</p>   | <p>CURRICULUM REVIEW by Review Team to ascertain the breadth and depth of curriculum prepares the teacher ed. candidate to successfully teach in the Colorado standards-based classroom at the licensure level (elementary, middle school, secondary).</p> |  |

## COLORADO TEACHER EDUCATION PERFORMANCE MEASURES

| Statutory Performance Measures | Performance Indicators   | Evidence for New Proposals<br>[Evidence to show program is designed to achieve performance measure]  | Evidence for Five-Year Review<br>[Evidence that shows the program achieved the measure] |
|--------------------------------|--|--|---|
|                                | (3) Course work and field experience integrates theory and practice. | <p>A written framework exists for the teacher ed. program, identifying the knowledge, skills, or dispositions to be developed in each course and field experience.</p> <p>Analysis if required course sequences reflect the alignment of student learning goals to field experience (theory to practice).</p> <p>The institution, school of education, and the academic department has a joint process for evaluating the students' performance on PLACE content tests and modifying the curriculum appropriately.</p> |   |

**COLORADO TEACHER EDUCATION PERFORMANCE MEASURES**

| <b>Statutory Performance Measures</b>   | <b>Performance Indicators</b>   | <b>Evidence for New Proposals<br/>[Evidence to show program is designed to achieve performance measure]</b>   | <b>Evidence for Five-Year Review<br/>[Evidence that shows the program achieved the measure]</b>  |
|---|---|---|--|
| <p><i>d. Each candidate completes a minimum of 800 hours of field experience that relates to predetermined learning standards</i></p> | <p>(1) Student teachers have a comprehensive, supervised field experience in a professional development school.</p> | <p>Defined field experience for the teacher candidate, with evidence indicating that the field experience for each student includes hands-on opportunities to:</p> <ul style="list-style-type: none"> <li>- deliver instruction</li> <li>- demonstrate how to adapt content knowledge to content standards</li> <li>- develop assessment tools to evaluate achievement of content standards</li> <li>- mentor individual students</li> <li>- diagnose learning difficulties</li> <li>- inform parents about students' progress and deficiencies</li> <li>- change teaching methods to respond to student needs</li> </ul> | <p>Individual assessments of student performance in professional development schools.</p> <p>Evaluation of aggregate student performance and plans to enhance or improve field experience to ensure intensive hands-on experiences or respond to deficiencies identified in 1<sup>st</sup> Yr. Teacher survey.</p> |
|   |   | <p>Observation of review team of the strength of the field experience as measured by Scope, Frequency, Intensity of each component listed above.</p>  | <p>Observation of review team of the strength of the field experience as measured by Scope, Frequency, Intensity of each component listed.</p>   |

## COLORADO TEACHER EDUCATION PERFORMANCE MEASURES

| Statutory Performance Measures | Performance Indicators   | Evidence for New Proposals<br>[Evidence to show program is designed to achieve performance measure]   | Evidence for Five-Year Review<br>[Evidence that shows the program achieved the measure]  |
|--------------------------------|--|---|--|
|                                | (2) Student teachers are prepared prior to field experience to understand the state laws that pertain to the classroom (e.g., health and safety) | Required experience prior to field placement to learn about applicable state school laws.   | <p>Evaluation by cooperating teacher that student teachers are prepared to handle the common safety and legal issues associated with teaching.</p> <p>Evaluation by Principals that 1<sup>st</sup> yr teachers are prepared to handle the common safety and legal issues associated with teaching.</p> |
|                                | (3) Student teachers are provided strong role models in the professional development schools to which they are assigned.                         | <p>Criteria for selecting cooperating K-12 teachers for student field experience.</p> <p>List of cooperating teachers/ K-12 schools that meet criteria.</p>   | Student responses from 1 <sup>st</sup> and 3 <sup>rd</sup> Yr. Teacher Survey regarding the relevance and strength of student teaching experience.   |
|                                | (4) Student teachers are provided continuous feedback and support from college faculty in professional school setting.                           | <p>Each student is pre-evaluated using PLACE or other content assessment data so that students are able to have a positive field experience and the faculty are able to provide appropriate support for the development of teacher candidate skills.</p> <p>Evaluation plan for student teachers in professional development schools.</p> |  |

## COLORADO TEACHER EDUCATION PERFORMANCE MEASURES

| Statutory Performance Measures   | Performance Indicators   | Evidence for New Proposals<br>[Evidence to show program is designed to achieve performance measure]   | Evidence for Five-Year Review<br>[Evidence that shows the program achieved the measure]   |
|--|--|---|---|
| <p><i>e. Demonstrate the skills required for licensure as specified by the State Board</i></p> | <p>(1) Graduates of teacher education programs meet the professional content standards as adopted by the SBE January 2000.</p> | <p>Curriculum Review of each degree program by CCHE/CDE Review Team to ensure that the curriculum provides sufficient preparation in:</p> <ul style="list-style-type: none"> <li>- Literacy,</li> <li>- Mathematics and Math literacy,</li> <li>- Content standards and assessment,</li> <li>- Content</li> <li>- Classroom and instructional management,</li> <li>- Individualized instruction</li> <li>- Technology</li> <li>- Educational governance</li> </ul> <p><b>Requires unqualified recommendation of the review panel.</b></p> | <p><b>LICENSURE DATA: percent of teacher ed graduates who achieved Colorado licensure.</b></p> <p><b>PLACEMENT DATA of the graduating cohort for the past five years by program, including</b></p> <ul style="list-style-type: none"> <li>- Number teaching in field of study</li> <li>- Number teaching out of field</li> <li>- Number substitute teaching</li> <li>- Number teaching out of state</li> <li>- Number not pursuing teaching career</li> </ul> |
|  |  | <p>Analysis of student performance on PLACE examination.</p> <p>Samples of teacher candidate work in developing instructional units and assessments related to the content standards.</p>   | <p>Correlation of student GPA to placement</p>  |

**COLORADO TEACHER EDUCATION PERFORMANCE MEASURES**

| <b>Statutory Performance Measures</b>  | <b>Performance Indicators</b>  | <b>Evidence for New Proposals<br/>[Evidence to show program is designed to achieve performance measure]</b>  | <b>Evidence for Five-Year Review<br/>[Evidence that shows the program achieved the measure]</b>   |
|--|--|--|---|
| <b><i>f. Comprehensive assessment of candidate's knowledge of subject matter</i></b> | (1) The student successfully demonstrates knowledge on written tests and in actual classroom settings. | Annotated curriculum that indicates how and when college faculty assess student's content mastery.<br><br>Quality of performance-based assessments developed or implemented by the higher education institution. | <b>Analysis of student performance on PLACE content examinations.</b><br><br>Analysis of student achievement on other performance-based assessments (i.e., tests developed by faculty, national tests). |
|  | (2) The student is able to demonstrate knowledge of content during the field experience.               | <b>CURRICULUM REVIEW by Review Team that content knowledge relates directly to the curriculum taught in the K-12 classroom.</b>  | <b>Results from 1<sup>st</sup> and 3<sup>rd</sup> Year teacher survey</b>   |
|  | (3) The first-year teacher is able to apply the content knowledge in the K-12 classroom                | <b>Results from 1<sup>st</sup> and 3<sup>rd</sup> Year teacher survey</b>  | <b>Performance of K-12 students on CSAP tests or district tests where CSAP not administered taught by graduates of the program</b>  |

**TOPIC: REVISED PLANS FOR ARAPAHOE COMMUNITY COLLEGE  
AND PIKES PEAK COMMUNITY COLLEGE**

**PREPARED BY: GAIL HOFFMAN**

**I. SUMMARY**

Arapahoe Community College and Pikes Peak Community College are both seeking inclusion on CCHE's prioritized list of state-funded projects for revised telecommunications life safety projects.

The two projects are:

- **Arapahoe Community College, Telephone Switch Deterioration and Life Safety Equipment – Emergency Phones, Security Cameras, and Call Identification. \$285,000: \$254,100 Capital Construction Funds Exempt, \$30,000 Cash Funds Exempt.** This is a request for exemption from the requirements of program planning. CCHE staff recommends restoration of this project on CCHE's prioritized list with a priority number of five now that CCHE staff has received updated information and completed its review of the revised project.
- **Pikes Peak Community College, Telephone System. \$834,793 Capital Construction Funds Exempt.** CCHE staff recommends inclusion of this late-submitted revised program plan on the prioritized list with a priority number of nine due to the serious life safety problems posed if the current telephone system collapses. The Commission may wish to assign a higher priority number to this project because of the serious condition of the telephone system and because the project could be completed in one funding cycle.

**II. BACKGROUND**

The Arapahoe Community College project was before the Commission at its October 2003 meeting. The Commission took no action. Between the time the agenda item was prepared and the October Commission meeting, CCHE staff became aware that the project had changed since it was first submitted. Arapahoe Community College had already spent some of its own resources on segments of the overall project and had decided to expand the project to include the purchase of additional security equipment. The CCHE staff review of the revised program plan waiver request is [Attachment A](#).

Pikes Peak Community College's Telephone System program plan has been revised from the first one submitted to CCHE in 2001 but not approved or funded due to limited state funds. Pikes Peak Community College did not submit the revised Telephone System program plan for fiscal year 2004-2005 in July 2003, however, because campus and

system officials did not consider the telephone system replacement to be as critical as it has turned out to be. Since July, officials have learned that not only would technical support for the Siemens Saturn System not be available after 2003, but that reconditioned parts would also no longer be available. Some parts may not be available in the next four months. Pikes Peak Community College could be without any primary communication until the whole system is replaced, resulting in the inability to contact outside agencies for fire, bomb threats, and medical emergencies; non-working panic alarms in administrative offices if campus employees are confronted by disgruntled students or employees; and possible enrollment declines because of the telephone registration system not working.

Pikes Peak Community College intends to replace the current system with an Internet-protocol PBX telephone system that would integrate all telecommunications—voice, video, and data—into one system for significant savings. The Community Colleges of Colorado system pushed the technology in program plan submittals in 2001 but none of the community college proposals from both the system and individual colleges was funded due to limited state revenues. In the two years, the technology has become more reliable. More details about the revised program plan are in [Attachment B](#).

### III. STAFF ANALYSIS

Both these telecommunications plans should be placed on CCHE's priority list because of the life safety issues posed by an obsolete telephone switch at Arapahoe Community College and by complete telecommunications collapse at Pikes Peak Community College. If the Pikes Peak Community College revised program plan had been submitted with all other program plans for the FY 2004-2005 year, it may have received a higher priority number because of its relative low cost, the ability of the college to finish it in one funding cycle, and the critical nature of the request.

### IV. STAFF RECOMMENDATION

**That the Commission:**

- 1. Approve these revised proposals: 1) Arapahoe Community College Telephone Switch Deterioration and Life Safety Equipment - Emergency Phones, Security Cameras, and Caller Identification (\$285,000: \$254,100 Capital Construction Funds Exempt and \$30,900 Cash Funds Exempt) and 2) Pikes Peak Community College Telephone System (\$834,793 Capital Construction Funds Exempt).**
- 2. Restore the Arapahoe Community College Telephone Switch Deterioration project to the CCHE prioritized list of state-funded projects referred to the General Assembly for funding and restore the priority number of five for the project.**

- 3. Add the revised program plan for Pikes Peak Community College Telephone System to the CCHE prioritized list, and assign it a priority number of nine.**

**Appendix A**

**STATUTORY AUTHORITY**

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

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

(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 land 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) (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.

# STATE OF COLORADO

**Department of Higher Education  
COLORADO COMMISSION ON HIGHER EDUCATION**

Raymond T. Baker, Chair  
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Judy Weaver



Bill Owens  
Governor

Timothy E. Foster  
Executive Director

## MEMORANDUM

TO: Joan Johnson, Director, Capital Assets

FROM: Gail Hoffman, Facility Planning Analyst

DATE: December 10, 2003

\_\_\_\_\_  
Approval

SUBJECT: **Arapahoe Community College Telephone Switch Deterioration and Life Safety Equipment -Emergency Phones, Security Cameras, and Caller Identification Revised Program Plan Waiver Request (\$285,000: \$254,100 Capital Construction Funds Exempt, \$30,900 Cash Funds Exempt)**

### REQUEST FOR FACILITY PROGRAM PLAN EXEMPTION

I certify that this minor capital improvement project is consistent with facilities master planning and is consistent with Commission policy for delegation of approval authority for certain capital construction projects costing less than \$500,000.

I recommend exemption of this project from the statutory requirements of program planning. I also recommend restoration of this project on the CCHE prioritized list of eight state-funded projects that CCHE is forwarding to the General Assembly. I recommend this project receive a priority number of four.

### JUSTIFICATION

The Arapahoe Community College (ACC) Facilities Master Plan that CCHE approved in 2002 discussed several information technology initiatives in the 2001 ACC Information Technology Master Plan. Those initiatives included smart classrooms, more computerized laboratories, and increases in computer information science laboratories. None of those initiatives will be possible without improvements to the basic telephone infrastructure that is part of this request.

This project is needed because the Fujitsu 9600 M phone switch with 1,000 lines or connections, voice mail, and desk telephones that ACC purchased in 1998 with a \$349,000 appropriation reached full capacity in April 2001. Lack of capacity of the telephone switch is keeping ACC

from adding more services for staff and for the growing population of students taking classes on-line. The switch became inadequate to handle ACC telephone traffic due to:

- Addition of 105 security telephones since 1998 as a safety precaution in each laboratory and classroom;
- Opening of the new campus in Douglas County;
- Expanded operations at its other extended campus in the Denver Technological Center;
- Addition of 23,000 square feet of library space at the main campus;
- Addition of a long-term lease for the Spring International Language Center in July 2002; and
- Addition of several dial-in telephone lines for on-line students to access computer servers and computer-related instructional materials.

This revised project has two independent goals: replace deteriorating telecommunications equipment and purchase life safety equipment. Below are specifics on each goal; the items with asterisks at the beginning are additions since the submittal in July 2003:

#### *Replace Deteriorating Telecommunications Equipment*

- Replace the three outmoded telephone switch on campus with ones that can handle more traffic. This will include backup power for all three switches in case of power outages;
- Replace telephones and software across all ACC campus locations (main campus in Littleton and extended campuses in Douglas County and the Denver Technological Center) so that the equipment will be ready for Internet-protocol communications and so that redundancy is increased to increase security of the system;
- \*Replace Voice Mail Server that the vendor no longer supports. Unsupported voice mail server and the voice mail that runs on an old operating system put the college at risk. The voice mail server supports faculty, staff, and administrators of the college and handles calls that come into the campus from the community and students;
- Replace software for the switch, voicemail, and extended campus sites to include such enhancements as call accounting, conference calling, and quality assurance modules. Call accounting will allow ACC to equitably share telephone usage costs between departments and track incoming and outgoing calls; and
- \*Upgrade data and voice cabling in 16 telecommunications closets that is deteriorating and needs repair that serves faculty, staff, administrators, and instructional classrooms. The cabling is improperly installed, not adequately cared for, is not in accordance with industry standards, and may not comply with fire codes.

#### *Purchase Life Safety Equipment*

- Install 13 self-contained, weatherproof emergency telephones in ACC-controlled parking lots. Each unit would include a weatherproof cover and a wireless telephone that would be compatible with the college's existing phone system and police dispatch two-way radios connected to the ACC Campus Police dispatcher and 911;
- Install weatherproof security cameras mounted on existing light poles in parking lots and at main building entrances. Camera images will be recorded for 24 hours a day and cabled back to ACC Campus Police dispatch for review on a rotating basis;

- \*Install an E-911 system to provide enhanced 911 address resolution for the main campus, the Denver Technological Center, and the extended campus in Douglas County (Parker). Currently, if an emergency call comes in from any of three sites, the dispatcher sees only ACC's main billing address at 5900 South Santa Fe Drive, Littleton. To protect safety of ACC staff and students, ACC should be able to provide campus site, building, and the location of the emergency within a building. Failure to be able to provide this service could result in loss of life and serious liability for the college; and
- Purchase PRI T-1 cards to allow for identification of calls from and to the ACC campus. ACC currently has no caller identification system because the telecommunications equipment was purchased before that feature became popular. The lack of the caller ID function means that ACC students who are contacted by ACC staff and faculty at home often won't pick up the telephone because "Arapahoe Community College" does not appear on the call box. It also means that law enforcement and medical calls may not get the quick response needed if the caller accidentally hangs up before giving pertinent information.

Below is a table outlining the expected equipment costs:

**Equipment Costs**

| <i>Equipment Description</i>   | <i>Expected Costs</i>              |
|--|------------------------------------|
| <i>Deteriorated Telephone Equipment Replacement</i>  | <i>\$145,000</i><br><i>(Total)</i> |
| Software to upgrade from release 10 to release 14C for Fujitsu phone switch (includes software for two remote sites) | \$10,000                           |
| Replacement of floppy disk backup with up-to-date flash ROM backup for the Fujitsu phone switch.                     | \$4,000                            |
| Replacement of approximately 30 percent of existing phone sets.  | \$32,500                           |
| Replacement of call accounting hardware and software that vendors no longer support.                                 | \$25,000                           |
| Quality assurance software and hardware for recording and auto attendant.  | \$20,000                           |
| Power backups for three telephone switches   | \$13,000                           |
| <i>Life Safety Equipment</i>   | <i>\$97,000</i><br><i>(Total)</i>  |
| 13 stand-alone emergency phone and camera equipment for ACC parking lots   | \$86,000                           |
| Six PRI T-1 cards for caller identification  | \$10,000                           |
| <i>Subtotal</i>  | <i>\$242,000</i>                   |
| <i>Contingency (5 percent)</i>   | <i>\$12,100</i>                    |
| <i>Total</i>   | <i>\$254,100</i>                   |

In addition to the \$254,100 outlined above, ACC has already spent some of the \$30,900 cash funds included in the overall cost, bringing the project total to \$285,000. The three items not included in the original request—the E-911 system, replacement of the voice mail server, and upgrades to data and voice cabling—are part of the reason for the increased cost, but not entirely. Some aspects of the project will be accomplished at less cost than originally anticipated due to decreasing costs for telecommunications equipment, giving ACC additional funds to accomplish other tasks.

## BACKGROUND

ACC first sought state funding for an upgraded telephone system in 2002 for fiscal year (FY) 2003-2004. When state revenues were not available for the \$254,100 project, ACC implemented portions of the original request with its cash funds. Carrying out part of the project with cash funds made officials realize it had additional telecommunications needs. But when I reviewed the resubmitted project in summer 2003, I assumed it was the same project as had been recommended for funding in FY 2003-2004. Upon discovering that the project had been revised since 2002, CCHE staff requested ACC submit additional documentation. In the meantime, CCHE staff recommended that the Commission not approve or disapprove the project at its October 2003 meeting until ACC gave CCHE more information. As a result of this review of the revised request, I recommend the priority number of four again be assigned to it.

Because of the discoveries made while implementing parts of the project with its own cash funds, ACC decided to broaden the scope of the project. However, ACC is still seeking just \$254,100 in state funding. The additional \$30,900 will come from ACC's cash funds.

## FINANCING

Unlike many requests for program plan waivers, this one seeks state capital construction dollars for the majority of the project. That's because ACC contends that the cost of the equipment and upgrades is "beyond the limited financial resources of the college." The \$30,900 of cash funds exempt will come from the Renewal and Replacement fund, including money that was to be used for a backup boiler.

GAH

**REVISED PROGRAM PLAN EVALUATION FY 2004-05**

Colorado Commission on Higher Education

|  |  |
|--|--|
| <b>Project:</b> Telephone System                             | <b>Institution:</b> Pikes Peak Community College |
| <b>Original Submittal Date:</b> April 30, 2001               | <b>Revision Date:</b> December 5, 2003           |
| <b>Total Project Cost:</b> \$834,793                         | <b>Total Square Footage</b>                      |
| <b>Anticipated Project Completion Date:</b><br>November 2005 | <b>New Construction:</b>                         |
| <b>Construction Cost:</b> N/A                                | <b>Remodel:</b>                                  |
| <b>Purpose Code:</b> F4                                      | <b>Cost per Square Foot:</b>                     |
|  | <b>New Construction:</b>                         |
|  | <b>Remodel:</b>                                  |

**Phased Funding:**

|       | 2004-05   | 2005-06 | 2006-07 | 2007-08 | 2008-09 | Total     |
|-------|-----------|---------|---------|---------|---------|-----------|
| CCFE  | \$834,793 |         |         |         |         | \$834,793 |
| CF    |           |         |         |         |         |           |
| CFE   |           |         |         |         |         |           |
| FF    |           |         |         |         |         |           |
| Total | \$834,793 |         |         |         |         | \$834,793 |

**Evaluation:****Project Description:**

Pikes Peak Community College (PPCC) in 2001 proposed a \$1.3 million project to replace the aging telephone system with an Internet-Protocol telephone system that would integrate all telecommunications—voice, video and data communications—into an Internet-protocol PBX system for significant savings. If it had been funded, the circa-1987 Siemens Saturn System would have been replaced. Even then, the telephone system was outdated due to substantial increases in telephone traffic. The causes of the increased telephone traffic included:

- Opening of Rampart Range Campus;
- Use of two leased sites; and
- Opening of two Child Development Centers at two different campuses in early 2004.

The telecommunications system has grown incrementally to meet the needs of site expansion, integration with the University of Colorado at Colorado Springs, and growth from 400 to 2,500 lines. The college has outgrown the current system and cannot upgrade it for future growth because the vendor only guaranteed parts for the system for 10 years and will discontinue technical support in 2003. The college has to buy reconditioned parts and when they are no longer available, outages could occur. The telephone system may be one lightning strike away from complete collapse.

When the project went unfunded due to limited state revenues, PPCC continued making small repairs to the system, hoping that state revenues would improve. The college did not submit this revised program plan by the July 15, 2003, deadline for fiscal year (FY) 2004-2005 because it believed it could still make do with what it had and didn't believe it could maintain that the project was a true life and safety one, as CCHE and the Office of State Planning and Budgeting requested of all submittals for state capital construction dollars. In the intervening months, however, PPCC officials learned that reconditioned parts for the Siemens Saturn System will no longer be available because of diminished supplies. Some of those reconditioned parts may not be available in as soon as 120 days. This is on top of previous information that technical support for the Siemens Saturn System would not be available after 2003. That information has pushed the project into a life and safety issue.

If the system has a major equipment breakdown, PPCC will be without any primary communication until the whole system is replaced. This would have the following serious impacts:

- PPCC's ability to contact outside agencies in case of emergencies, such as fire, bomb threats, and medical emergencies for the 6,000 students and staff at the two campuses would be disabled;
- Panic alarms installed in the cashier area and administrative personnel offices will be ineffective. Alarms in administrative offices should be active at all times in case of trouble from disgruntled students or staff.
- Telephone registration, which about half the students use, could cause a serious drop in enrollment from just being down one day. PPCC then would return to the system of long registration lines and upset students.

### **CCHE Recommendations:**

This request should be approved because of the necessity of the college having a reliable telecommunications network.

### **CCHE Comments:**

*Voice Over Internet Protocol Technologies:* The voice-over Internet protocols technology that is a major part of this project is one that the Colorado Community College System pushed in 2001 with requests for a statewide voice-over-Internet protocol system as a

model for others. Other community colleges submitted similar requests the same year, but none were funded due to limited state capital construction funds. The technology could result in substantial savings in long-distance calls. When first proposed in 2001, the technology was relatively unknown. Today, however, the technology has become more reliable.

*Cost Reductions:* Cable and technology prices have gone down considerably since the request was first made in 2001, one of the major reasons why the total cost went from \$1.3 million to \$834,793. PPCC also has decided that its own staff can complete installation of certain areas of the new system. (Completion of two controlled maintenance projects under budget has given PPCC about \$150,000 that State Buildings and Real Estate Programs may recommend should be returned to PPCC for this particular project.)

### **Requirements:**

Requirements for implementation of this project include:

Internet-protocol telephones—The plan calls for the purchase of 1,600 telephones. The new equipment would allow up to 10,000 extensions at each location, making it possible for staff to have the same telephone numbers no matter where they have their offices on any given day. Sites that are outside the local service area would be able to use the Internet to make telephone calls to the college and the college can contact off-campus sites at less cost. The new system would provide E-911 enhancement so that emergency agencies can receive information quickly about fire, police, or medical emergencies on campus.

Staffing—Personnel already are being reorganized and trained to provide for the transition from circuit to network-based telephony.

Data Network—The data network would be extended and upgraded. The Rampart Range Campus is the only part of the college wired for the future. The Centennial Campus and Downtown Studio have about 60% of the necessary wiring for Internet-protocol telephony. The remaining 40% would have to be upgraded. Although most of the present data equipment has the necessary capacity to integrate the two technologies, some equipment will need to be upgraded or replaced. The proposed Internet-protocol system will combine data and voice, currently two separate systems.

### **Building Functional Uses:**

This project will not change the use of any building, merely the tools available.

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

This project will not change building efficiency.

**Alternatives:**

The college could continue to use the current system after 2003, but that would mean no expansion of the current system because it already is at maximum capacity. Data and voice systems could continue to be separate for many years, but that would make it difficult to provide the services that can keep the college competitive with others. Students, faculty, and staff would not be able to use the expanded service of the new system.

**Consistency with the Institutional Master Plan:**

Pikes Peak Community College does not have an Information Technology Master Plan on file with CCHE.

**Consistency with Institutional 5-Year Capital Improvements Program Schedule:**

This project is in the 5-year program schedule for Pikes Peak Community College, but in the plan submitted for FY 2003-2004, it wasn't planned to start until FY 2005-2006.

**Approved by Governing Board:**

The Board of Trustees of Community Colleges of Colorado approved the original program plan on April 12, 2001, and the revised plan on December 10, 2003.

**Appropriateness of Financing:**

Capital construction funds are a reasonable funding source for this project. If state money is at all available, it should be spent on a project such as this one that can be completed in one year and is urgently needed for safety reasons. CCHE staff met with PPCC's Eva Reynolds, director of facilities management, before the Community Colleges of Colorado meeting to suggest PPCC explore cash funding all or part of the project if no state money is available for fiscal year 2004-2005. Asking for a student fee hike and urging the college's foundation to do some serious fund-raising were among the possibilities discussed.

**TOPIC: 2004 REPORT ON NEWLY APPROVED DEGREE PROGRAMS**

**PREPARED BY: CAROL FUTHEY**

**I. SUMMARY**

Program approvals and closures reflect higher education's responsiveness to market demands in keeping with the Commission's Master Plan. The 2004 Report on Newly Approved Degree Programs outlines the implementation of the new academic programs that the Commission has approved within the last five years or that are still operating with provisional status at four-year public colleges and universities. Review of newly approved degree programs until they are fully implemented is part of CCHE's statutory approval responsibility. By contrast, the annual report on low demand programs examines four-year and graduate degree programs that have full program approval but are not meeting CCHE degree benchmarks after five years. The Commission delegates the authority to the governing boards for monitoring and taking action on fully approved degree programs.

The report on newly approved degrees compares the projected enrollment and graduation numbers originally provided by the proposing institution with the actual data of the degree program following implementation. For the 2004 report, enrollment and graduation data are provided for the 34 programs—excluding vocational certificates and two-year degree programs—that were approved between FY 1998 and FY 2002 plus two programs continuing on provisional status from last year's report. Of the 34 new programs,

- 20 approvals (59%) were at the baccalaureate level;
- 19 (56%) were proposed by the University of Colorado; and
- 5 (15%) were approved in FY 2002.

More specifically, the staff analysis examines the performance of the seven programs listed below that were implemented in FY 1998:

- Colorado State University – B.S., Environmental Engineering
- University of Colorado - Boulder – B.S., Environmental Engineering
- University of Colorado - Boulder – B.A., Women's Studies
- University of Colorado - Colorado Springs – B.S., Mechanical Engineering
- University of Colorado - Colorado Springs – M.S., Mechanical Engineering
- University of Colorado - Denver – B.S., Psychology
- University of Colorado Health Sciences Center – Pharm.D., Pharmacy

Also included in this year’s review are two programs that have been on provisional status:

- Colorado State University – M.S., Cell and Molecular Biology
- University of Colorado Health Sciences Center – Ph.D., Clinical Science.

Full approval is recommended for seven programs, and if adopted, they will no longer be included in subsequent reports on newly approved degree programs.

**II. BACKGROUND**

As part of its degree approval responsibilities, the Commission monitors the enrollment and graduation performance of recently approved programs. In accordance with CCHE policy, the proposing institution provides five-year enrollment and completion projections to justify that significant need exists in Colorado for the state to support the proposed degree. The Commission relies on these projections as a reliable assessment of program demand. With the revisions of the Policy and Procedures for the Approval of New Academic Programs in State-Supported Institutions of Higher Education in Colorado, as well as the Review Policy and Procedures for Newly Approved Academic Degree Programs, each policy strengthens the role of governing boards and requires them to assume greater responsibility for program review decisions.

**III. STAFF ANALYSIS**

**A. Status of Newly Approved Programs**

Currently 34 degree programs are in the post-approval review phase (Tables 1, 2, and 3) of which seven are subject to review in January 2004. Six of the seven programs are recommended for full approval.

**Table 1. BACCALAUREATE AND GRADUATE PROGRAM APPROVALS BY YEAR  
FOR COLORADO PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES  
FY 1998 - 2002**

| Fiscal Year of Approval | Total Number Programs Approved by Level -- |          |            |          | TOTAL     |
|-------------------------|--|----------|------------|----------|-----------|
|                         | Baccalaureate                              | Master's | Specialist | Doctoral |           |
| 1998                    | 5  | 1        | -          | 1        | 7         |
| 1999                    | 3  | 1        | 1          | 1        | 6         |
| 2000                    | 4  | -        | -          | 1        | 5         |
| 2001                    | 7  | 3        | -          | 1        | 11        |
| 2002                    | 2  | 1        | -          | 2        | 5         |
| <b>TOTAL</b>            | <b>21</b>                                  | <b>6</b> | <b>1</b>   | <b>6</b> | <b>34</b> |

**Table 2. SUMMARY OF PROGRAM APPROVALS BY INSTITUTION FOR  
 COLORADO PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES  
 FY 1998 - 2002**

| Institution  | Total Number Programs Approved by Level -- |          |            |          | TOTAL     |
|--------------|--|----------|------------|----------|-----------|
|              | Baccalaureate                              | Master's | Specialist | Doctoral |           |
| ASC          | 1  | -        | -          | -        | 1         |
| CSM          | -  | 1        | -          | -        | 1         |
| CSU          | 2  | 2        | -          | -        | 4         |
| CSUP         | 1  | -        | -          | -        | 1         |
| FLC          | 1  | -        | -          | -        | 1         |
| Mesa         | 2  | -        | -          | -        | 2         |
| Metro        | 1  | -        | -          | -        | 1         |
| UCB          | 3  | 1        | -          | 3        | 7         |
| UCCS         | 2  | 2        | -          | 1        | 5         |
| UCD          | 3  | -        | 1          | 1        | 5         |
| UCHSC        | -  | 0        | -          | 1        | 1         |
| UNC          | 1  | 0        | -          | -        | 1         |
| WSC          | 4  | -        | -          | -        | 4         |
| <b>TOTAL</b> | <b>21</b>                                  | <b>6</b> | <b>1</b>   | <b>6</b> | <b>34</b> |

**Table 3. DEGREE PROGRAM APPROVAL REPORT FOR NEWLY APPROVED DEGREE PROGRAMS  
APPROVED DURING FY 1998 - 2002 AND IMPLEMENTED DURING FY 1999-2003**

| Institution                    | Program Summary                               | Enrollment/Graduates for Programs Implemented in FY -- |                      |      |      |      |    |    |
|--------------------------------|---|--|----------------------|------|------|------|----|----|
|                                |   | 1999   | 2000                 | 2001 | 2002 | 2003 |    |    |
| ASC                            | Interdisciplinary Studies<br>24.0101          | Enrollment: Projected                                  |                      |      | 289  | 297  |    |    |
|                                |   | Actual   |                      |      | 20   | 302  |    |    |
|                                | B.A.<br>Approved: January 2001                | Graduates: Projected                                   |                      |      | 0    | 51   |    |    |
|                                |   | Actual   |                      |      | 51   | 62   |    |    |
| CSM                            | Engineering & Technology Mgmt<br>14.3001      | Enrollment: Projected                                  |                      |      | 20   | 27   |    |    |
|                                |   | Actual   |                      |      | 19   | 49   |    |    |
|                                | M.S.<br>Approved: January 2001                | Graduates: Projected                                   |                      |      | 19   | 26   |    |    |
|                                |   | Actual   |                      |      | 9    | 34   |    |    |
| CSU                            | Computer Engineering<br>14.0901               | Enrollment: Projected                                  |                      |      | 133  | 113  |    |    |
|                                |   | Actual   |                      |      | 11   | 48   |    |    |
|                                |   | B.S.<br>Approved: June 2001                            | Graduates: Projected |      |      | 22   | 27 |    |
|                                |   |  | Actual               |      |      | 0    | 2  |    |
|                                | Environmental Engineering<br>14.1401          | Enrollment: Projected                                  | 25                   | 35   | 45   | 55   | 70 |    |
|                                |   | Actual   | 12                   | 28   | 32   | 39   | 36 |    |
|                                |   | B.S.<br>Approved: 1998                                 | Graduates: Projected | 5    | 7    | 9    | 11 | 14 |
|                                |   |  | Actual               | 0    | 2    | 3    | 8  | 5  |
|                                | Electrical Engineering<br>14.1001 02          | Enrollment: Projected                                  |                      | 5    | 12   | 24   | 31 |    |
|                                |   | Actual   |                      | 19   | 15   | 20   | 6  |    |
|                                |   | M.E.E.<br>Approved: September 1998                     | Graduates: Projected |      | 0    | 0    | 5  | 7  |
|                                |   |  | Actual               |      | 0    | 4    | 5  | 6  |
|                                | Engineering<br>14.0101                        | Enrollment: Projected                                  |                      |      |      | 5    | 7  |    |
|                                |   | Actual   |                      |      |      | 0    | 18 |    |
| M.E.<br>Approved: January 2001 |   | Graduates: Projected                                   |                      |      |      | 0    | 0  |    |
|                                |   | Actual   |                      |      |      | 1    | 6  |    |
| CSUP                           | Liberal Studies<br>24.0101                    | Enrollment: Projected                                  |                      |      | 192  | 204  |    |    |
|                                |   | Actual   |                      |      | 173  | 282  |    |    |
|                                | B.S.<br>Approved: June 2001                   | Graduates: Projected                                   |                      |      | 51   | 55   |    |    |
|                                |   | Actual   |                      |      | 2    | 29   |    |    |
| FLC                            | Interdisciplinary Studies<br>24.0101          | Enrollment: Projected                                  |                      |      | 30   | 31   |    |    |
|                                |   | Actual   |                      |      | 51   | 112  |    |    |
|                                | B.A.<br>Approved: January 2001                | Graduates: Projected                                   |                      |      | 28   | 29   |    |    |
|                                |   | Actual   |                      |      | 4    | 19   |    |    |
| MESA                           | Environmental Science & Technology<br>03.0102 | Enrollment: Projected                                  |                      | 40   | 52   | 72   |    |    |
|                                |   | Actual   |                      | 11   | 58   | 76   |    |    |
|                                |   | B.S.<br>Approved: June 2000                            | Graduates: Projected |      | 8    | 5    | 5  |    |
|                                |   |  | Actual               |      | 0    | 6    | 12 |    |
|                                | Computer Information Systems<br>52.1201       | Enrollment: Projected                                  |                      |      |      | 56   | 60 |    |
|                                |   | Actual   |                      |      |      | 17   | 18 |    |
| B.A.<br>Approved: January 2001 | Graduates: Projected                          |  |                      |      | 20   | 22   |    |    |
|                                | Actual  |  |                      |      | 12   | 12   |    |    |
| METRO                          | Human Development<br>42.0701                  | Enrollment: Projected                                  |                      |      |      | 25   |    |    |
|                                |   | Actual   |                      |      |      | 17   |    |    |
|                                | B.A.<br>Approved: January 2002                | Graduates: Projected                                   |                      |      |      |      | 0  |    |
|                                |   | Actual   |                      |      |      |      | 0  |    |

(continued)

**Table 3. DEGREE PROGRAM APPROVAL REPORT FOR NEWLY APPROVED DEGREE PROGRAMS  
APPROVED DURING FY 1998 - 2002 AND IMPLEMENTED DURING FY 1999-2003**

| Institution                       | Program Summary                      |                       | Enrollment/Graduates for Programs Implemented in FY -- |      |      |      |      |
|-----------------------------------|--------------------------------------|-----------------------|--|------|------|------|------|
|                                   |                                      |                       | 1999   | 2000 | 2001 | 2002 | 2003 |
| UCB                               | Astronomy<br>40.0201                 | Enrollment: Projected |  |      | 15   | 39   | 50   |
|                                   |                                      | Actual                |  |      | 51   | 92   | 108  |
|                                   | B.A.<br>Approved: June 2000          | Graduates: Projected  |  |      | 0    | 0    | 10   |
|                                   |                                      | Actual                |  |      | 0    | 4    | 8    |
|                                   | Environmental Engineering<br>14.1401 | Enrollment: Projected | 31   | 42   | 50   | 54   | 54   |
|                                   |                                      | Actual                | 8  | 33   | 36   | 49   | 52   |
|                                   |                                      | Graduates: Projected  | 5  | 8    | 10   | 14   | 14   |
|                                   |                                      | Actual                | 0  | 2    | 1    | 0    | 12   |
|                                   | Women's Studies<br>05.0207           | Enrollment: Projected | 60   | 60   | 60   | 60   | 60   |
|                                   |                                      | Actual                | 61   | 62   | 73   | 66   | 68   |
|                                   |                                      | Graduates: Projected  | 0  | 8    | 15   | 18   | 19   |
|                                   |                                      | Actual                | 19   | 19   | 20   | 15   | 13   |
|                                   | Environmental Studies<br>03.0102     | Enrollment: Projected |  |      |      | 5    | 10   |
|                                   |                                      | Actual                |  |      |      | 0    | 21   |
|                                   |                                      | Graduates: Projected  |  |      |      | 4    | 4    |
|                                   |                                      | Actual                |  |      |      | 0    | 2    |
|                                   | Environmental Studies<br>03.0102     | Enrollment: Projected |  |      |      | 3    | 6    |
|                                   |                                      | Actual                |  |      |      | 0    | 6    |
|                                   |                                      | Graduates: Projected  |  |      |      | 0    | 0    |
|                                   |                                      | Actual                |  |      |      | 0    | 2    |
| Cognitive Science<br>42.0301      | Enrollment: Projected                |                       |  | 4    | 7    | 10   |      |
|                                   | Actual                               |                       |  | 1    | 1    | 8    |      |
|                                   | Graduates: Projected                 |                       |  | 0    | 2    | 2    |      |
|                                   | Actual                               |                       |  | 0    | 2    | 2    |      |
| Neuroscience<br>26.0608           | Enrollment: Projected                |                       |  |      |      | 4    |      |
|                                   | Actual                               |                       |  |      |      | 28   |      |
|                                   | Graduates: Projected                 |                       |  |      |      | 0    |      |
|                                   | Actual                               |                       |  |      |      | 5    |      |
| UCCS                              | Computer Engineering<br>14.0901      | Enrollment: Projected |  |      | 27   | 33   | 44   |
|                                   |                                      | Actual                |  |      | 28   | 53   | 56   |
|                                   | B.S.<br>Approved: September 1999     | Graduates: Projected  |  |      | 0    | 0    | 3    |
|                                   |                                      | Actual                |  |      | 0    | 5    | 7    |
| Mechanical Engineering<br>14.1901 | Enrollment: Projected                | 36                    | 68   | 108  | 120  | 125  |      |
|                                   | Actual                               | 22                    | 60   | 78   | 101  | 140  |      |
|                                   | Graduates: Projected                 | 0                     | 0  | 5    | 10   | 18   |      |
|                                   | Actual                               | 0                     | 0  | 3    | 9    | 18   |      |
| Applied Geography<br>45.0799      | Enrollment: Projected                |                       |  |      |      | 4    |      |
|                                   | Actual                               |                       |  |      |      | 0    |      |
|                                   | Graduates: Projected                 |                       |  |      |      | 0    |      |
|                                   | Actual                               |                       |  |      |      | 3    |      |
| Mechanical Engineering<br>14.1901 | Enrollment: Projected                | 10                    | 17   | 27   | 30   | 32   |      |
|                                   | Actual                               | 3                     | 9  | 15   | 23   | 30   |      |
|                                   | Graduates: Projected                 | 0                     | 0  | 2    | 4    | 7    |      |
|                                   | Actual                               | 0                     | 0  | 1    | 1    | 2    |      |
| Electrical Engineering<br>14.1001 | Enrollment: Projected                |                       | 0  | 3    | 3    | 2    |      |
|                                   | Actual                               |                       | 26   | 26   | 22   | 24   |      |
|                                   | Graduates: Projected                 |                       |  |      |      |      |      |
|                                   | Actual                               |                       | 2  | 4    | 3    | 2    |      |

(continued)

**Table 3. DEGREE PROGRAM APPROVAL REPORT FOR NEWLY APPROVED DEGREE PROGRAMS  
APPROVED DURING FY 1998 - 2002 AND IMPLEMENTED DURING FY 1999-2003**

| Institution                     | Program Summary                    | Enrollment/Graduates for Programs Implemented in FY -- |      |      |      |      |     |
|---------------------------------|------------------------------------|--|------|------|------|------|-----|
|                                 |                                    | 1999   | 2000 | 2001 | 2002 | 2003 |     |
| UCD                             | Communication                      | Enrollment: Projected                                  |      | 186  | 186  | 186  | 186 |
|                                 | 09.0101                            | Actual   |      | 313  | 340  | 387  | 390 |
|                                 | B.A.                               | Graduates: Projected                                   |      | 54   | 54   | 54   | 54  |
|                                 | Approved: November 1998            | Actual   |      | 69   | 81   | 108  | 131 |
|                                 | Psychology                         | Enrollment: Projected                                  | 30   | 45   | 53   | 57   | 59  |
|                                 | 42.1101                            | Actual   | 56   | 70   | 71   | 81   | 100 |
|                                 | B.S.                               | Graduates: Projected                                   | 5    | 7    | 8    | 9    | 9   |
|                                 | Approved: March 1998               | Actual   | 11   | 11   | 16   | 13   | 16  |
|                                 | Theatre                            | Enrollment: Projected                                  |      | 39   | 39   | 40   | 40  |
|                                 | 50.0501                            | Actual   |      | 57   | 66   | 72   | 68  |
|                                 | B.A.                               | Graduates: Projected                                   |      | 12   | 12   | 12   | 12  |
|                                 | Approved: November 1998            | Actual   |      | 3    | 4    | 14   | 8   |
| School Psychology               | Enrollment: Projected              |  | 10   | 25   | 30   | 30   |     |
| 42.1701                         | Actual                             |  | 39   | 72   | 65   | 66   |     |
| Ed.S                            | Graduates: Projected               |  | 0    | 10   | 15   | 15   |     |
| Approved: February 1999         | Actual                             |  | 0    | 26   | 16   | 12   |     |
| Computer Science & Info Systems | Enrollment: Projected              |  |      |      |      | 5    |     |
| 11.0101                         | Actual                             |  |      |      |      | 11   |     |
| Ph.D.                           | Graduates: Projected               |  |      |      |      | 0    |     |
| Approved: March 2002            | Actual                             |  |      |      |      | 0    |     |
| UCHSC                           | Pharmacy                           | Enrollment: Projected                                  | 90   | 178  | 263  | 347  | 347 |
|                                 | 51.2001                            | Actual   | 145  | 154  | 270  | 366  | 437 |
|                                 | Pharm.D.                           | Graduates: Projected                                   | 0    | 0    | 0    | 84   | 84  |
|                                 | Approved: February 1998            | Actual   | 60   | 52   | 49   | 48   | 80  |
| UNC                             | Allied Health/Resource Development | Enrollment: Projected                                  |      |      |      | 46   | 54  |
|                                 | 51.0701/44.0000                    | Actual   |      |      |      | 6    | 8   |
|                                 | B.A.S./B.A.T.                      | Graduates: Projected                                   |      |      |      | 16   | 24  |
|                                 | Approved: January 2001             | Actual   |      |      |      | 0    | 1   |
| WSC                             | Anthropology                       | Enrollment: Projected                                  |      | 19   | 30   | 41   | 48  |
|                                 | 45.0201                            | Actual   |      | 15   | 27   | 21   | 23  |
|                                 | B.A.                               | Graduates: Projected                                   |      | 0    | 1    | 3    | 8   |
|                                 | Approved: April 1999               | Actual   |      | 4    | 1    | 11   | 7   |
|                                 | Environmental Studies              | Enrollment: Projected                                  |      |      | 25   | 39   | 54  |
|                                 | 03.0102                            | Actual   |      |      | 29   | 62   | 86  |
|                                 | B.A.                               | Graduates: Projected                                   |      |      | 0    | 2    | 3   |
|                                 | Approved: June 2000                | Actual   |      |      | 0    | 4    | 8   |
|                                 | Interdisciplinary Studies          | Enrollment: Projected                                  |      |      |      | 36   | 67  |
|                                 | 24.0101                            | Actual   |      |      |      | 28   | 40  |
|                                 | B.A.                               | Graduates: Projected                                   |      |      |      | 0    | 0   |
|                                 | Approved: Nov. 2000                | Actual   |      |      |      | 0    | 0   |
| Computer Information Science    | Enrollment: Projected              |  |      |      |      | 28   |     |
| 52.1201                         | Actual                             |  |      |      |      | 40   |     |
| B.A.                            | Graduates: Projected               |  |      |      |      | 0    |     |
| Approved: July 2001             | Actual                             |  |      |      |      | 0    |     |

- **Colorado State University – B.S., Environmental Engineering**  
This program's enrollment and graduates are below projected levels by CSU. Baccalaureate enrollments point to the building of a viable program, albeit it at a slower pace than originally projected, but recruitment efforts are leading to strong enrollments. The program has reported sixteen graduates over three years but only five in the most recent year.  
**Staff Recommendation:** Continuation on provisional status
- **University of Colorado - Boulder – B.S., Environmental Engineering**  
This program's enrollment and graduates also are below projected levels, but both indices appear strong enough to sustain a viable baccalaureate program. Enrollments have been strong in the last four years and the program appears to have established itself with twelve graduates in fifth year alone.  
**Staff Recommendation:** Full program approval
- **University of Colorado - Boulder – B.A., Women's Studies**  
Program enrollment have stabilized over the past three years, but the number of graduates has steadily declined during the same period. UCB should continue to monitor this program if the decline continues.  
**Staff Recommendation:** Full program approval
- **University of Colorado - Colorado Springs – B.S., Mechanical Engineering**  
This program has a sustained record of growth in enrollment and graduates. The numbers exceed institutional projections and the CCHE benchmark for baccalaureate degree programs.  
**Staff Recommendation:** Full program approval
- **University of Colorado - Colorado Springs – M.S., Mechanical Engineering**  
The master's program has achieved reasonable enrollment that are growing steadily, though below those projected by the institution. The number of graduates lags projections and barely meets the minimal number of graduates set by CCHE by the end of FY 2003. Four additional students, however, completed their degree at the end of summer 2004, and UCCS indicates that seven more are scheduled to graduate in December 2004.  
**Staff Recommendation:** Full program approval
- **University of Colorado - Denver – B.S., Psychology**  
The psychology program has posted strong numbers of enrollment and graduates through most of the review period. The fifteen graduates per year exceed the CCHE benchmark for a baccalaureate degree program as well as projected levels.  
**Staff Recommendation:** Full program approval

- **University of Colorado Health Sciences Center – Pharm.D., Pharmacy**

This program has far exceeded UCHSC projections for enrollment and graduates. With more than eighty graduates in each of the past two years, the program far exceeds the CCHE benchmark for a baccalaureate degree program.

**Staff Recommendation:** Full program approval

**B. Status of Previously Approved Programs**

Two programs on provisional status from last year’s report were reviewed even though implementation exceeded the five-year review period (Table 4). One program now is being recommended for full approval degree program after demonstrating a viable program is in place, but the second should continue on provisional status for at least one additional year and then reassess program viability.

**Table 4. DEGREE PROGRAM APPROVAL REPORT FOR PROGRAMS REQUIRING FOLLOWUP FROM PREVIOUS REVIEWS**

| Institution | Program Summary                     | Enrollment/Graduates for Programs Implemented in FY -- |      |      |      |      |    |
|-------------|-------------------------------------|--|------|------|------|------|----|
|             |                                     | 1999   | 2000 | 2001 | 2002 | 2003 |    |
| CSU         | Cell & Molecular Biology<br>26.0402 | Enrollment: Projected                                  | 12   | 17   | 22   | **   | ** |
|             |                                     | Actual   | 8    | 10   | 9    | 11   | 15 |
|             | M.S.<br>Approved: September 1995    | Graduates: Projected                                   | 1    | 1    | 3    | **   | ** |
|             |                                     | Actual   | 2    | 1    | 1    | 2    | 3  |
| UCHSC       | Clinical Science<br>51.1401         | Enrollment: Projected                                  | 7    | 11   | 16   | 19   | ** |
|             |                                     | Actual   | 1    | 2    | 14   | 18   | 18 |
|             | Ph. D.<br>Approved: April 1997      | Graduates: Projected                                   | 0    | 0    | 2    | 3    | ** |
|             |                                     | Actual   | 0    | 0    | 1    | 0    | 1  |

\*\*Timeframe beyond original five-year projections.

- **Colorado State University – M.S., Cell and Molecular Biology (Approved September 1995)**

Since 2002, CCHE has reviewed CSU’s M.S. degree in Cell and Molecular Biology. While it has had a steady growth in enrollment, accompanying growth in graduation numbers has been slower and below CCHE’s benchmark for a masters’ degree program. Enrollment now appear to have reached a critical mass and the number of graduates meets the annual minimum number of graduates required by CCHE.

**Staff Recommendation:** Full program approval

- **University of Colorado Health Sciences Center – Ph.D., Clinical Science (Approved April 1997)**

The Clinical Science Ph.D. degree at the University of Colorado Health Sciences

Center has started off more slowly than anticipated and has graduated only two students to date. The program design merges both the clinical training for medical faculty with the medical degree training, and students, on average, enroll in nine credits per year in the clinical science program. Last year, approximately six students had accumulated sufficient credits to graduate this year, but only one did so. While it may not be realistic to base projections on a five-year basis for this degree, the fact that only two students have completed the program in six years raises concern about the program's viability.

**Staff Recommendation:** Continuation on provisional status

#### **IV. FOLLOW-UP**

A governing board receives a letter from CCHE indicating the status of its degree programs at the conclusion of the five-year implementation period. The notification also identifies degree programs that are in the second, third, and fourth year of implementation which are performing below the institution's original projections.

In keeping with CCHE protocol, the Commission formally notifies the governing boards through this agenda item of those degree programs approaching the five-year review point:

- Colorado State University – M.S., Electrical Engineering
- University of Colorado - Colorado Springs – B.S., Computer Engineering
- University of Colorado - Colorado Springs – Ph.D., Electrical Engineering
- University of Colorado- Denver – B.A., Communication
- University of Colorado- Denver – B.A., Theatre
- University of Colorado- Denver – Ed.S., School Psychology
- Western State College – B.A., Anthropology

The Commission expects governing boards to examine the performance of the above degree programs and take appropriate action, if necessary, before the 2005 Commission program review. At this time, the baccalaureate and graduate degree programs are performing at or above projected enrollments and graduates with one exception. Enrollment in CSU's M.E.E. in Electrical Engineering program is difficult to gauge since initial implementation. This difficulty could be due to an error in reporting enrollments. The number of graduates, however, appears to be on track and is exceeding projections at this time.

**V. STAFF RECOMMENDATION**

**That the Commission approve full degree status for the following programs:**

- **University of Colorado - Boulder – B.S., Environmental Engineering**
- **University of Colorado - Boulder – B.A., Women’s Studies**
- **University of Colorado - Colorado Springs – B.S., Mechanical Engineering**
- **University of Colorado - Colorado Springs – M.S., Mechanical Engineering**
- **University of Colorado - Denver – B.S., Psychology**
- **University of Colorado Health Sciences Center – Pharm.D., Pharmacy**
- **Colorado State University – M.S., Cell and Molecular Biology**

**Appendix A**

**STATUTORY AUTHORITY**

23-1-107. Duties and powers of the commission with respect to program approval, review, reduction, and discontinuance. (1) The commission shall review and approve, consistent with the institutional role and mission and the statewide expectations and goals, the proposal for any new program before its establishment in any institution.

23-1-108 (8). The Commission shall prescribe uniform academic reporting policies and procedures to which the governing boards shall adhere.

**TOPIC:                    PRINCIPAL LICENSURE STANDARDS AND PREPARATION PROGRAMS**

**PREPARED BY:        JETT CONNER**

**I.        SUMMARY**

Pursuant to its charge in SB 02-152 to analyze current state licensing and principal preparation program practices and to oversee program requirements and develop a plan for periodic review and approval of principal preparation programs offered by institutions of higher education, the Colorado Commission on Higher Education has undertaken the following action:

- Initiated a series of workshops for school leaders comprised of principals and superintendents of elementary and secondary schools, as well as representatives from higher education and other interested communities, to help inform the Commission as it pursues plans to review and develop principal preparation programs and ensure curricular alignment with performance-based licensure standards.
- Utilize workshops using a well-established and tested research tool, originally developed in Canada and championed by Ohio State University, called a DACUM, an abbreviation for Developing a Curriculum. The DACUM process employs an occupational analysis performed by expert workers in a given occupation, and yields an occupational skill profile which can be used for instructional program planning, curriculum development, organizational restructuring, training needs assessments and competency test development.
- Facilitating an analysis of the duties and tasks performed by principals, overseen by an expert DACUM facilitator, by engaging elementary and secondary principals and superintendents in several workshops, and producing a graphic profile of the duties and tasks actually performed by these professionals in their occupation. The DACUM analysis is confirmed by sending the results to additional professionals in the field who are asked to verify the duties and tasks identified in the workshops. The results of the workshops and analyses will be used to help CCHE staff prepare for reviewing principal preparation programs at those state institutions of higher education that offer these programs.

Colorado appears to be falling behind other states in providing an alternative pathway to principal licensure. According to a recent study by the National Conference of State Legislatures, Principals in Colorado: An Inventory of Policies and Practices (January, 2002), Colorado should consider alternative routes for principal preparation to help meet an anticipated shortage of principal candidates in the near future. According to an issue brief

called “Improving Teaching and Learning by Improving School Leadership,” published by the National Governors Association, all states should review three key areas of principal preparation: licensure, preparation, and professional development. That issue brief suggests:

- **Licensure** – States should remove barriers for talented individuals to enter the profession and move toward a more performance-based system of certifying and rewarding school leaders.
- **Preparation** – States should allow and expand alternative preparation programs and develop a rigorous and defensible system of accreditation for programs and institutions that prepare school leaders.
- **Professional Development** – States should use the provisions of the federal No Child Left Behind legislation to assess professional development practices in low-performing districts and move towards a state system of research-based professional development.

## **II. BACKGROUND**

SB 02-152 (**Appendix A**) rests final authority for the approval of “the contents of principal performance-based standards for licensure and the proper implementation of those standards” with the Commission on Higher Education. The statute calls for a joint report produced by the Colorado State Board of Education and the Commission on Higher Education to be delivered to the education committees of the House and Senate in January 2004. CCHE’s part of the report will focus on the DACUM process and how it will be used to review and ensure the alignment of principal performance standards and the curricula in principal preparation programs.

## **III. STAFF ANALYSIS**

CCHE staff will be proposing new policies and statutory changes as it works to improve academic principal preparation programs and provide additional opportunities in school leadership. Specific recommendations for policy and statutory changes will come after the DACUM workshops are complete and a full analysis of their findings are made available, sometime in early spring.

## **IV. STAFF RECOMMENDATION**

**No recommendation is necessary for this report.**

**Appendix A**

**STATUTORY AUTHORITY**

**C.R.S. 23-1-121.1. Commission directive - approval of principal preparation programs - repeal.**

(1) (a) The general assembly finds, determines, and declares that:

(I) Colorado public schools are charged with meeting proficiency in the state model content standards;

(II) Teacher preparation programs in the state have been designed to ensure that teacher candidates demonstrate proficiency in delivering standards-based education to students and to ensure that all students learn; and

(III) Research has shown that the principal is a vital element in a successful school.

(b) The general assembly therefore deems it essential that principal preparation programs be performance-based, thereby enabling principal candidates to demonstrate proficiency in leading high-quality standards-based schools.

(2) As used in this section, unless the context otherwise requires:

(a) "Institution of higher education" means a public institution of higher education within the state system of higher education.

(b) "Principal candidate" means a person who is participating in a principal preparation program in order to become a school principal.

(c) "Principal preparation program" or "program" means a program of study specifically designed to prepare principal candidates to be licensed to provide high-quality service and leadership to school districts, schools, faculty, staff, and students.

(3) On or before July 1, 2003, the commission shall adopt a plan for establishing the program requirements for principal preparation programs offered by institutions of higher education. The commission, in collaboration with the state board of education and institutions of higher education that offer principal preparation programs, shall ensure that the performance-based standards for licensure become the base for principal preparation programs offered by institutions of higher education. The commission shall make the final determination regarding the contents of the performance-based standards for licensure and the proper implementation of those standards.

(4) The commission shall ensure that demonstrated competency in the adopted licensure standards guides the program development of the institutions of higher education. Said requirements shall ensure that each principal preparation program is designed on a performance-based model and shall include, but need not be limited to, the following elements:

(a) A minimum number of hours of supervised field-based experience that integrates theory and practice;

(b) A requirement that each principal candidate must demonstrate, prior to graduation and in a manner consistent with the policies of the commission, the skills and knowledge required by the state board of education pursuant to section 22-2-109, C.R.S.;

(c) A comprehensive, ongoing evaluation process for collecting and reporting on the quality of the graduates and for modifying the program as necessary to ensure high quality graduates; and

(d) Periodic review by the institution of higher education offering the principal preparation program to ensure that the program meets the requirements specified by the commission pursuant to this section.

(5) On or before January 1, 2004, the commission, along with the state board of education and the department of education, shall submit the joint report described in section 22-2-109 (6) (b), C.R.S., to the education committees of the senate and the house of representatives.

(6) This section is repealed, effective July 1, 2005.

**C.R.S. 22-2-109 (1) (p). State board of education - additional duties - teacher standards - principal standards.**

(1) The state board of education shall:

(p) Adopt rules to ensure that administrator programs of preparation meet the requirements concerning instruction in evaluating certificated personnel specified in section 22-9-108;

**TOPIC:                   QUALITY INDICATOR SYSTEM REPORT FOR FY 2002-03**

**PREPARED BY:       JAMES JACOBS**

**I.       SUMMARY**

The results from the annual administration of the Quality Indicator System (QIS) is required by statute (CRS 23-13-105 (5) (a)) to be reported to the Governor, Joint Budget Committee, Senate and House Education Committees, and the governing boards. The results of the FY 2001-02 administration of QIS are included in the attached report ([Attachment A](#)).

The governing boards, in turn, are required by statute (CRS 23-13-105 (6)) to respond to the QIS Report. In their responses, the governing boards are asked to provide a description of strategies and/or programs they intend to undertake to address any areas of substandard or declining performance as indicated by QIS.

**Appendix A**

**STATUTORY AUTHORITY**

C.R.S. 23-13-105 (5) (a). On or before December 1, 1998 and on or before December 1 of each year thereafter, the commission shall provide to the persons specified in section 23-1-105(3.7) (a), to the education committees of the house of representatives and the senate, and to each governing board a report of the data collected through the quality indicator system indicating the overall performance of the statewide system of higher education and each governing board's and institution's performance in achieving the statewide expectations and goals.

C.R.S. 23-13-105 (5)(b). It is the general assembly's intent that the governing boards and the institutions shall respond appropriately to the information provided in the quality indicator report and take such corrective actions as may be necessary to improve the quality of education provided by each institution.

C.R.S. 23-13-105 (6). On or before January 30, 1999, and on or before January 30 of each year thereafter, the commission and the governing boards shall report to the education committees of the house of representatives and the senate and to the joint budget committee on the information received from the quality indicator system and the actions being taken or planned by the governing boards in response to the information.

# QUALITY INDICATOR SYSTEM REPORT

December 2003

## Introduction

This Quality Indicator System (QIS) report is the fifth since the inauguration of QIS in 1997. During 1997, the Colorado Commission on Higher Education (CCHE), in collaboration with the governing boards of the state-supported institutions of higher education, implemented HB96-1219 which the General Assembly had passed during the 1996-97 legislative session. Outlining the General Assembly's initial expectations for a quality indicator system for Colorado's state-supported higher education system, HB96-1219 was refined during the 1999 legislative session through the enactment of SB99-229 which identified state goals and institutional actions as part of a revised QIS.

The specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures. The indicators utilized in Colorado's QIS are also used in the CCHE's performance funding system. (Readers interested in CCHE's performance funding system can find past reports detailing the performance funding system on the CCHE's web site, under Publications. Updates for this year's QIS, as part of the Fiscal Year 2005 funding request, will be placed on the CCHE web site as completed).

This report includes a description of the nine indicators used in QIS, the institutional data for each, as well as the benchmarks for measuring institutional performance, where applicable.

## Background

Colorado is one of nearly forty states that has implemented some type of a performance measurement system for their state-supported institutions of higher education. While many states rely on a greater number of indicators than Colorado (e.g., Missouri – 24, Wisconsin - 21, Kentucky – 16, Virginia – 14, Washington – 13), Colorado's QIS keeps the overall number of indicators to ten or fewer (with subcomponents). Like Colorado, other states periodically change their indicators to reflect policy changes or to enhance specified goals and objectives.

Along with the indicators common to other states, Colorado's QIS has unique aspects which result from specifics contained in SB99-229. First and foremost, Colorado's QIS focuses solely on undergraduate education. Graduate level education and research are not specifically contained in SB99-229 and thus, neither is included explicitly in Colorado's QIS. The exclusion of these two vital aspects of Colorado's higher education enterprise should not be construed as a devaluing of either, as both are recognized by the state and CCHE as important.

To the extent possible, the performance of each Colorado state-supported institution, as measured by QIS, is compared to an individual benchmark for each indicator (or subcomponent). The benchmarks are based on the performance levels of institutions from across the country representing a national comparison group for the individual Colorado institution (i.e., institutions from across the country with similar roles and missions, enrollment size, program array and complexity, etc.). To ensure that each Colorado institution has a relevant comparison group for an indicator, the comparison groups may differ from indicator to indicator. In some cases, however, the comparison group is limited by the availability of national databases and/or reliable data from similar institutions. In such cases, recent performance of the institution itself serves as the benchmark, with the expectation that improvement will occur.

## Purposes of QIS

### Purpose 1: Encouraging Continuous Improvement by Institutions in Achieving High Levels of Performance

In the decade of the 1990s, higher education conscientiously addressed the public expectation for an effective framework to ensure quality and accountability. Colorado's heightened attention to quality and accountability occurred in 1996 with the passage of HB96-1219, known as the Higher Education Quality Assurance Act. This legislation outlined the General Assembly's expectations and goals for higher education. It also urged higher education to "...concentrate on improving both the quality and cost-effectiveness of higher education in the state." (CRS 23-13-102) The QIS reflects this statutory purpose by encouraging state-supported institutions of higher education to strive for continuous improvement in achieving high levels of performance. This purpose is reinforced by the Commission's Performance Funding System which recognized annual improvement in performance as measured by several performance measures, (Interested readers can obtain information about the Commission's Performance Funding System by referring to the Commission's website).

### Purpose 2: Measuring Institutional Performance and Accountability

Since 1985, Colorado's state-supported institutions of higher education have been involved in accountability reporting vis-à-vis several laws (HB85-11-87, HB91-1002, SB93-136, HB94-1110, and HB96-1219). The Higher Education Quality Assurance Act (HB96-1219) was refined in 1999 with the passage of SB99-229. Through this refinement, the General Assembly mandated the establishment of "...a quality indicator system to measure the overall performance of the statewide system of higher education and each governing board's and each institution's performance in achieving the statewide expectations and goals..." (CRS 23-13-105) In establishing the statewide expectations and goals, the General Assembly further expressed its expectation that "...each institution...shall work toward achieving a high quality, efficient, and expeditious undergraduate education..." (CRS 23-13-104(a)) The QIS serves as an accountability reporting process as related to these statewide expectations and goals.

### Purpose 3: Determining Funding Recommendations and the Funding Distribution for the Higher Education System

The incorporation of QIS in the Commission's funding recommendation and distribution formula for the higher education system is specified in statute: "The commission shall make annual system-wide funding recommendations...in making its recommendations, the commission shall consider each governing board's and each institution's level of achievement of the statewide expectations and goals...as measured by data collected through the quality indicator system..." (CRS 23-1-105(2)) and "The commission shall establish...the distribution formula of general fund appropriations...to each governing board under the following principles...To reflect the governing board's and the institution's level of achievement of the statewide expectations and goals...as measured by data from the quality indicator system..." (CRS 23-1-105(3)(d))

### Purpose 4: Build Public Support for Increased Funding for Higher Education

A recent survey of Colorado residents identified higher education as having a high level of respect with the institutions of higher education viewed as providing quality educational experiences. However, this high level of regard has not translated into a level of financial support for higher education as measured by higher education's share of the state budget. For several years, higher education staked its financial future on a growing enrollment and inflation as the primary means for keeping education's percent of the state budget on pace with the rest of state government. Unfortunately, enrollment growth often fell short of expectations. Consequently, higher education lost ground in funding support. In the past two years, however, university and college enrollments soared while the state's budget reflected the fallout of the national economy and the high technology bust. Thus, general fund support declined significantly during these years.

A strategy of building public support for increased funding for higher education is embodied in the utilization of data from QIS in the performance funding system and the College Guide. Clear, concise reporting of aspects of higher education that matter intuitively to the public – graduation rates, achievement levels of recent graduates, freshmen retention and persistence rates, class size, overhead costs – the willingness to set high performance expectations and standards (benchmarks), and the openness to compare the performance of Colorado’s institutions with the performance of like institutions across the country, these all provide a foundation which can be used to request increased financial support for higher education.

### **Balance and Limitations Inherent in Any Quality Indicator System**

Each state-supported institution of higher education in Colorado has a particular role and mission. Each has an admission selectivity level assigned to it by statute. Each has its own particular set of academic and student support programs and services. Each has relationships with its local community, region, and the state. Some have national and international relationships. Traditions have shaped each institution. Taken as a whole, each institution has aspects that cannot be adequately taken into account or measured by any system, no matter how sophisticated that system may be when, by design, the system incorporates some amount of uniformity and commonality among the institutions. This is a limitation of any quality indicator or performance measurement system that seeks to include all institutions in some common format and approach. Whatever the quality indicator or performance measurement system employed, it must recognize this limitation and strive to balance the diversity of institutions and their respective differences with the commonality and uniformity inherent in the quality indicator or performance measurement system.

On the other hand, all state-supported institutions should be able to demonstrate good educational and administrative practices in offering their programs, allocating their resources, and being accountable to their students, taxpayers, and the public. As state-supported institutions of higher education that benefit from public funds, state-supported institutions have a special obligation to be accountable to the citizens of the state. This balance must also be achieved by a quality indicator or performance measurement system. It is believed that the quality indicator system reflected in this report strikes this balance by honoring the diversity of Colorado’s state-supported institutions of higher education while promoting continuous improvement in their operations through accountability.

## **QUALITY INDICATORS FOR 2003-04**

### **Indicator 1A: Baccalaureate Graduation Rates (four-year institutions)**

For baccalaureate degree-granting institutions, graduation rates are the single most common indicator used by quality indicator and performance measurement systems across the many states that use some form of a quality indicator or performance measurement system. Its inclusion is reflected in the fact that graduation rates are reported nationally by educational organizations, publications (e.g., *US News and World Report*), and other states.

Colorado’s QIS mirrors the nation’s and other states’ utilization of a similar indicator. Four-five, and six year graduation rates are calculated for each baccalaureate degree-granting institution based on the nationally accepted definition of a first-time, entering, full-time, degree-seeking student. Students meeting these criteria and beginning at a specified time constitute an entering cohort upon which the measurement is based. A graduation rate for students completing at their original institution is calculated along with a graduation rate from any four-year institution in Colorado’s state-supported system of higher education. For the latter measure, students transferring to private institutions in Colorado and to institutions outside Colorado are not counted. Since some institutions have more of a transfer role than others, the graduation rate from any four-year institution in Colorado’s state-supported system of higher education is meant to recognize this important component of an institutions’ role and mission.

Benchmark ranges for the indicator measuring graduation rates from the original institution are based on a national comparison group of similar institutions, with a predicted rate calculated based on the cohort's average test scores and percentage of undergraduates that are enrolled part-time. The benchmark midpoint equals 102% of the predicted rate. The benchmark range is the midpoint plus or minus two percentage points. The benchmark for the indicator measuring graduation rates from any four-year institution in Colorado's state-supported higher education system is based on each institution's recent performance, with the emphasis on improvement from the past year's performance level.

### **Indicator 1B: Three-Year Graduation Rates (two-year institutions)**

This indicator is the equivalent indicator for two-year institutions as indicator 1A is for four-year institutions. This indicator measures the three-year graduation rate for first-time, full-time, certificate or associate degree-seeking freshmen who entered a two-year institution in summer or fall 1999 and either graduated from the original institution or another two-year institution in Colorado's state-supported institution of higher education within three years after entry. Individual institution benchmark values are based on recent performance with the expectation for improvement from the past year's performance level.

### **Indicators 2A and 2B: Freshmen Retention and Persistence Rates**

These indicators mirror similar indicators used by other states which measure the percentage of first-time, full-time, certificate or degree-seeking freshmen entering in summer or fall 2001 who either completed a program by August 2002, were enrolled in the fall 2002 term at the same institution, or transferred to another Colorado state-supported institution of higher education and enrolled at that institution in the fall 2002 term. Benchmarks for the four-year institutions are based on national comparison groups, with a predicted rate calculated based on the cohort's average test scores and percentage of undergraduates that are enrolled part-time. The benchmark midpoint equals 102% of the predicted rate. The benchmark range is the midpoint plus or minus two percentage points. A second benchmark reflects recent performance of the institution with an expectation for improvement from the past year's level of performance. Benchmarks for the two-year institutions are based on recent performance with an expectation for improvement from the past year's level of performance.

### **Indicators 3A and 3B: Support and Success of Minority Students**

These two indicators take the six-year graduation (from four-year institutions), three-year graduation (from two-year institutions), freshmen retention, and freshmen persistence rate indicators and measure them for first-time, full-time, certificate and degree-seeking freshmen minority students. Benchmarks are calculated as above.

### **Factors to Keep in Mind When Interpreting Graduation, Retention, and Persistence Rates**

Following nationally-recognized definitions, the entering cohorts tracked in the QIS graduation, retention, and persistence rate indicators (indicators 1A, 1B, 2A, 2B, 3A, 3B) are limited to first-time, degree-seeking freshmen who entered the institution in the summer or fall and were enrolled full-time in their first fall term. All other undergraduate students new to the institution are excluded from the entering cohorts (e.g., freshmen enrolled part-time their first term, all non-degree students, and all transfer students).

For some institutions, a large percentage of their new undergraduates may be non-degree seeking students, transfers, or part-time. This translates into a small cohort for QIS purposes. Once the entry cohort is formed, no students are added, and students are removed only for death, military service, or missionary service. Finally, one also should be mindful that, while a student may have enrolled full-time in his or her first term of attendance, the student may register on either a full-or part-time basis in subsequent terms but continue to be included in the QIS calculation.

### **Indicator 4A: Achievement Scores on Licensure, Professional, Graduate School Admission, and Other Examinations taken by Baccalaureate Graduates (four-year institutions)**

How well institutions have prepared their students is captured, in part, by how well graduating students perform on various comprehensive examinations, tests, and discipline or professional-specific licensure or certification examinations. This indicator is included in most quality indicator or performance measurement systems of other states. Benchmarks are national or statewide passing rates and scores. Passing rates and scores are reported only for institutions with 20 or more test takers over two years.

#### **Indicator 4B: Career and Technical Graduates Employed or Continuing Their Education (two-year institutions)**

A significant aspect of the role and mission of the two-year institutions is the provision of trained and skilled employees for the workforce, especially in technical areas. For some students at two-year institutions, this translates into employment immediately following their graduation. For other students, continued education at another institution is required prior to joining or re-entering the workforce. The benchmark is 90%, thereby taking into account students who may not become employed or continue their education for personal reasons related to family or exceptional circumstances.

#### **Indicator 5: Institutional Support Expenditures**

Each institution's operating budget is categorized in accordance with specific reporting requirements associated with the National Association of College and University Business Officers (NACUBO). One category – institutional support expenditures – most closely encompasses those expenditures considered to support the administration of the institution. The amount of institutional support expenditures per FTE student and the percent of the overall Educational and General operating budget represented by institutional support expenditures serve as proxies for the level of expenditures for administration, according to the role and mission, and enrollment size of the institution. Individual institutional benchmarks are based on performance levels of comparison groups.

#### **Factors to Keep in Mind When Interpreting Indicator 5**

The expenditure categories used by higher education institutions for the reporting of expenditures allow for differing assignment of functions, depending on the organizational structure of the institution. An expenditure at one institution may be categorized one way, while another institution may assign the expenditure to another category. Both institutions may be correct in their assignment of the expenditure since the particular organizational structure of the institution dictates how the expenditure is categorized. For institutions with numerous delivery sites (e.g., Colorado Mountain College), this indicator should be reviewed in the context associated with administering multiple delivery sites.

#### **Indicator 6: Undergraduate Class Size**

The inclusion of undergraduate class size by *US News and World Report* in its annual guide, *America's Best Colleges*, has brought added attention to this indicator which measures the percent of undergraduate class sections having an enrollment less than or greater than certain sizes. For the four-year institutions, the benchmarks are taken from the *US News and World Report's* publication. For the two-year institutions, the benchmarks are based on recent performance with an expectation of improvement from the past year's performance levels.

#### **Indicator 7: Faculty Teaching Workload**

The average number of hours per week devoted to organized class meetings by full-time faculty constitutes this indicator. Organized class meetings include lectures and seminars, laboratories, field instruction, studios, and on-line delivery of courses. The hours per week that are measured do not include class preparation time, grading, student advising, or individualized instruction such as independent study or supervision of dissertations, thesis, internships, cooperative education, and student teaching. National comparative data by type of institution is used for the benchmarks.

### **Indicators 8 and 9: Indicators Selected by the Institution**

No common set of quality indicators captures the diversity and unique aspects of Colorado's twenty-eight state-supported institutions of higher education. In recognition of the diversity of Colorado's system of state-supported institutions of higher education and the individuality of each institution, two institution-specific indicators were identified by each institution which the institution felt best demonstrated its efforts to promote and enhance quality, efficiency or expediency at the undergraduate level. Like the indicators, benchmarks also were chosen by the institution.

**OIS Measure 1A: BACCALAUREATE GRADUATION RATES  
AFTER FOUR, FIVE, AND SIX YEARS AT  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1996, 1997, and 1998 Cohorts**

| Institution                                    | Base Year*<br>For Cohort<br>Entering in<br>Fall - | # Students in<br>Entering<br>Cohort** | Cumulative % Graduating Four Yrs<br>After Entry Falls - |                |                       | Cumulative % Graduating Five Yrs<br>After Entry Falls - |                |                       | Cumulative % Graduating Six Yrs<br>After Entry Falls - |                |                       | Benchmark*** |                          |
|--|---|---------------------------------------|---|----------------|-----------------------|---|----------------|-----------------------|--|----------------|-----------------------|--------------|--------------------------|
|  |   |                                       | Orig<br>Inst  | Transf<br>Inst | All CO<br>Public Inst | Orig Inst   | Transf<br>Inst | All CO<br>Public Inst | Orig Inst  | Transf<br>Inst | All CO<br>Public Inst | Orig Inst    | All CO<br>Public<br>Inst |
|  |   |                                       |   |                |                       |   |                |                       |  |                |                       |              |                          |
| Adams State Coll                               | 1994  | 437                                   | 17.4  | 2.3            | 19.7                  | 27.5  | 5.9            | 33.4                  | 30.4   | 8.7            | 39.1                  |              |                          |
|  | 1995  | 449                                   | 13.4  | 2.0            | 15.4                  | 27.4  | 4.2            | 31.6                  | 31.6   | 7.6            | 39.2                  |              |                          |
|  | 1996  | 431                                   | 15.8  | 1.9            | 17.6                  | 24.6  | 5.1            | 29.7                  | 27.8   | 6.5            | 34.3                  | 32.6 - 39.6  | 40.0                     |
|  | 1997  | 420                                   | 15.7  | 3.1            | 18.8                  | 27.9  | 7.9            | 35.7                  | -  | -              | -                     | 28.1 - 32.1  | 31.3                     |
|  | 1998  | 483                                   | 15.7  | 2.1            | 17.8                  | -   | -              | -                     | -  | -              | -                     | 13.4 - 17.4  | 19.2                     |
| Colo State Univ                                | 1994  | 2,291                                 | 29.1  | 0.8            | 29.9                  | 57.0  | 2.9            | 59.9                  | 61.9   | 4.1            | 66.0                  |              |                          |
|  | 1995  | 2,568                                 | 31.4  | 1.1            | 32.5                  | 57.4  | 3.4            | 60.8                  | 62.4   | 4.3            | 66.7                  |              |                          |
|  | 1996  | 2,723                                 | 31.2  | 1.3            | 32.5                  | 58.9  | 3.8            | 62.7                  | 62.9   | 5.2            | 68.1                  | 58.4 - 62.4  | 66.1                     |
|  | 1997  | 2,639                                 | 32.8  | 1.1            | 34.0                  | 57.9  | 3.6            | 61.4                  | -  | -              | -                     | 52.7 - 56.7  | 63.9                     |
|  | 1998  | 3,055                                 | 33.8  | 1.4            | 35.3                  | -   | -              | -                     | -  | -              | -                     | 29.2 - 30.2  | 34.6                     |
| Univ of Southern<br>Colo (to be<br>CSU-Pueblo) | 1994  | 840                                   | 9.8   | 0.8            | 10.6                  | 23.1  | 4.8            | 28.0                  | 27.5   | 8.1            | 33.6                  |              |                          |
|  | 1995  | 590                                   | 11.7  | 0.8            | 12.5                  | 22.0  | 5.3            | 27.3                  | 26.6   | 8.3            | 34.9                  |              |                          |
|  | 1996  | 574                                   | 11.8  | 0.7            | 12.5                  | 23.5  | 3.8            | 27.4                  | 29.8   | 4.7            | 34.5                  | 32.6 - 36.6  | 35.6                     |
|  | 1997  | 584                                   | 8.4   | 0.2            | 8.6                   | 23.8  | 2.6            | 26.4                  | -  | -              | -                     | 28.1 - 32.1  | 27.9                     |
|  | 1998  | 620                                   | 12.4  | 1.9            | 14.4                  | -   | -              | -                     | -  | -              | -                     | 13.4 - 17.4  | 10.8                     |
| Fort Lewis Coll                                | 1994  | 875                                   | 12.3  | 2.1            | 14.4                  | 27.5  | 7.0            | 34.5                  | 31.1   | 11.0           | 42.1                  |              |                          |
|  | 1995  | 1,012                                 | 9.5   | 2.2            | 11.7                  | 22.9  | 6.7            | 29.6                  | 28.1   | 10.5           | 38.5                  |              |                          |
|  | 1996  | 1,125                                 | 10.8  | 2.1            | 13.0                  | 24.9  | 8.9            | 33.8                  | 29.7   | 11.6           | 41.2                  | 32.6 - 36.6  | 40.7                     |
|  | 1997  | 1,057                                 | 9.3   | 1.0            | 10.3                  | 25.9  | 7.0            | 32.9                  | -  | -              | -                     | 28.1 - 32.1  | 34.5                     |
|  | 1998  | 970                                   | 11.0  | 2.1            | 13.1                  | -   | -              | -                     | -  | -              | -                     | 13.4 - 17.4  | 11.9                     |
| Mesa State Coll                                | 1994  | 662                                   | 6.5   | 1.2            | 7.7                   | 18.9  | 5.0            | 23.9                  | 24.5   | 7.3            | 31.7                  |              |                          |
|  | 1995  | 667                                   | 9.0   | 2.5            | 11.5                  | 20.1  | 7.8            | 27.9                  | 27.4   | 11.1           | 38.5                  |              |                          |
|  | 1996  | 630                                   | 9.7   | 2.2            | 11.9                  | 23.8  | 6.2            | 30.0                  | 29.7   | 9.5            | 39.2                  | 38.1 - 42.1  | 39.3                     |
|  | 1997  | 706                                   | 11.0  | 2.1            | 13.2                  | 23.6  | 8.2            | 31.7                  | -  | -              | -                     | 30.3 - 34.3  | 30.6                     |
|  | 1998  | 663                                   | 13.0  | 2.1            | 15.1                  | -   | -              | -                     | -  | -              | -                     | 11.4 - 15.4  | 13.4                     |
| Metropolitan State<br>Coll of Denver           | 1994  | 1,254                                 | 4.3   | 1.3            | 5.6                   | 12.8  | 4.8            | 17.5                  | 19.1   | 7.0            | 26.2                  |              |                          |
|  | 1995  | 1,238                                 | 3.9   | 0.9            | 4.8                   | 14.9  | 4.4            | 19.4                  | 21.5   | 6.6            | 28.1                  |              |                          |
|  | 1996  | 1,324                                 | 3.9   | 0.8            | 4.7                   | 13.7  | 3.4            | 17.1                  | 20.8   | 5.3            | 26.1                  | 21.0 - 25.0  | 26.8                     |
|  | 1997  | 1,478                                 | 4.7   | 0.9            | 5.6                   | 13.9  | 4.5            | 18.3                  | -  | -              | -                     | 13.5 - 17.5  | 16.6                     |
|  | 1998  | 1,382                                 | 5.8   | 1.1            | 6.9                   | -   | -              | -                     | -  | -              | -                     | 4.9 - 8.9    | 5.7                      |
| Univ of Colo -<br>Boulder                      | 1994  | 3,591                                 | 35.6  | 0.9            | 36.5                  | 58.8  | 2.3            | 61.0                  | 64.4   | 3.2            | 67.6                  |              |                          |
|  | 1995  | 4,164                                 | 34.8  | 0.4            | 35.2                  | 60.2  | 2.2            | 62.4                  | 65.4   | 3.4            | 68.8                  |              |                          |
|  | 1996  | 3,946                                 | 38.8  | 0.7            | 39.5                  | 62.4  | 2.4            | 64.8                  | 66.8   | 3.5            | 70.3                  | 64.3 - 68.3  | 70.2                     |
|  | 1997  | 4,259                                 | 36.7  | 0.7            | 37.4                  | 62.6  | 2.3            | 65.0                  | -  | -              | -                     | 58.2 - 62.2  | 66.1                     |
|  | 1998  | 4,267                                 | 36.1  | 0.8            | 36.9                  | -   | -              | -                     | -  | -              | -                     | 31.5 - 35.5  | 39.2                     |
| Univ of Colo -<br>Colo Springs                 | 1994  | 328                                   | 12.5  | 1.5            | 14.0                  | 28.4  | 7.9            | 36.3                  | 34.5   | 9.5            | 43.9                  |              |                          |
|  | 1995  | 373                                   | 10.7  | 3.5            | 14.2                  | 24.9  | 9.9            | 34.9                  | 29.0   | 11.3           | 40.2                  |              |                          |
|  | 1996  | 385                                   | 18.2  | 1.8            | 20.0                  | 33.5  | 8.3            | 41.8                  | 37.4   | 10.9           | 48.3                  | 40.8 - 44.8  | 45.1                     |
|  | 1997  | 542                                   | 17.5  | 2.2            | 19.7                  | 30.8  | 7.0            | 37.8                  | -  | -              | -                     | 34.1 - 38.1  | 42.7                     |
|  | 1998  | 685                                   | 17.9  | 2.0            | 19.8                  | -   | -              | -                     | -  | -              | -                     | 20.1 - 24.1  | 20.3                     |
| Univ of Colo -<br>Denver                       | 1994  | 265                                   | 11.7  | 2.3            | 14.0                  | 33.2  | 6.8            | 40.0                  | 37.4   | 10.6           | 47.9                  |              |                          |
|  | 1995  | 266                                   | 15.4  | 2.6            | 18.0                  | 32.3  | 4.9            | 37.2                  | 40.2   | 6.8            | 47.0                  |              |                          |
|  | 1996  | 375                                   | 14.4  | 2.7            | 17.1                  | 34.9  | 7.5            | 42.4                  | 43.7   | 10.7           | 54.4                  | 33.7 - 37.7  | 51.7                     |
|  | 1997  | 439                                   | 14.4  | 2.3            | 16.6                  | 32.6  | 6.4            | 39.0                  | -  | -              | -                     | 24.6 - 28.6  | 43.2                     |
|  | 1998  | 394                                   | 15.0  | 2.3            | 17.3                  | -   | -              | -                     | -  | -              | -                     | 15.0 - 19.0  | 17.2                     |
| Univ of Northern<br>Colo                       | 1994  | 1,809                                 | 21.0  | 1.8            | 22.8                  | 39.9  | 5.9            | 45.8                  | 44.3   | 9.2            | 53.4                  |              |                          |
|  | 1995  | 1,763                                 | 22.9  | 1.9            | 24.7                  | 40.8  | 5.3            | 46.2                  | 45.5   | 8.6            | 54.1                  |              |                          |
|  | 1996  | 1,642                                 | 25.1  | 2.2            | 27.3                  | 43.2  | 6.7            | 49.9                  | 47.1   | 9.9            | 56.9                  | 48.9 - 52.9  | 55.1                     |
|  | 1997  | 1,908                                 | 25.7  | 1.0            | 26.7                  | 43.2  | 6.1            | 49.3                  | -  | -              | -                     | 45.4 - 49.4  | 50.9                     |
|  | 1998  | 2,164                                 | 23.8  | 1.8            | 25.6                  | -   | -              | -                     | -  | -              | -                     | 17.4 - 21.4  | 27.5                     |
| Western State Coll                             | 1994  | 606                                   | 10.0  | 0.8            | 10.9                  | 22.2  | 5.1            | 27.3                  | 28.0   | 8.2            | 36.2                  |              |                          |
|  | 1995  | 599                                   | 10.5  | 1.8            | 12.4                  | 23.4  | 8.2            | 31.6                  | 27.5   | 10.7           | 38.2                  |              |                          |
|  | 1996  | 632                                   | 12.0  | 1.7            | 13.8                  | 27.1  | 6.0            | 33.1                  | 30.4   | 8.2            | 38.6                  | 32.6 - 36.6  | 39.0                     |
|  | 1997  | 562                                   | 13.7  | 1.8            | 15.5                  | 27.4  | 5.9            | 33.3                  | -  | -              | -                     | 28.1 - 32.1  | 33.7                     |
|  | 1998  | 591                                   | 13.5  | 1.2            | 14.7                  | -   | -              | -                     | -  | -              | -                     | 13.4 - 17.4  | 15.8                     |
| <b>Four-Year Inst<br/>Total</b>                | 1994  | 12,560                                | 22.0  | 1.2            | 23.2                  | 41.1  | 4.2            | 45.4                  | 46.3   | 6.2            | 52.4                  |              |                          |
|  | 1995  | 13,800                                | 22.9  | 1.3            | 24.2                  | 42.5  | 4.4            | 46.9                  | 47.8   | 6.4            | 54.1                  |              |                          |
|  | 1996  | 13,787                                | 24.4  | 1.4            | 25.8                  | 43.9  | 4.6            | 48.6                  | 48.7   | 6.5            | 55.1                  | n/a          | n/a                      |
|  | 1997  | 14,594                                | 24.1  | 1.1            | 25.2                  | 43.7  | 4.5            | 48.2                  | -  | -              | -                     | n/a          | n/a                      |
|  | 1998  | 15,254                                | 25.0  | 1.4            | 26.0                  | -   | -              | -                     | -  | -              | -                     | n/a          | n/a                      |

\*Base year cohort is 1988 for four-year graduation rate, 1987 for five-year rate, and 1986 for six-year rate; graduate totals based on specified number of academic years plus the following summer.

\*\*Cohort based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer.

Source: Color and benchmark calculation based on SURDS file and institutional data; g0152000tables1A\_2A\_Gradu\_2A\_3C\_Rat\_4r.xls

\*\*\*Benchmark midpoint is 102% of rate predicted for the cohort, gives cohort average test scores and percentage of undergraduates enrolled part time. Benchmark range is midpoint plus/minus two percentage points. Benchmark for all Colorado Public Institutions is 102% of prior year if there was improvement last year, or 102% of prior two years average if this indicator was not improved.

**QIS Measure 1B: GRADUATION RATES AFTER THREE YEARS FROM  
 COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS  
 Fall 1999 Cohort**

| Institution                | Cohort Entering in Fall -- | # Students in Entering Cohort** | Cumulative % Graduating With Cert or Assoc Degree Three Years After Entry From -- |             |                    | Benchmark |                    |
|----------------------------|----------------------------|---------------------------------|---|-------------|--------------------|-----------|--------------------|
|                            |                            |                                 | Orig Inst   | Transf Inst | All CO Public Inst | Orig Inst | All CO Public Inst |
| Aims Comm Coll             | 1997                       | 387                             | 20.9  | 0.5         | 21.4               | 18.2      | 18.7               |
|                            | 1998                       | 429                             | 14.7  | 0.5         | 15.2               |           |                    |
|                            | <b>1999</b>                | <b>300</b>                      | <b>27.7</b>   | <b>0.7</b>  | <b>28.3</b>        |           |                    |
| Arapahoe Comm Coll         | 1997                       | 295                             | 15.3  | 0.3         | 15.6               | 20.1      | 20.7               |
|                            | 1998                       | 295                             | 19.7  | 0.7         | 20.3               |           |                    |
|                            | <b>1999</b>                | <b>285</b>                      | <b>21.8</b>   | <b>0.7</b>  | <b>22.5</b>        |           |                    |
| Colo Mountain Coll         | 1997                       | 458                             | 21.6  | 1.3         | 22.9               | 20.8      | 21.7               |
|                            | 1998                       | 412                             | 19.2  | 0.5         | 19.7               |           |                    |
|                            | <b>1999</b>                | <b>383</b>                      | <b>19.3</b>   | <b>1.0</b>  | <b>20.4</b>        |           |                    |
| Colo NW Comm Coll          | 1997                       | 159                             | 23.9  | 1.3         | 25.2               | 27.3      | 30.5               |
|                            | 1998                       | 127                             | 26.8  | 3.1         | 29.9               |           |                    |
|                            | <b>1999</b>                | <b>112</b>                      | <b>24.1</b>   | <b>0.0</b>  | <b>24.1</b>        |           |                    |
| Comm Coll of Aurora        | 1997                       | 227                             | 5.7   | 0.9         | 6.6                | 14.8      | 15.6               |
|                            | 1998                       | 235                             | 14.5  | 0.9         | 15.3               |           |                    |
|                            | <b>1999</b>                | <b>320</b>                      | <b>37.8</b>   | <b>0.6</b>  | <b>38.4</b>        |           |                    |
| Comm Coll of Denver        | 1997                       | 493                             | 12.6  | 0.4         | 13.0               | 16.3      | 16.6               |
|                            | 1998                       | 493                             | 16.0  | 0.2         | 16.2               |           |                    |
|                            | <b>1999</b>                | <b>494</b>                      | <b>15.4</b>   | <b>0.4</b>  | <b>15.8</b>        |           |                    |
| Front Range Comm Coll      | 1997                       | 947                             | 17.4  | 0.8         | 18.3               | 17.5      | 18.4               |
|                            | 1998                       | 830                             | 17.0  | 0.8         | 17.8               |           |                    |
|                            | <b>1999</b>                | <b>912</b>                      | <b>15.5</b>   | <b>1.1</b>  | <b>16.6</b>        |           |                    |
| Lamar Comm Coll            | 1997                       | 160                             | 30.6  | 1.9         | 32.5               | 32.3      | 34.9               |
|                            | 1998                       | 158                             | 31.6  | 2.5         | 34.2               |           |                    |
|                            | <b>1999</b>                | <b>113</b>                      | <b>32.7</b>   | <b>0.9</b>  | <b>33.6</b>        |           |                    |
| Morgan Comm Coll           | 1997                       | 75                              | 20.0  | 1.3         | 21.3               | 46.9      | 46.9               |
|                            | 1998                       | 50                              | 46.0  | 0.0         | 46.0               |           |                    |
|                            | <b>1999</b>                | <b>67</b>                       | <b>37.3</b>   | <b>1.5</b>  | <b>38.8</b>        |           |                    |
| Northeastern Junior Coll   | 1997                       | 338                             | 39.6  | 0.6         | 40.2               | 40.3      | 41.1               |
|                            | 1998                       | 320                             | 39.4  | 0.9         | 40.3               |           |                    |
|                            | <b>1999</b>                | <b>275</b>                      | <b>35.6</b>   | <b>1.5</b>  | <b>37.1</b>        |           |                    |
| Otero Junior Coll          | 1997                       | 232                             | 33.6  | 2.6         | 36.2               | 41.4      | 43.1               |
|                            | 1998                       | 180                             | 40.6  | 1.7         | 42.2               |           |                    |
|                            | <b>1999</b>                | <b>211</b>                      | <b>41.2</b>   | <b>0.9</b>  | <b>42.2</b>        |           |                    |
| Pikes Peak Comm Coll       | 1997                       | 649                             | 12.5  | 0.5         | 12.9               | 12.2      | 12.8               |
|                            | 1998                       | 738                             | 11.4  | 0.7         | 12.1               |           |                    |
|                            | <b>1999</b>                | <b>673</b>                      | <b>10.8</b>   | <b>0.0</b>  | <b>10.8</b>        |           |                    |
| Pueblo Comm Coll           | 1997                       | 252                             | 13.5  | 0.4         | 13.9               | 23.7      | 24.1               |
|                            | 1998                       | 301                             | 23.3  | 0.3         | 23.6               |           |                    |
|                            | <b>1999</b>                | <b>247</b>                      | <b>15.4</b>   | <b>0.0</b>  | <b>15.4</b>        |           |                    |
| Red Rocks Comm Coll        | 1997                       | 423                             | 16.8  | 1.4         | 18.2               | 17.8      | 18.5               |
|                            | 1998                       | 425                             | 17.4  | 0.7         | 18.1               |           |                    |
|                            | <b>1999</b>                | <b>345</b>                      | <b>13.9</b>   | <b>2.0</b>  | <b>15.9</b>        |           |                    |
| Trinidad State Jun Coll    | 1997                       | 283                             | 35.7  | 0.7         | 36.4               | 35.1      | 35.8               |
|                            | 1998                       | 236                             | 33.1  | 0.8         | 33.9               |           |                    |
|                            | <b>1999</b>                | <b>236</b>                      | <b>32.6</b>   | <b>0.8</b>  | <b>33.5</b>        |           |                    |
| <b>Two-Year Inst Total</b> | 1997                       | 5,378                           | 19.8  | 0.9         | 20.7               | n/a       | n/a                |
|                            | 1998                       | 5,229                           | 20.4  | 0.8         | 21.2               |           |                    |
|                            | <b>1999</b>                | <b>4,973</b>                    | <b>21.5</b>   | <b>0.8</b>  | <b>22.2</b>        |           |                    |

\*\*Base year cohort is 1999 for three-year

Cohort based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer.

Beginning with QIS 2002, students with registration status=2 were excluded from cohorts.

Benchmark is 102% of prior year if improvement last year, 102% of prior two years average if indicator did not improve.

**QIS Measure 2A: RETENTION RATES  
ONE YEAR AFTER ENTRY BY  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 2001 Cohort**

| Institution                                 | Base Year*<br>For Cohort<br>Entering In<br>Fall -- | # Students In<br>Entering<br>Cohort** | Percent Retained One Year After Entry<br>From -- |             |                       | Benchmark*** |                       |
|---|--|---------------------------------------|--|-------------|-----------------------|--------------|-----------------------|
|   |  |                                       | Orig Inst  | Transf Inst | All CO Public<br>Inst | Orig Inst    | All CO Public<br>Inst |
|   |  |                                       |  |             |                       |              |                       |
| Adams State Coll                            | 1999   | 416                                   | 63.2   | 10.8        | 74.0                  | 67.8 - 71.8  | 73.4                  |
|   | 2000   | 423                                   | 58.6   | 11.3        | 70.0                  |              |                       |
|   | <b>2001</b>  | <b>444</b>                            | <b>57.4</b>                                      | <b>12.4</b> | <b>69.8</b>           |              |                       |
| Colo State Univ                             | 1999   | 3,119                                 | 83.1   | 5.0         | 88.2                  | 80.4 - 84.4  | 90.2                  |
|   | 2000   | 3,261                                 | 81.9   | 6.5         | 88.4                  |              |                       |
|   | <b>2001</b>  | <b>3,685</b>                          | <b>83.1</b>                                      | <b>6.2</b>  | <b>89.3</b>           |              |                       |
| Univ of Southern Colo<br>(to be CSU-Pueblo) | 1999   | 611                                   | 66.1   | 12.1        | 78.2                  | 67.8 - 71.8  | 78.8                  |
|   | 2000   | 641                                   | 64.1   | 12.2        | 76.3                  |              |                       |
|   | <b>2001</b>  | <b>626</b>                            | <b>64.4</b>                                      | <b>11.8</b> | <b>76.2</b>           |              |                       |
| Fort Lewis Coll                             | 1999   | 998                                   | 55.6   | 12.5        | 68.1                  | 67.8 - 71.8  | 68.4                  |
|   | 2000   | 983                                   | 54.7   | 11.3        | 66.0                  |              |                       |
|   | <b>2001</b>  | <b>1,097</b>                          | <b>52.9</b>                                      | <b>14.1</b> | <b>67.0</b>           |              |                       |
| Mesa State Coll                             | 1999   | 626                                   | 57.7   | 13.7        | 71.4                  | 67.8 - 71.8  | 71.3                  |
|   | 2000   | 668                                   | 60.3   | 8.1         | 68.4                  |              |                       |
|   | <b>2001</b>  | <b>589</b>                            | <b>60.4</b>                                      | <b>10.7</b> | <b>71.1</b>           |              |                       |
| Metropolitan State Coll<br>of Denver        | 1999   | 1,440                                 | 59.9   | 8.9         | 68.8                  | 65.2 - 69.2  | 72.5                  |
|   | 2000   | 1,548                                 | 62.1   | 9.0         | 71.1                  |              |                       |
|   | <b>2001</b>  | <b>1,738</b>                          | <b>60.8</b>                                      | <b>10.3</b> | <b>71.1</b>           |              |                       |
| Univ of Colo - Boulder                      | 1999   | 4,552                                 | 83.4   | 4.2         | 87.6                  | 84.2 - 88.2  | 88.6                  |
|   | 2000   | 5,052                                 | 82.3   | 3.8         | 86.0                  |              |                       |
|   | <b>2001</b>  | <b>4,969</b>                          | <b>83.3</b>                                      | <b>4.0</b>  | <b>87.3</b>           |              |                       |
| Univ of Colo - Colo Spr                     | 1999   | 684                                   | 63.2   | 10.7        | 73.8                  | 66.1 - 70.1  | 77.7                  |
|   | 2000   | 743                                   | 63.7   | 12.5        | 76.2                  |              |                       |
|   | <b>2001</b>  | <b>772</b>                            | <b>64.2</b>                                      | <b>13.1</b> | <b>77.3</b>           |              |                       |
| Univ of Colo - Denver                       | 1999   | 478                                   | 70.3   | 10.7        | 81.0                  | 68.3 - 72.3  | 80.9                  |
|   | 2000   | 515                                   | 68.3   | 9.3         | 77.7                  |              |                       |
|   | <b>2001</b>  | <b>492</b>                            | <b>68.1</b>                                      | <b>12.6</b> | <b>80.7</b>           |              |                       |
| Univ of Northern Colo                       | 1999   | 2,293                                 | 69.9   | 12.3        | 82.3                  | 77.1 - 81.1  | 84.7                  |
|   | 2000   | 2,115                                 | 68.9   | 14.1        | 83.0                  |              |                       |
|   | <b>2001</b>  | <b>2,105</b>                          | <b>68.2</b>                                      | <b>14.7</b> | <b>82.9</b>           |              |                       |
| Western State Coll                          | 1999   | 557                                   | 58.3   | 14.4        | 72.7                  | 67.8 - 71.8  | 73.5                  |
|   | 2000   | 500                                   | 52.8   | 18.6        | 71.4                  |              |                       |
|   | <b>2001</b>  | <b>582</b>                            | <b>58.2</b>                                      | <b>14.3</b> | <b>72.5</b>           |              |                       |
| <b>Four-Year Inst Total</b>                 | 1999   | 15,774                                | 73.1   | 8.2         | 81.3                  | n/a          | n/a                   |
|   | 2000   | 16,449                                | 72.6   | 8.3         | 80.9                  |              |                       |
|   | <b>2001</b>  | <b>17,099</b>                         | <b>73.0</b>                                      | <b>8.8</b>  | <b>82.0</b>           |              |                       |

\*Base year cohort is 2001.

\*\*Cohort based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer.

Source: Cohort and benchmark calculation based on SURDS files and institutional data; g\QIS\2002\tables\1A\_2A\_Grads\_3A\_3C\_Ret\_4yr.xls

\*\*\*Benchmark midpoint is 102% of rate predicted for the cohort, given cohort average test scores and percentage of undergraduates midpoint plus/minus two percentage points. Benchmark for all Colorado Public Institutions is 102% of prior year if there was improvement last year, or 102% of prior two years average if this indicator was not improved.

**GIS Measure 2B: RETENTION RATES ONE YEAR AFTER ENTRY BY  
 COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS  
 Fall 2001 Cohort**

| Institution                | Base Year** For Cohort Entering In Fall -- | # Students In Entering Cohort** | Percent Successful One Year After Entry At -- |             |                    | Benchmark |                    |
|----------------------------|--|---------------------------------|---|-------------|--------------------|-----------|--------------------|
|                            |  |                                 | Orig Inst                                     | Transf Inst | All CO Public Inst | Orig Inst | All CO Public Inst |
| Aims Comm Coll             | 1999                                       | 300                             | 59.7  | 6.0         | 65.7               | 51.0      | 58.1               |
|                            | 2000                                       | 453                             | 40.4  | 7.9         | 48.3               |           |                    |
|                            | 2001                                       | 407                             | 51.1  | 10.1        | 61.2               |           |                    |
| Arapahoe Comm Coll         | 1999                                       | 285                             | 54.0  | 8.8         | 62.8               | 52.1      | 62.7               |
|                            | 2000                                       | 241                             | 48.1  | 12.0        | 60.2               |           |                    |
|                            | 2001                                       | 447                             | 51.7  | 13.0        | 64.7               |           |                    |
| Colo Mountain Coll         | 1999                                       | 383                             | 46.0  | 9.7         | 55.6               | 52.5      | 63.1               |
|                            | 2000                                       | 525                             | 51.4  | 10.5        | 61.9               |           |                    |
|                            | 2001                                       | 367                             | 47.7  | 11.4        | 59.1               |           |                    |
| Colo NW Comm Coll          | 1999                                       | 112                             | 45.5  | 10.7        | 56.3               | 57.7      | 71.0               |
|                            | 2000                                       | 115                             | 56.5  | 13.0        | 69.6               |           |                    |
|                            | 2001                                       | 97                              | 46.4  | 15.5        | 61.9               |           |                    |
| Comm Coll of Aurora        | 1999                                       | 320                             | 66.6  | 5.9         | 72.5               | 57.5      | 64.5               |
|                            | 2000                                       | 322                             | 46.3  | 7.8         | 54.0               |           |                    |
|                            | 2001                                       | 352                             | 48.0  | 8.0         | 56.0               |           |                    |
| Comm Coll of Denver        | 1999                                       | 494                             | 48.6  | 7.9         | 56.5               | 55.2      | 59.7               |
|                            | 2000                                       | 429                             | 54.1  | 4.4         | 58.5               |           |                    |
|                            | 2001                                       | 502                             | 54.0  | 5.0         | 59.0               |           |                    |
| Front Range Comm           | 1999                                       | 912                             | 47.6  | 10.3        | 57.9               | 53.1      | 63.0               |
|                            | 2000                                       | 940                             | 52.0  | 9.8         | 61.8               |           |                    |
|                            | 2001                                       | 1,359                           | 51.7  | 12.2        | 63.9               |           |                    |
| Lamar Comm Coll            | 1999                                       | 113                             | 53.1  | 7.1         | 60.2               | 56.4      | 60.9               |
|                            | 2000                                       | 103                             | 55.3  | 3.9         | 59.2               |           |                    |
|                            | 2001                                       | 183                             | 56.8  | 10.4        | 67.2               |           |                    |
| Morgan Comm Coll           | 1999                                       | 67                              | 52.2  | 9.0         | 61.2               | 72.1      | 79.6               |
|                            | 2000                                       | 41                              | 70.7  | 7.3         | 78.0               |           |                    |
|                            | 2001                                       | 37                              | 59.5  | 2.7         | 62.2               |           |                    |
| Northeastern Junior Coll   | 1999                                       | 275                             | 56.0  | 9.1         | 65.1               | 59.2      | 72.4               |
|                            | 2000                                       | 317                             | 58.0  | 12.9        | 71.0               |           |                    |
|                            | 2001                                       | 324                             | 54.3  | 12.3        | 66.7               |           |                    |
| Otero Junior Coll          | 1999                                       | 211                             | 53.6  | 8.1         | 61.6               | 55.7      | 64.7               |
|                            | 2000                                       | 216                             | 54.6  | 8.8         | 63.4               |           |                    |
|                            | 2001                                       | 342                             | 45.6  | 12.3        | 57.9               |           |                    |
| Pikes Peak Comm Coll       | 1999                                       | 673                             | 44.7  | 4.8         | 49.5               | 48.7      | 55.2               |
|                            | 2000                                       | 656                             | 47.7  | 6.4         | 54.1               |           |                    |
|                            | 2001                                       | 763                             | 50.7  | 6.2         | 56.9               |           |                    |
| Pueblo Comm Coll           | 1999                                       | 247                             | 50.6  | 4.0         | 54.7               | 52.3      | 57.7               |
|                            | 2000                                       | 265                             | 51.3  | 5.3         | 56.6               |           |                    |
|                            | 2001                                       | 344                             | 56.1  | 5.8         | 61.9               |           |                    |
| Red Rocks Comm Coll        | 1999                                       | 345                             | 47.2  | 9.6         | 56.8               | 48.0      | 58.3               |
|                            | 2000                                       | 406                             | 46.8  | 10.3        | 57.1               |           |                    |
|                            | 2001                                       | 481                             | 55.9  | 9.8         | 65.7               |           |                    |
| Trinidad State Jun Coll    | 1999                                       | 236                             | 53.4  | 6.4         | 59.7               | 50.3      | 56.0               |
|                            | 2000                                       | 254                             | 45.3  | 4.7         | 50.0               |           |                    |
|                            | 2001                                       | 307                             | 53.7  | 7.5         | 61.2               |           |                    |
| <b>Two-Year Inst Total</b> | 1999                                       | 4,973                           | 50.8  | 7.8         | 58.6               | n/a       | n/a                |
|                            | 2000                                       | 5,283                           | 50.1  | 8.5         | 58.6               |           |                    |
|                            | 2001                                       | 6,312                           | 51.9  | 9.7         | 61.6               |           |                    |

\*\*Base year cohort is 2001; graduate totals based on Cohort based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer.  
 Beginning with GIS 2002, students with registration status=2 were excluded from cohorts.  
 Benchmark is 102% of prior year if improvement last year, 102% of prior two years average if indicator did not improve.  
 Source: Cohort and benchmark calculation based on SURDS files; g\GIS\2002\tables\1B\_2B\_Grads\_3B\_3D\_Ret\_2yr.xls

**QIS Measure 3A: BACCALAUREATE GRADUATION RATES  
AFTER SIX YEARS AT  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1995 Minority Cohort**

| Institution                                 | Base Year*<br>For Cohort<br>Entering In<br>Fall -- | # Students In<br>Entering<br>Cohort** | Cumulative % Graduating Six Yrs After<br>Entry From -- |             |                       | Benchmark*** |                       |
|---|--|---------------------------------------|--|-------------|-----------------------|--------------|-----------------------|
|   |  |                                       | Orig Inst  | Transf Inst | All CO Public<br>Inst | Orig Inst    | All CO<br>Public Inst |
| Adams State Coll                            | 1994   | 129                                   | 23.3   | 7.8         | 31.0                  | 29.2 -33.2   | 37.6                  |
|   | 1995   | 122                                   | 32.0   | 4.9         | 36.9                  |              |                       |
|   | <b>1996</b>  | <b>122</b>                            | <b>15.6</b>  | <b>9.0</b>  | <b>24.6</b>           |              |                       |
| Colo State Univ                             | 1994   | 332                                   | 50.3   | 4.2         | 54.5                  | 48.6 - 52.6  | 59.7                  |
|   | 1995   | 345                                   | 54.5   | 4.1         | 58.6                  |              |                       |
|   | <b>1996</b>  | <b>463</b>                            | <b>56.0</b>  | <b>5.7</b>  | <b>61.7</b>           |              |                       |
| Univ of Southern Colo<br>(to be CSU-Pueblo) | 1994   | 203                                   | 21.2   | 3.0         | 24.1                  | 29.2 -33.2   | 25.6                  |
|   | 1995   | 199                                   | 17.6   | 7.5         | 25.1                  |              |                       |
|   | <b>1996</b>  | <b>173</b>                            | <b>24.9</b>  | <b>4.0</b>  | <b>28.9</b>           |              |                       |
| Fort Lewis Coll                             | 1994   | 139                                   | 24.5   | 5.8         | 30.2                  | 29.2 -33.2   | 29.8                  |
|   | 1995   | 195                                   | 25.6   | 2.6         | 28.2                  |              |                       |
|   | <b>1996</b>  | <b>195</b>                            | <b>27.7</b>  | <b>5.6</b>  | <b>33.3</b>           |              |                       |
| Mesa State Coll                             | 1994   | 78                                    | 23.1   | 5.1         | 28.2                  | 29.2 -33.2   | 36.0                  |
|   | 1995   | 85                                    | 25.9   | 9.4         | 35.3                  |              |                       |
|   | <b>1996</b>  | <b>67</b>                             | <b>28.4</b>  | <b>7.5</b>  | <b>35.8</b>           |              |                       |
| Metropolitan State Coll<br>of Denver        | 1994   | 345                                   | 12.8   | 1.4         | 14.2                  | 8.1 - 12.1   | 22.3                  |
|   | 1995   | 403                                   | 19.4   | 2.5         | 21.8                  |              |                       |
|   | <b>1996</b>  | <b>392</b>                            | <b>16.6</b>  | <b>3.8</b>  | <b>20.4</b>           |              |                       |
| Univ of Colo - Boulder                      | 1994   | 685                                   | 51.4   | 3.6         | 55.0                  | 50.8 - 54.8  | 59.3                  |
|   | 1995   | 655                                   | 52.8   | 5.3         | 58.2                  |              |                       |
|   | <b>1996</b>  | <b>577</b>                            | <b>56.2</b>  | <b>4.7</b>  | <b>60.8</b>           |              |                       |
| Univ of Colo - Colo Spr                     | 1994   | 62                                    | 32.3   | 9.7         | 41.9                  | 32.3 - 34.3  | 39.1                  |
|   | 1995   | 75                                    | 26.7   | 8.0         | 34.7                  |              |                       |
|   | <b>1996</b>  | <b>72</b>                             | <b>37.5</b>  | <b>8.3</b>  | <b>45.8</b>           |              |                       |
| Univ of Colo - Denver                       | 1994   | 121                                   | 29.8   | 5.8         | 35.5                  | 21.8 - 25.8  | 47.5                  |
|   | 1995   | 131                                   | 42.0   | 4.6         | 46.6                  |              |                       |
|   | <b>1996</b>  | <b>128</b>                            | <b>50.0</b>  | <b>3.9</b>  | <b>53.9</b>           |              |                       |
| Univ of Northern Colo                       | 1994   | 270                                   | 39.6   | 3.0         | 42.6                  | 37.8 - 41.8  | 46.0                  |
|   | 1995   | 297                                   | 38.7   | 6.4         | 45.1                  |              |                       |
|   | <b>1996</b>  | <b>257</b>                            | <b>44.4</b>  | <b>7.0</b>  | <b>51.4</b>           |              |                       |
| Western State Coll                          | 1994   | 48                                    | 31.3   | 4.2         | 35.4                  | 29.2 -33.2   | 39.1                  |
|   | 1995   | 60                                    | 25.0   | 13.3        | 38.3                  |              |                       |
|   | <b>1996</b>  | <b>51</b>                             | <b>21.6</b>  | <b>5.9</b>  | <b>27.5</b>           |              |                       |
| <b>Four-Year Inst Total</b>                 | 1994   | 2,412                                 | 35.9   | 3.9         | 39.8                  | n/a          | n/a                   |
|   | 1995   | 2,567                                 | 37.5   | 5.1         | 42.7                  |              |                       |
|   | <b>1996</b>  | <b>3,020</b>                          | <b>31.0</b>  | <b>4.2</b>  | <b>35.2</b>           |              |                       |

\*Base year cohort is 1996 for six-year rate; graduate totals based on specified number of academic years plus the following summer.

\*\*Cohort based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer and reported in an ethnic/minority category.

Source: Cohort and benchmark calculation based on SURDS files and institutional data; g:\QIS\2002\tables\1A\_2A\_Grads\_3A\_3C\_Ret\_4yr.xls

\*\*\*Benchmark midpoint is 102% of rate predicted for the cohort, given cohort average test scores and percentage of undergraduates midpoint plus/minus two percentage points. Benchmark for all Colorado Public Institutions is 102% of prior year if there was improvement last year, or 102% of prior two years average if this indicator was not improved.

**QIS Measure 3B: GRADUATION RATES AFTER THREE YEARS FROM  
COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1999 Minority Cohort**

| Institution                | Cohort Entering in Fall -- | # Students in Entering Cohort** | Cumulative % Graduating With Cert or Assoc Degree Three Years After Entry From -- |            |                    | Benchmark |                    |
|----------------------------|----------------------------|---------------------------------|---|------------|--------------------|-----------|--------------------|
|                            |                            |                                 | Orig Inst   | Tranf Inst | All CO Public Inst | Orig Inst | All CO Public Inst |
| Aims Comm Coll             | 1997                       | 123                             | 10.6  | 0.0        | 10.6               | 7.2       | 7.5                |
|                            | 1998                       | 173                             | 3.5   | 0.6        | 4.0                |           |                    |
|                            | <b>1999</b>                | <b>68</b>                       | <b>17.6</b>   | <b>1.5</b> | <b>19.1</b>        |           |                    |
| Arapahoe Comm Coll         | 1997                       | 46                              | 2.2   | 0.0        | 2.2                | 19.4      | 19.4               |
|                            | 1998                       | 42                              | 19.0  | 0.0        | 19.0               |           |                    |
|                            | <b>1999</b>                | <b>44</b>                       | <b>11.4</b>   | <b>0.0</b> | <b>11.4</b>        |           |                    |
| Colo Mountain Coll         | 1997                       | 37                              | 24.3  | 0.0        | 24.3               | 17.0      | 17.0               |
|                            | 1998                       | 33                              | 9.1   | 0.0        | 9.1                |           |                    |
|                            | <b>1999</b>                | <b>35</b>                       | <b>14.3</b>   | <b>0.0</b> | <b>14.3</b>        |           |                    |
| Colo NW Comm Coll          | 1997                       | 23                              | 21.7  | 0.0        | 21.7               | 18.9      | 23.5               |
|                            | 1998                       | 13                              | 15.4  | 7.7        | 23.1               |           |                    |
|                            | <b>1999</b>                | <b>23</b>                       | <b>13.0</b>   | <b>0.0</b> | <b>13.0</b>        |           |                    |
| Comm Coll of Aurora        | 1997                       | 85                              | 4.7   | 1.2        | 5.9                | 15.1      | 15.1               |
|                            | 1998                       | 81                              | 14.8  | 0.0        | 14.8               |           |                    |
|                            | <b>1999</b>                | <b>112</b>                      | <b>27.7</b>   | <b>0.9</b> | <b>28.6</b>        |           |                    |
| Comm Coll of Denver        | 1997                       | 243                             | 9.5   | 0.0        | 9.5                | 14.6      | 14.9               |
|                            | 1998                       | 280                             | 14.3  | 0.4        | 14.6               |           |                    |
|                            | <b>1999</b>                | <b>226</b>                      | <b>12.8</b>   | <b>0.4</b> | <b>13.3</b>        |           |                    |
| Front Range Comm Coll      | 1997                       | 158                             | 17.1  | 0.0        | 17.1               | 15.7      | 16.1               |
|                            | 1998                       | 138                             | 13.8  | 0.7        | 14.5               |           |                    |
|                            | <b>1999</b>                | <b>121</b>                      | <b>10.7</b>   | <b>1.7</b> | <b>12.4</b>        |           |                    |
| Lamar Comm Coll            | 1997                       | 47                              | 21.3  | 0.0        | 21.3               | 31.4      | 31.4               |
|                            | 1998                       | 39                              | 30.8  | 0.0        | 30.8               |           |                    |
|                            | <b>1999</b>                | <b>31</b>                       | <b>29.0</b>   | <b>0.0</b> | <b>29.0</b>        |           |                    |
| Morgan Comm Coll           | 1997                       | 10                              | 30.0  | 0.0        | 30.0               | 29.2      | 29.2               |
|                            | 1998                       | 11                              | 27.3  | 0.0        | 27.3               |           |                    |
|                            | <b>1999</b>                | <b>9</b>                        | <b>22.2</b>   | <b>0.0</b> | <b>22.2</b>        |           |                    |
| Northeastern Junior Coll   | 1997                       | 41                              | 9.8   | 2.4        | 12.2               | 13.9      | 13.9               |
|                            | 1998                       | 44                              | 13.6  | 0.0        | 13.6               |           |                    |
|                            | <b>1999</b>                | <b>40</b>                       | <b>12.5</b>   | <b>2.5</b> | <b>15.0</b>        |           |                    |
| Otero Junior Coll          | 1997                       | 79                              | 31.6  | 1.3        | 32.9               | 44.7      | 44.7               |
|                            | 1998                       | 57                              | 43.9  | 0.0        | 43.9               |           |                    |
|                            | <b>1999</b>                | <b>84</b>                       | <b>38.1</b>   | <b>1.2</b> | <b>39.3</b>        |           |                    |
| Pikes Peak Comm Coll       | 1997                       | 186                             | 5.9   | 0.0        | 5.9                | 13.3      | 14.3               |
|                            | 1998                       | 207                             | 13.0  | 1.0        | 14.0               |           |                    |
|                            | <b>1999</b>                | <b>193</b>                      | <b>9.8</b>  | <b>0.0</b> | <b>9.8</b>         |           |                    |
| Pueblo Comm Coll           | 1997                       | 118                             | 11.9  | 0.8        | 12.7               | 29.0      | 29.0               |
|                            | 1998                       | 151                             | 28.5  | 0.0        | 28.5               |           |                    |
|                            | <b>1999</b>                | <b>116</b>                      | <b>14.7</b>   | <b>0.0</b> | <b>14.7</b>        |           |                    |
| Red Rocks Comm Coll        | 1997                       | 72                              | 13.9  | 0.0        | 13.9               | 13.9      | 15.3               |
|                            | 1998                       | 60                              | 13.3  | 1.7        | 15.0               |           |                    |
|                            | <b>1999</b>                | <b>60</b>                       | <b>18.3</b>   | <b>5.0</b> | <b>23.3</b>        |           |                    |
| Trinidad State Jun Coll    | 1997                       | 162                             | 28.4  | 0.0        | 28.4               | 30.8      | 31.6               |
|                            | 1998                       | 126                             | 30.2  | 0.8        | 31.0               |           |                    |
|                            | <b>1999</b>                | <b>106</b>                      | <b>27.4</b>   | <b>0.0</b> | <b>27.4</b>        |           |                    |
| <b>Two-Year Inst Total</b> | 1997                       | 1,430                           | 14.3  | 0.3        | 14.6               | n/a       | n/a                |
|                            | 1998                       | 1,455                           | 17.3  | 0.5        | 17.9               |           |                    |
|                            | <b>1999</b>                | <b>1,268</b>                    | <b>17.5</b>   | <b>0.8</b> | <b>18.3</b>        |           |                    |

\*\*Base year cohort is 1999 for three-year graduation rate; graduate totals based on specified Cohort based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer and reported in an ethnic minority category. Beginning with QIS 2002, students with registration status=2 were excluded from cohorts.

**QIS Measure 3C: RETENTION RATES  
ONE YEAR AFTER ENTRY BY  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 2001 Minority Cohort**

| Institution                            | Base Year*<br>For Cohort<br>Entering In<br>Fall -- | # Students In<br>Entering<br>Cohort** | Percent Retained One Year After Entry<br>From -- |             |                       | Benchmark*** |                       |
|--|--|---------------------------------------|--|-------------|-----------------------|--------------|-----------------------|
|  |  |                                       | Orig Inst  | Transf Inst | All CO Public<br>Inst | Orig Inst    | All CO Public<br>Inst |
| Adams State Coll                       | 1999   | 111                                   | 71.2   | 7.2         | 78.4                  | 66.2 - 70.2  | 72.9                  |
|  | 2000   | 138                                   | 58.7   | 5.8         | 64.5                  |              |                       |
|  | 2001   | 127                                   | 57.5   | 11.0        | 68.5                  |              |                       |
| Colo State Univ                        | 1999   | 403                                   | 80.4   | 6.5         | 86.8                  | 77.3 - 81.3  | 90.4                  |
|  | 2000   | 459                                   | 81.3   | 7.4         | 88.7                  |              |                       |
|  | 2001   | 463                                   | 84.4   | 5.4         | 89.8                  |              |                       |
| Univ of Southern Colo<br>( CSU-Pueblo) | 1999   | 216                                   | 64.4   | 12.0        | 76.4                  | 66.2 - 70.2  | 77.5                  |
|  | 2000   | 241                                   | 66.0   | 9.5         | 75.5                  |              |                       |
|  | 2001   | 257                                   | 62.6   | 12.5        | 75.1                  |              |                       |
| Fort Lewis Coll                        | 1999   | 238                                   | 51.3   | 8.0         | 59.2                  | 66.2 - 70.2  | 54.7                  |
|  | 2000   | 244                                   | 42.6   | 5.3         | 48.0                  |              |                       |
|  | 2001   | 309                                   | 49.5   | 7.4         | 57.0                  |              |                       |
| Mesa State Coll                        | 1999   | 85                                    | 47.1   | 15.3        | 62.4                  | 66.2 - 70.2  | 72.2                  |
|  | 2000   | 89                                    | 64.0   | 6.7         | 70.8                  |              |                       |
|  | 2001   | 87                                    | 60.9   | 13.8        | 74.7                  |              |                       |
| Metropolitan State Coll<br>of Denver   | 1999   | 371                                   | 63.6   | 5.9         | 69.5                  | 56.9 - 60.9  | 70.0                  |
|  | 2000   | 417                                   | 62.6   | 5.0         | 67.6                  |              |                       |
|  | 2001   | 448                                   | 59.6   | 7.4         | 67.0                  |              |                       |
| Univ of Colo - Boulder                 | 1999   | 602                                   | 80.2   | 4.8         | 85.0                  | 80.3 - 84.3  | 88.4                  |
|  | 2000   | 676                                   | 80.9   | 5.8         | 86.7                  |              |                       |
|  | 2001   | 696                                   | 79.6   | 6.5         | 86.1                  |              |                       |
| Univ of Colo - Colo Spr                | 1999   | 142                                   | 65.5   | 9.2         | 74.6                  | 66.1 - 70.1  | 74.9                  |
|  | 2000   | 137                                   | 63.5   | 8.8         | 72.3                  |              |                       |
|  | 2001   | 146                                   | 63.7   | 15.8        | 79.5                  |              |                       |
| Univ of Colo - Denver                  | 1999   | 197                                   | 69.0   | 6.6         | 75.6                  | 62.8 - 66.8  | 84.6                  |
|  | 2000   | 205                                   | 75.6   | 7.3         | 82.9                  |              |                       |
|  | 2001   | 171                                   | 75.4   | 5.8         | 81.3                  |              |                       |
| Univ of Northern Colo                  | 1999   | 364                                   | 67.3   | 11.3        | 78.6                  | 74.3 - 78.3  | 82.8                  |
|  | 2000   | 297                                   | 68.0   | 13.1        | 81.1                  |              |                       |
|  | 2001   | 249                                   | 69.1   | 14.5        | 83.5                  |              |                       |
| Western State Coll                     | 1999   | 53                                    | 60.4   | 18.9        | 79.2                  | 66.2 - 70.2  | 75.6                  |
|  | 2000   | 29                                    | 48.3   | 20.7        | 69.0                  |              |                       |
|  | 2001   | 67                                    | 46.3   | 20.9        | 67.2                  |              |                       |
| <b>Four-Year Inst Total</b>            | 1999   | 2,782                                 | 69.3   | 7.9         | 77.2                  | n/a          | n/a                   |
|  | 2000   | 2,932                                 | 69.6   | 7.4         | 76.9                  |              |                       |
|  | 2001   | 3,020                                 | 69.0   | 9.0         | 76.0                  |              |                       |

\*Base year cohort is 2001.

\*\*Cohort based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer and reported in an ethnic/minority category.

Source: Cohort and benchmark calculation based on SURDS files and institutional data; g\QIS\2002\tables\1A\_2A\_Grads\_3A\_3C\_Ret\_4yr.xls

\*\*\*Benchmark midpoint is 102% of rate predicted for the cohort, given cohort average test scores and percentage of undergraduates midpoint plus/minus two percentage points. Benchmark for all Colorado Public Institutions is 102% of prior year if there was improvement last year, or 102% of prior two years average if this indicator was not improved.

**QIS Measure 3D: RETENTION RATES ONE YEAR AFTER ENTRY BY  
COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 2001 Minority Cohort**

| Institution                | Base Year*<br>For Cohort<br>Entering In<br>Fall -- | # Students In<br>Entering<br>Cohort** | Percent Successful One Year After Entry<br>By -- |                             |                              | Benchmark |                       |
|----------------------------|--|---------------------------------------|--|-----------------------------|------------------------------|-----------|-----------------------|
|                            |  |                                       | Orig Inst  | Transf Inst                 | All CO Public<br>Inst        | Orig Inst | All CO Public<br>Inst |
|                            |  |                                       |  |                             |                              |           |                       |
| Aims Comm Coll             | 1999<br>2000<br><b>2001</b>                        | 68<br>149<br><b>87</b>                | 50.0<br>26.2<br><b>49.4</b>                      | 7.4<br>4.7<br><b>9.2</b>    | 57.4<br>30.9<br><b>58.6</b>  | 38.8      | 45.0                  |
| Arapahoe Comm Coll         | 1999<br>2000<br><b>2001</b>                        | 44<br>30<br><b>63</b>                 | 54.5<br>46.7<br><b>39.7</b>                      | 11.4<br>6.7<br><b>15.9</b>  | 65.9<br>53.3<br><b>55.6</b>  | 51.6      | 60.8                  |
| Colo Mountain Coll         | 1999<br>2000<br><b>2001</b>                        | 35<br>38<br><b>22</b>                 | 45.7<br>65.8<br><b>68.2</b>                      | 5.7<br>15.8<br><b>0.0</b>   | 51.4<br>81.6<br><b>68.2</b>  | 67.1      | 83.2                  |
| Colo NW Comm Coll          | 1999<br>2000<br><b>2001</b>                        | 23<br>22<br><b>22</b>                 | 43.5<br>50.0<br><b>40.9</b>                      | 4.3<br>13.6<br><b>13.6</b>  | 47.8<br>63.6<br><b>54.5</b>  | 51.0      | 64.9                  |
| Comm Coll of Aurora        | 1999<br>2000<br><b>2001</b>                        | 112<br>121<br><b>132</b>              | 65.2<br>40.5<br><b>50.0</b>                      | 3.6<br>10.7<br><b>7.6</b>   | 68.8<br>51.2<br><b>57.6</b>  | 53.9      | 61.2                  |
| Comm Coll of Denver        | 1999<br>2000<br><b>2001</b>                        | 226<br>219<br><b>276</b>              | 51.3<br>54.3<br><b>52.2</b>                      | 4.0<br>3.7<br><b>2.9</b>    | 55.3<br>58.0<br><b>55.1</b>  | 55.4      | 59.2                  |
| Front Range Comm Coll      | 1999<br>2000<br><b>2001</b>                        | 121<br>137<br><b>219</b>              | 40.5<br>55.5<br><b>48.9</b>                      | 8.3<br>7.3<br><b>12.8</b>   | 48.8<br>62.8<br><b>61.6</b>  | 56.6      | 64.0                  |
| Lamar Comm Coll            | 1999<br>2000<br><b>2001</b>                        | 31<br>26<br><b>43</b>                 | 54.8<br>42.3<br><b>51.2</b>                      | 3.2<br>11.5<br><b>11.6</b>  | 58.1<br>53.8<br><b>62.8</b>  | 49.5      | 57.1                  |
| Morgan Comm Coll           | 1999<br>2000<br><b>2001</b>                        | 9<br>7<br><b>8</b>                    | 33.3<br>85.7<br><b>75.0</b>                      | 11.1<br>14.3<br><b>0.0</b>  | 44.4<br>100.0<br><b>75.0</b> | 87.4      | 73.7                  |
| Northeastern Junior Coll   | 1999<br>2000<br><b>2001</b>                        | 40<br>46<br><b>50</b>                 | 30.0<br>39.1<br><b>34.0</b>                      | 15.0<br>17.4<br><b>18.0</b> | 45.0<br>56.5<br><b>52.0</b>  | 39.9      | 57.7                  |
| Otero Junior Coll          | 1999<br>2000<br><b>2001</b>                        | 84<br>85<br><b>125</b>                | 45.2<br>54.1<br><b>42.4</b>                      | 9.5<br>7.1<br><b>10.4</b>   | 54.8<br>61.2<br><b>52.8</b>  | 55.2      | 62.4                  |
| Pikes Peak Comm Coll       | 1999<br>2000<br><b>2001</b>                        | 193<br>179<br><b>226</b>              | 43.5<br>45.3<br><b>44.7</b>                      | 2.6<br>7.3<br><b>5.3</b>    | 46.1<br>52.5<br><b>50.0</b>  | 46.2      | 53.6                  |
| Pueblo Comm Coll           | 1999<br>2000<br><b>2001</b>                        | 116<br>122<br><b>155</b>              | 49.1<br>54.9<br><b>59.4</b>                      | 2.6<br>6.6<br><b>3.9</b>    | 51.7<br>61.5<br><b>63.2</b>  | 56.0      | 62.7                  |
| Red Rocks Comm Coll        | 1999<br>2000<br><b>2001</b>                        | 60<br>63<br><b>77</b>                 | 46.7<br>52.4<br><b>42.9</b>                      | 6.7<br>6.3<br><b>5.2</b>    | 53.3<br>58.7<br><b>48.1</b>  | 53.4      | 59.9                  |
| Trinidad State Jun Coll    | 1999<br>2000<br><b>2001</b>                        | 106<br>140<br><b>143</b>              | 50.0<br>43.6<br><b>51.7</b>                      | 5.7<br>4.3<br><b>7.0</b>    | 55.7<br>47.9<br><b>58.7</b>  | 47.7      | 52.8                  |
| <b>Two-Year Inst Total</b> | 1999<br>2000<br><b>2001</b>                        | 1,268<br>1,384<br><b>1,648</b>        | 48.4<br>47.4<br><b>49.0</b>                      | 5.5<br>7.1<br><b>7.6</b>    | 53.9<br>54.5<br><b>56.6</b>  | n/a       | n/a                   |

\*\*Base year cohort is 2001; graduate totals based on specified number of academic year(s) plus the Cohort based on first-time, full-time, certificate and associate degree-seeking students entering in

**GIS Measure 4A: ACHIEVEMENT SCORES ON LICENSURE, PROFESSIONAL, GRADUATE SCHOOL ADMISSION, and  
OTHER EXAMINATIONS TAKEN BY BACCALAUREATE SENIORS AND GRADUATES DURING FY 1999-00, FY 2000-01, FY 2001-02  
(FOUR-YEAR PUBLIC INSTITUTIONS)**

| Exam  | INSTITUTION |      |                    |     |      |       |      |       |      |      |     | Benchmark |
|---|-------------|------|--------------------|-----|------|-------|------|-------|------|------|-----|-----------|
|   | ASC         | CSU  | USC<br>CSUP<br>783 | FLC | Hesa | Metro | UC-B | UC-CS | UC-D | UNC  | WSC |           |
| <b>Graduate Record Examinations</b>   |             |      |                    |     |      |       |      |       |      |      |     |           |
| # Scores (1099 - 900)   |             |      |                    |     |      |       |      |       |      |      |     |           |
| Verbal  | 1           | 278  | 11                 | 5   | 22   | 20    | 167  | 24    | 64   | 70   | 12  | 140,294   |
| Quantitative  | 1           | 278  | 11                 | 5   | 22   | 20    | 167  | 24    | 64   | 70   | 12  | 140,299   |
| Analytical  | 1           | 277  | 11                 | 5   | 22   | 20    | 167  | 24    | 64   | 70   | 12  | 140,276   |
| # Scores (1000 - 901)   |             |      |                    |     |      |       |      |       |      |      |     |           |
| Verbal  | 1           | 305  | 14                 | 10  | 19   | 20    | 180  | 28    | 60   | 62   | 12  | 165,350   |
| Quantitative  | 1           | 305  | 14                 | 10  | 19   | 20    | 180  | 28    | 60   | 62   | 12  | 165,328   |
| Analytical  | 1           | 304  | 14                 | 10  | 19   | 20    | 180  | 28    | 60   | 62   | 12  | 165,219   |
| Scores (1001 - 902)   |             |      |                    |     |      |       |      |       |      |      |     |           |
| Verbal  | 12          | 389  | 17                 | 11  | 22   | 17    | 260  | 33    | 68   | 67   | 7   | 224,051   |
| Quantitative  | 12          | 389  | 17                 | 11  | 22   | 17    | 260  | 33    | 65   | 67   | 7   | 224,021   |
| Analytical  | 12          | 389  | 17                 | 11  | 22   | 17    | 260  | 33    | 65   | 67   | 7   | 223,057   |
| Mean Scores   |             |      |                    |     |      |       |      |       |      |      |     |           |
| Mean Verbal Score 1099 - 900  | *           | 461  | *                  | *   | *    | *     | 500  | *     | 450  | 425  | *   | 426 - 526 |
| Mean Verbal Score 1000 - 901  | *           | 471  | *                  | *   | *    | *     | 490  | 457   | 469  | 425  | *   | 429 - 529 |
| Mean Verbal Score 1001 - 902  | *           | 466  | *                  | *   | *    | *     | 521  | 450   | 454  | 448  | *   | 426 - 526 |
| Mean Quant Score 1099 - 900   | *           | 582  | *                  | *   | *    | *     | 620  | *     | 529  | 513  | *   | 522 - 622 |
| Mean Quant Score 1000 - 901   | *           | 586  | *                  | *   | *    | *     | 608  | 529   | 523  | 494  | *   | 529 - 629 |
| Mean Quant Score 1001 - 902   | *           | 604  | *                  | *   | *    | *     | 641  | 515   | 544  | 541  | *   | 565 - 665 |
| Mean Analytical Score 1099 - 900  | *           | 508  | *                  | *   | *    | *     | 617  | *     | 590  | 560  | *   | 515 - 615 |
| Mean Analytical Score 1000 - 901  | *           | 603  | *                  | *   | *    | *     | 618  | 594   | 567  | 563  | *   | 521 - 621 |
| Mean Analytical Score 1001 - 902  | *           | 604  | *                  | *   | *    | *     | 628  | 558   | 551  | 567  | *   | 547 - 647 |
| <small>Test cohort = seniors whose GRE test scores were reported to their respective undergraduate institution during October 2001 - September 2002.<br/>                     Benchmark: +/- 50 points of national mean scores for single year test takers beginning with 2001-02 test-takers. Source: Educational Testing Service<br/>                     Notes: 1) ETS provides requires a minimum of 25 scores to calculate a mean.<br/>                     2) Due to some examinees receiving no score, the total number of scores may differ for each measure of the general test.</small> |             |      |                    |     |      |       |      |       |      |      |     |           |
| <b>CPA Examination Services</b>   |             |      |                    |     |      |       |      |       |      |      |     |           |
| <b>Colorado Performance Measures</b>  |             |      |                    |     |      |       |      |       |      |      |     |           |
| <b>Achievement Rates by School on the May 2002 &amp; First Time Candidates without a Degree</b>   |             |      |                    |     |      |       |      |       |      |      |     |           |
| # Test Takers 5/02  | *           | 16   | *                  | *   | 7    | 14    | 12   | *     | 11   | 5    | *   |           |
| # Passing 5/02  | *           | 4    | *                  | *   | 1    | 3     | 3    | *     | 2    | -    | *   |           |
| % Passing 5/02  | *           | 25.0 | *                  | *   | 14.3 | 21.4  | 25.0 | *     | 18.2 | -    | *   |           |
| # Test Takers 11/02   | *           | 8    | *                  | *   | 24   | 9     | 6    | 10    | 10   | 10   | 6   |           |
| # Passing 11/02   | *           | -    | *                  | *   | 5    | 1     | 2    | 1     | 3    | -    | -   |           |
| % Passing 11/02   | *           | -    | *                  | *   | 20.8 | 11.1  | 40.0 | 10.0  | 30.0 | -    | -   |           |
| # Test Takers 5/02 & 11/02  | *           | 24   | *                  | *   | 7    | 38    | 21   | 5     | 21   | 15   | 6   |           |
| # Passing 5/02 & 11/02  | *           | 4    | *                  | *   | 1    | 8     | 4    | 2     | 3    | 3    | -   |           |
| % Passing 5/02 & 11/02  | *           | 16.7 | *                  | *   | **   | 21.1  | 19.0 | **    | 14.3 | **   | **  | 15.6%     |
| <small>Test Cohort = scores for first time candidates without an advanced degree are used from May 2002 &amp; November 2002. Colorado Average Pass Rate = 18% (9/2002 &amp; 11/02)<br/>                     * No test takers reported<br/>                     ** Institutions with less than 20 test takers will not be counted<br/>                     *** Benchmark is % of 11, 657 National First Time Candidates w/o advanced deg</small>   |             |      |                    |     |      |       |      |       |      |      |     |           |
| <b>National Council Licensure Examination for Registered Nurses (NCLEX-RN)</b>  |             |      |                    |     |      |       |      |       |      |      |     |           |
| # Test Takers 7/01 - 6/03   |             |      | 89                 |     | 87   |       |      | 148   |      | 169  |     | 900       |
| # Passing 7/01 - 6/03   |             |      | 96                 |     | 77   |       |      | 137   |      | 153  |     | 796       |
| % Passing 7/01 - 6/03   | ---         | ---  | 87.3               | --- | 89.3 | ---   | ---  | 91.5  | ---  | 91.6 | --- | 86.7      |
| % Passing 7/01 - 6/03   |             |      | 91.0               |     | 89.0 |       |      | 93.0  |      | 91.0 |     | 88.0      |
| <small>Test cohort = first-time registered nurse candidates tested July 2000 - June 2002; UCCS data include Beth-El College of Nursing candidates.</small>  |             |      |                    |     |      |       |      |       |      |      |     |           |

(Continued)

| Exam  | INSTITUTION |      |                    |      |       |       |       |       |      |      |       | Benchmark |
|---|-------------|------|--------------------|------|-------|-------|-------|-------|------|------|-------|-----------|
|   | ASC         | CSU  | USC CSU-<br>P 7/03 | FLC  | Mesa  | Metro | UC-B  | UC-CS | UC-D | UNC  | WSC   |           |
| <b>Program for Licensing Assessments for Colorado Educators (PLACE)</b> |             |      |                    |      |       |       |       |       |      |      |       |           |
| <b>Elementary Education</b>   |             |      |                    |      |       |       |       |       |      |      |       |           |
| # Test Takers (10/01 - 5/03)  | 305         | 33   | 184                | 168  | 80    | 251   | 178   | 45    |      | 580  | 40    | 1,864     |
| # Passing (10/01 - 5/03)  | 189         | 26   | 133                | 113  | 73    | 213   | 168   | 41    | *    | 477  | 32    | 1,465     |
| % Passing (10/00 - 5/02)  | 61.2        | 80.0 | 70.0               | 75.9 | 87.0  | 80.8  | 96.8  | 90.6  | ---  | 82.4 | 87.0  | 79.9      |
| % Passing (10/01 - 5/03)  | 62.0        | 78.8 | 72.3               | 67.3 | 91.3  | 84.9  | 94.4  | 91.1  | *    | 82.2 | 80.0  | 78.6      |
| <b>Social Studies</b>   |             |      |                    |      |       |       |       |       |      |      |       |           |
| # Test Takers (10/01 - 5/03)  | 41          | 128  | 34                 | 32   | 21    | 54    | 42    | 7     | ---  | 86   | 19    | 464       |
| # Passing (10/01 - 5/03)  | 19          | 92   | 16                 | 19   | 14    | 32    | 33    | 6     | ---  | 51   | 14    | 296       |
| % Passing (10/00 - 5/02)  | 34.3        | 69.1 | 45.2               | 50.0 | 90.5  | 51.6  | 83.3  | 100.0 | ---  | 51.7 | 50.0  | 59.5      |
| % Passing (10/01 - 5/03)  | 46.3        | 71.9 | 47.1               | 59.4 | 66.7  | 59.3  | 78.6  | *     | *    | 59.3 | *     | 63.8      |
| <b>English</b>  |             |      |                    |      |       |       |       |       |      |      |       |           |
| # Test Takers (10/01 - 5/03)  | 31          | 116  | 41                 | 33   | 30    | 39    | 30    | 4     | ---  | 51   | 3     | 378       |
| # Passing (10/01 - 5/03)  | 20          | 89   | 19                 | 23   | 24    | 24    | 27    | 3     | *    | 39   | 3     | 271       |
| % Passing (10/00 - 5/02)  | 46.9        | 81.6 | 37.5               | 85.3 | 76.9  | 73.2  | 86.4  | 100.0 | ---  | 69.4 | 85.7  | 71.8      |
| % Passing (10/01 - 5/03)  | 64.5        | 76.7 | 46.3               | 69.7 | 80.0  | 61.5  | 90.0  | *     | *    | 76.5 | *     | 71.7      |
| <b>Science</b>  |             |      |                    |      |       |       |       |       |      |      |       |           |
| # Test Takers (10/01 - 5/03)  | 18          | 160  | 19                 | 37   | 25    | 6     | 15    | ---   | ---  | 34   | 11    | 325       |
| # Passing (10/01 - 5/03)  | 9           | 84   | 6                  | 14   | 11    | 2     | 13    | ---   | ---  | 15   | 13    | 167       |
| % Passing (10/00 - 5/02)  | 78.9        | 63.8 | 33.3               | 43.8 | 65.5  | 75.0  | 95.8  | 100.0 | ---  | 54.1 | 90.9  | 64.3      |
| % Passing (10/01 - 5/03)  | *           | 52.5 | *                  | 37.8 | 44.0  | *     | *     | *     | *    | 44.1 | *     | 51.4      |
| <b>Physical Education</b>   |             |      |                    |      |       |       |       |       |      |      |       |           |
| # Test Takers (10/01 - 5/03)  | 23          | 44   | 19                 | 27   | 14    | 18    | ---   | ---   | ---  | 107  | 10    | 262       |
| # Passing (10/01 - 5/03)  | 23          | 38   | 13                 | 16   | 12    | 12    | *     | *     | *    | 67   | 9     | 190       |
| % Passing (10/00 - 5/02)  | 48.1        | 87.3 | 68.4               | 71.4 | 80.0  | 75.0  | 100.0 | ---   | ---  | 61.0 | 100.0 | 69.5      |
| % Passing (10/01 - 5/03)  | 100.0       | 86.4 | *                  | 59.3 | *     | 66.7  | *     | *     | *    | 62.6 | *     | 72.5      |
| <b>Mathematics</b>  |             |      |                    |      |       |       |       |       |      |      |       |           |
| # Test Takers (10/01 - 5/03)  | 10          | 69   | 3                  | 18   | 10    | 20    | 14    | 1     | ---  | 49   | 5     | 199       |
| # Passing (10/01 - 5/03)  | 9           | 47   | 2                  | 10   | 9     | 9     | 11    | 1     | *    | 38   | 4     | 140       |
| % Passing (10/00 - 5/02)  | 80.0        | 60.3 | 75.0               | 53.3 | 76.9  | 47.4  | 100.0 | 33.3  | ---  | 84.4 | 100.0 | 69.0      |
| % Passing (10/01 - 5/03)  | *           | 68.1 | *                  | *    | *     | 45.0  | *     | *     | *    | 77.6 | *     | 70.4      |
| <b>Art</b>  |             |      |                    |      |       |       |       |       |      |      |       |           |
| # Test Takers (10/01 - 5/03)  | 17          | 68   | 2                  | 23   | 12    | 20    | ---   | ---   | ---  | 26   | 17    | 185       |
| # Passing (10/01 - 5/03)  | 12          | 58   | 2                  | 16   | 8     | 11    | ---   | ---   | ---  | 23   | 5     | 135       |
| % Passing (10/00 - 5/02)  | 70.0        | 81.2 | 100.0              | 75.0 | 60.0  | 59.1  | 100.0 | ---   | ---  | 72.2 | 47.6  | 71.0      |
| % Passing (10/01 - 5/03)  | *           | 85.3 | *                  | 69.6 | *     | 55.0  | *     | *     | *    | 88.5 | *     | 73.0      |
| <b>Music</b>  |             |      |                    |      |       |       |       |       |      |      |       |           |
| # Test Takers (10/01 - 5/03)  | 18          | 27   | 5                  | 22   | 7     | 10    | 37    | ---   | ---  | 61   | 5     | 192       |
| # Passing (10/01 - 5/03)  | 17          | 16   | 3                  | 15   | 7     | 5     | 34    | ---   | ---  | 44   | 4     | 145       |
| % Passing (10/00 - 5/02)  | 61.5        | 78.6 | 75.0               | 52.4 | 100.0 | 50.0  | 96.2  | ---   | ---  | 75.0 | 75.0  | 73.3      |
| % Passing (10/01 - 5/03)  | *           | 59.3 | *                  | 68.2 | *     | *     | 91.9  | *     | *    | 72.1 | *     | 75.5      |
| <b>Early Childhood Education</b>  |             |      |                    |      |       |       |       |       |      |      |       |           |
| # Test Takers (10/01 - 5/03)  | 10          | 56   | ---                | 25   | 1     | 63    | ---   | ---   | ---  | 3    | ---   | 158       |
| # Passing (10/01 - 5/03)  | 7           | 44   | ---                | 21   | 1     | 49    | ---   | ---   | ---  | 1    | ---   | 123       |
| % Passing (10/00 - 5/02)  | ---         | 87.0 | ---                | 81.0 | 100.0 | 65.3  | ---   | ---   | ---  | 0.0  | ---   | 71.7      |
| % Passing (10/01 - 5/03)  | *           | 78.6 | *                  | 84.0 | *     | 77.8  | *     | *     | *    | *    | *     | 77.8      |

(Continued)

| Exam  | INSTITUTION |       |                    |      |      |       |       |       |      |      | Benchmark |      |
|---|-------------|-------|--------------------|------|------|-------|-------|-------|------|------|-----------|------|
|   | ASC         | CSU   | USC CSU-<br>P 7/03 | FLC  | Mesa | Metro | UC-B  | UC-CS | UC-D | UNC  |           | WSC  |
| <b>Program for Licensing Assessments for Colorado Educators (PLACE)–continued</b> |             |       |                    |      |      |       |       |       |      |      |           |      |
| <b>English as a Second Language</b>   |             |       |                    |      |      |       |       |       |      |      |           |      |
| # Test Takers (10/01 - 5/03)  | 54          | 3     | ---                | 30   | ---  | 1     | ---   | ---   | ---  | 33   | ---       | 121  |
| # Passing (10/01 - 5/03)  | 37          | 3     | ---                | 21   | ---  | ---   | ---   | ---   | ---  | 23   | ---       | 84   |
| % Passing (10/00 - 5/02)  | 65.6        | 100.0 | ---                | 63.2 | ---  | ---   | 100.0 | ---   | ---  | 66.7 | ---       | 66.7 |
| % Passing (10/01 - 5/03)  | 68.5        | *     | *                  | 70.0 | *    | *     | *     | *     | *    | 69.7 | *         | 69.4 |
| <b>Bilingual Education</b>  |             |       |                    |      |      |       |       |       |      |      |           |      |
| # Test Takers (10/01 - 5/03)  | 2           | 1     | ---                | 10   | ---  | 5     | ---   | ---   | ---  | 26   | ---       | 44   |
| # Passing (10/01 - 5/03)  | 0           | 1     | ---                | 7    | ---  | 3     | ---   | ---   | ---  | 14   | ---       | 25   |
| % Passing (10/00 - 5/02)  | *           | *     | ---                | 90.0 | ---  | 80.0  | 100.0 | ---   | ---  | 52.6 | ---       | 62.3 |
| % Passing (10/01 - 5/03)  | *           | *     | *                  | *    | *    | *     | *     | *     | *    | 53.8 | *         | 56.8 |
| <b>Program for Licensing Assessments for Colorado Educators (PLACE)–continued</b> |             |       |                    |      |      |       |       |       |      |      |           |      |
| <b>Business Education</b>   |             |       |                    |      |      |       |       |       |      |      |           |      |
| # Test Takers (10/01 - 5/03)  | 37          | 30    | ---                | 9    | ---  | ---   | ---   | ---   | ---  | ---  | ---       | 76   |
| # Passing (10/01 - 5/03)  | 22          | 15    | ---                | 4    | ---  | ---   | ---   | ---   | ---  | ---  | ---       | 41   |
| % Passing (10/00 - 5/02)  | 24.2        | 35.0  | ---                | 33.3 | ---  | ---   | ---   | ---   | ---  | ---  | ---       | 30.3 |
| % Passing (10/01 - 5/03)  | 59.5        | 50.0  | *                  | *    | *    | *     | *     | *     | *    | *    | *         | 53.9 |
| <b>Moderate Needs</b>   |             |       |                    |      |      |       |       |       |      |      |           |      |
| # Test Takers (10/01 - 5/03)  | 52          | 2     | ---                | ---  | ---  | 25    | ---   | 5     | ---  | 25   | 21        | 130  |
| # Passing (10/01 - 5/03)  | 50          | 2     | ---                | ---  | ---  | 22    | ---   | 5     | ---  | 22   | 21        | 122  |
| % Passing (10/00 - 5/02)  | 90.5        | ---   | ---                | ---  | ---  | 87.0  | 100.0 | 100.0 | ---  | 78.6 | 100.0     | 90.6 |
| % Passing (10/01 - 5/03)  | 96.2        | *     | *                  | *    | *    | 88.0  | *     | *     | *    | 88.0 | 100.0     | 93.8 |
| <b>Spanish</b>  |             |       |                    |      |      |       |       |       |      |      |           |      |
| # Test Takers (10/01 - 5/03)  | 9           | 30    | 12                 | 10   | ---  | 11    | 4     | ---   | ---  | 7    | 1         | 84   |
| # Passing (10/01 - 5/03)  | 8           | 20    | 4                  | 5    | ---  | 8     | 3     | ---   | ---  | 6    | 2         | 56   |
| % Passing (10/00 - 5/02)  | 50.0        | 50.0  | 44.4               | 42.9 | ---  | 66.7  | 33.3  | ---   | ---  | 63.6 | 42.9      | 51.2 |
| % Passing (10/01 - 5/03)  | *           | 66.7  | *                  | *    | *    | *     | *     | *     | *    | *    | *         | 66.7 |

Test cohort = first-time candidates tested October 2001 - May 2003. Pass rates are reported only for those content areas having 20 or more test takers over the two-year testing cycle.

An asterisk (\*) indicates that the institution offers the content area, but fewer than 20 students were tested in that institution's content area over the two-year reporting cycle.

Benchmark: CO Average Pass Rate (10/01 - 5/03). Source: Calculated from institutional reports. Benchmark and institution entries based on test takers and passers in all content areas at all institutions. Content areas not having at least 20 test takers state-wide are not included in table.

QIS Measure 4B: CAREER AND TECHNICAL GRADUATES EMPLOYED  
OR CONTINUING POST-SECONDARY EDUCATION AT  
COLORADO PUBLIC 2-YEAR HIGHER EDUCATION INSTITUTIONS  
FY 2001-2002

| College | # of Graduates | # Responding | # Employed | # Continuing Education | # Employed and Continuing Education | # Not Employed and Seeking Employment | # Not Employed and Not Seeking Employment ** | % Employed and/or Engaged in Further Education |
|---------|----------------|--------------|------------|------------------------|-------------------------------------|---------------------------------------|--|--|
| Aims    | 778            | 140          | 64         | 17                     | 53                                  | 0                                     | 0  | 96.00%   |
| ACC     | 611            | 288          | 183        | 16                     | 74                                  | 12                                    | 3  | 95.79%   |
| CCA     | 406            | 110          | 76         | 4                      | 14                                  | 11                                    | 5  | 89.52%   |
| CCD     | 613            | 295          | 145        | 41                     | 81                                  | 20                                    | 8  | 93.03%   |
| CMC     | 301            | 150          | 139        | 70                     | 145                                 | 0                                     | 0  | 96.70%   |
| CNCC    | 74             | 40           | 36         | 3                      | 0                                   | 0                                     | 1  | 100.00%  |
| FRCC    | 1419           | 620          | 344        | 29                     | 215                                 | 32                                    | 0  | 94.84%   |
| LCC     | 157            | 152          | 91         | 10                     | 50                                  | 0                                     | 1  | 100.00%  |
| MCC     | 203            | 157          | 60         | 11                     | 83                                  | 1                                     | 2  | 99.35%   |
| NJC     | 192            | 139          | 114        | 13                     | 2                                   | 2                                     | 8  | 98.47%   |
| OJC     | 219            | 182          | 80         | 12                     | 82                                  | 2                                     | 6  | 98.86%   |
| PPCC    | 540            | 268          | 156        | 16                     | 77                                  | 11                                    | 8  | 95.77%   |
| PCC     | 415            | 130          | 77         | 12                     | 34                                  | 3                                     | 4  | 97.62%   |
| RRCC    | 715            | 295          | 110        | 24                     | 151                                 | 8                                     | 2  | 97.27%   |
| TSJC    | 421            | 366          | 242        | 17                     | 87                                  | 3                                     | 17   | 99.14%   |

\*\* This column is excluded from the calculation of the percentages of this indicator because community colleges are not able to influence those graduates not employed and not seeking employment.

**QIS Measure 5: INSTITUTIONAL SUPPORT EXPENDITURES  
PER FULL-TIME EQUIVALENT STUDENT**

| Institution                       | Institutional Support Expenditures (1) | Total Current Fund Expenditures & Transfers (2) | Total Student FTE (3) | Institutional Support Expenditures per Student FTE [= Col 1 / Col 3] (4) | Benchmark -- Comparison Group Avg of Inst Support Expenditures per Student FTE (5) | Inst Support Expenditures as % of Total Current Fund Expend & Transfers [= Col 1 / Col 2] (6) | Benchmark Comparison Group Avg of Inst Support Expenditures as % of Total Current Fund Expend & Transfers (7) |
|-----------------------------------|--|---|-----------------------|--|--|---|---|
| <b>Four-Year Institutions</b>     |  |   |                       |  |  |   |   |
| Adams State Coll                  | \$2,314,986                            | \$31,205,759                                    | 3,948                 | \$586  | \$1,465 - \$1,525  | 7.42%   | 9.60% - 10.00%  |
| Colorado State Univ               | \$16,473,000                           | \$516,181,845                                   | 22,360                | \$737  | \$1,999 - \$2,081  | 3.19%   | 5.26% - 5.48%   |
| Colorado State Univ - Pueblo      | \$2,341,232                            | \$51,574,996                                    | 4,134                 | \$566  | \$1,178 - \$1,226  | 4.54%   | 9.01% - 9.37%   |
| Fort Lewis Coll                   | \$3,614,754                            | \$49,481,107                                    | 4,024                 | \$898  | \$1,371 - \$1,427  | 7.31%   | 9.70% - 10.10%  |
| Mesa State Coll                   | \$1,767,255                            | \$42,507,397                                    | 4,327                 | \$408  | \$1,295 - \$1,347  | 4.16%   | 9.25% - 9.63%   |
| Metropolitan State Coll of Denver | \$9,177,403                            | \$106,064,514                                   | 12,379                | \$741  | \$1,546 - \$1,610  | 8.65%   | 11.17% - 11.63%   |
| Univ of Colo - Boulder            | \$33,753,675                           | \$662,543,832                                   | 25,060                | \$1,347  | \$1,977 - \$2,057  | 5.09%   | 5.22% - 5.44%   |
| Univ of Colo - Colorado Springs   | \$6,314,837                            | \$64,216,824                                    | 4,817                 | \$1,311  | \$1,593 - \$1,658  | 9.83%   | 10.16% - 10.58%   |
| Univ of Colo - Denver             | \$11,398,833                           | \$128,631,791                                   | 8,453                 | \$1,348  | \$1,512 - \$1,574  | 8.86%   | 7.64% - 7.96%   |
| U of Northern Colo                | \$6,242,784                            | \$132,826,733                                   | 10,884                | \$574  | \$1,472 - \$1,532  | 4.70%   | 7.34% - 7.64%   |
| Western State Coll                | \$1,812,452                            | \$26,180,871                                    | 2,184                 | \$830  | \$1,436 - \$1,494  | 6.92%   | 10.54% - 10.97%   |
| <b>Two-Year Institutions</b>      |  |   |                       |  |  |   |   |
| Aims Comm Coll                    | \$4,908,582                            | \$35,566,319                                    | 3,711                 | \$1,323  | \$1,302 - \$1,356  | 13.80%  | 13.13% - 13.67%   |
| Arapahoe Comm Coll                | \$2,864,660                            | \$29,689,992                                    | 3,652                 | \$784  | \$1,339 - \$1,393  | 9.65%   | 13.38% - 13.92%   |
| Colorado Mountain Coll            | \$6,105,335                            | \$40,558,341                                    | 3,386                 | \$1,803  | \$1,943 - \$2,023  | 15.05%  | 14.00% - 14.58%   |
| Colorado NW Comm Coll             | \$1,090,953                            | \$11,168,677                                    | 899                   | \$1,214  | \$1,630 - \$1,696  | 9.77%   | 13.38% - 13.92%   |
| Comm Coll of Aurora               | \$2,123,926                            | \$19,051,953                                    | 2,210                 | \$961  | \$1,286 - \$1,338  | 11.15%  | 12.50% - 13.02%   |
| Comm Coll of Denver               | \$2,906,487                            | \$32,099,280                                    | 3,340                 | \$870  | \$1,348 - \$1,403  | 9.05%   | 13.15% - 13.69%   |
| Front Range Comm Coll             | \$5,913,746                            | \$55,147,734                                    | 6,836                 | \$865  | \$1,316 - \$1,370  | 10.72%  | 13.74% - 14.30%   |
| Lamar Comm Coll                   | \$773,934                              | \$7,447,615                                     | 623                   | \$1,242  | \$1,785 - \$1,857  | 10.39%  | 13.19% - 13.74%   |
| Morgan Comm Coll                  | \$991,787                              | \$9,040,483                                     | 794                   | \$1,249  | \$1,635 - \$1,701  | 10.97%  | 13.49% - 14.05%   |
| Northeastern Junior Coll          | \$1,337,828                            | \$17,171,599                                    | 1,884                 | \$710  | \$1,322 - \$1,376  | 7.79%   | 12.51% - 13.03%   |
| Otero Junior Coll                 | \$835,619                              | \$14,921,517                                    | 929                   | \$899  | \$1,716 - \$1,786  | 5.60%   | 13.56% - 14.12%   |
| Pikes Peak Comm Coll              | \$3,928,425                            | \$45,581,842                                    | 5,290                 | \$743  | \$1,297 - \$1,349  | 8.62%   | 13.36% - 13.90%   |
| Pueblo Comm Coll                  | \$2,590,140                            | \$29,158,701                                    | 2,580                 | \$1,004  | \$1,286 - \$1,338  | 8.88%   | 12.50% - 13.02%   |
| Red Rocks Comm Coll               | \$2,746,787                            | \$28,716,201                                    | 3,822                 | \$719  | \$1,341 - \$1,395  | 9.57%   | 13.35% - 13.89%   |
| Trinidad State Junior Coll        | \$1,359,218                            | \$18,172,684                                    | 1,228                 | \$1,107  | \$1,593 - \$1,659  | 7.48%   | 13.48% - 14.04%   |

Full-time Equivalent Students are calculated as full-time headcount plus one-third of part-time headcount.  
Date Source: NCHEMS NCES Finance Dataset, 2001-2002  
Date Source: NCHEMS Enrollment Dataset, Fall 2001

**QIS Measure 6: CLASS SIZE COMPARISONS FOR  
COLORADO PUBLIC FOUR-YEAR INSTITUTIONS  
Fall 2001**

| Institution                          | Total # of Sections | Number of Sections with Student Enrollment of -- |              | Percent of Sections with Student Enrollment of -- |              | Benchmarks** |            |
|--------------------------------------|---------------------|--|--------------|---|--------------|--------------|------------|
|                                      |                     | <20  | >50          | <20   | >50          | <20          | >50        |
| Adams State Coll                     | 443                 | 211  | 26           | 47.6%   | 5.9%         | 50.5%        | 3.3%       |
| Colo State Univ                      | 2,564               | 994  | 449          | 38.8%   | 17.5%        | 43.0%        | 11.0%      |
| Univ of Southern Colo (CSU-Pueblo 20 | 578                 | 247  | 42           | 42.7%   | 7.3%         | 39.3%        | 5.6%       |
| Fort Lewis Coll                      | 753                 | 369  | 28           | 53.6%   | 4.4%         | 52.5%        | 3.4%       |
| Mesa State Coll                      | 1,070               | 492  | 81           | 46.0%   | 7.6%         | 39.5%        | 3.3%       |
| Metropolitan State Coll of Denver    | 2,188               | 785  | 120          | 35.9%   | 5.5%         | 39.5%        | 3.3%       |
| Univ Colo - Boulder                  | 2,954               | 1,350  | 468          | 45.7%   | 15.8%        | 43.0%        | 11.0%      |
| Univ Colo - Colo Spr                 | 888                 | 337  | 99           | 38.0%   | 11.1%        | 39.3%        | 5.6%       |
| Univ Colo - Denver                   | 971                 | 398  | 81           | 41.0%   | 8.3%         | 43.0%        | 11.0%      |
| Univ of Northern Colo                | 1,357               | 388  | 213          | 28.6%   | 15.7%        | 43.0%        | 11.0%      |
| Western State Coll                   | 462                 | 164  | 6            | 35.5%   | 1.3%         | 52.5%        | 3.4%       |
| <b>Total Public Four-Year Inst</b>   | <b>14,228</b>       | <b>5,735</b>                                     | <b>1,613</b> | <b>40.3%</b>                                      | <b>11.3%</b> | <b>n/a</b>   | <b>n/a</b> |

Source: Institution reporting in 2002-2003 Common Data Set, Part I-3.

\*\*Benchmarks calculated from national data published by *U.S. News and World Rep* September 2003 and benchmarks based on public sector, Carnegie classification, and institutional undergraduate enrollment.

**QIS Measure 6: CLASS SIZE COMPARISONS FOR  
COLORADO PUBLIC TWO-YEAR INSTITUTIONS  
Fall Term 2001**

| Institution              | Class Sizes for<br>Fall Term -- | Total # of<br>Sections | Number of Sections with<br>Student Enrollment of -- |     | Percent of Sections with<br>Student Enrollment of -- |      | Benchmarks |      |
|--------------------------|---------------------------------|------------------------|---|-----|--|------|------------|------|
|                          |                                 |                        | ≤15   | ≥35 | ≤15  | ≥35  | ≤15        | ≥35  |
| Aims Comm Coll           | 1999                            | 1,282                  | 943   | 20  | 73.6%  | 1.6% | 75.4%      | 1.6% |
|                          | 2000                            | 1,243                  | 919   | 19  | 73.9%  | 1.6% |            |      |
|                          | 2001                            | 1,262                  | 943   | 25  | 74.7%  | 2.0% |            |      |
| Arapahoe Comm Coll       | 1999                            | 1,054                  | 583   | 25  | 55.3%  | 2.4% | 56.2%      | 2.0% |
|                          | 2000                            | 1,010                  | 554   | 16  | 54.9%  | 1.6% |            |      |
|                          | 2001                            | 963                    | 511   | 10  | 53.1%  | 1.0% |            |      |
| Comm College of Aurora   | 1999                            | 491                    | 235   | 1   | 47.9%  | 0.2% | 50.8%      | 0.3% |
|                          | 2000                            | 484                    | 241   | 2   | 49.8%  | 0.4% |            |      |
|                          | 2001                            | 625                    | 351   | 2   | 56.2%  | 0.3% |            |      |
| Comm Coll of Denver      | 1999                            | 856                    | 481   | 14  | 56.2%  | 1.6% | 57.5%      | 1.5% |
|                          | 2000                            | 811                    | 457   | 11  | 56.4%  | 1.4% |            |      |
|                          | 2001                            | 861                    | 433   | 25  | 50.3%  | 2.9% |            |      |
| Colo Mountain Coll       | 1999                            | 1,813                  | 1,378   | 19  | 76.0%  | 1.0% | 75.6%      | 1.3% |
|                          | 2000                            | 1,774                  | 1,283   | 27  | 72.3%  | 1.5% |            |      |
|                          | 2001                            | 1,161                  | 815   | 35  | 70.2%  | 3.0% |            |      |
| Colo NW Comm Coll        | 1999                            | 756                    | 550   | 50  | 72.8%  | 6.6% | 88.6%      | 3.4% |
|                          | 2000                            | 634                    | 551   | 1   | 86.9%  | 0.2% |            |      |
|                          | 2001                            | 719                    | 616   | 3   | 85.7%  | 0.4% |            |      |
| Front Range Comm Coll    | 1999                            | 1,668                  | 759   | 40  | 45.5%  | 2.4% | 45.3%      | 2.4% |
|                          | 2000                            | 1,669                  | 725   | 39  | 43.4%  | 2.3% |            |      |
|                          | 2001                            | 1,763                  | 789   | 44  | 44.8%  | 2.5% |            |      |
| Lamar Comm Coll          | 1999                            | 237                    | 171   | 1   | 72.2%  | 0.4% | 74.3%      | 0.6% |
|                          | 2000                            | 277                    | 202   | 2   | 72.9%  | 0.7% |            |      |
|                          | 2001                            | 360                    | 291   | 2   | 80.8%  | 0.6% |            |      |
| Morgan Comm Coll         | 1999                            | 363                    | 302   | 2   | 83.2%  | 0.6% | 83.0%      | 0.5% |
|                          | 2000                            | 375                    | 298   | 1   | 79.5%  | 0.3% |            |      |
|                          | 2001                            | 384                    | 310   | 2   | 80.7%  | 0.5% |            |      |
| Northeastern Junior Coll | 1999                            | 653                    | 428   | 28  | 65.5%  | 4.3% | 71.1%      | 3.9% |
|                          | 2000                            | 686                    | 478   | 24  | 69.7%  | 3.5% |            |      |
|                          | 2001                            | 671                    | 461   | 22  | 68.7%  | 3.3% |            |      |
| Otero Junior Coll        | 1999                            | 292                    | 177   | 15  | 60.6%  | 5.1% | 61.2%      | 4.8% |
|                          | 2000                            | 288                    | 171   | 13  | 59.4%  | 4.5% |            |      |
|                          | 2001                            | 303                    | 184   | 25  | 60.7%  | 8.3% |            |      |
| Pikes Peak Comm Coll     | 1999                            | 1,663                  | 987   | 11  | 59.4%  | 0.7% | 63.6%      | 0.5% |
|                          | 2000                            | 1,686                  | 1,051   | 3   | 62.3%  | 0.2% |            |      |
|                          | 2001                            | 1,630                  | 1,010   | 8   | 62.0%  | 0.5% |            |      |
| Pueblo Comm Coll         | 1999                            | 1,117                  | 770   | 10  | 68.9%  | 0.9% | 72.3%      | 1.0% |
|                          | 2000                            | 985                    | 698   | 11  | 70.9%  | 1.1% |            |      |
|                          | 2001                            | 999                    | 670   | 33  | 67.1%  | 3.3% |            |      |
| Red Rocks Comm Coll      | 1999                            | 1,912                  | 1,424   | 23  | 74.5%  | 1.2% | 72.2%      | 1.2% |
|                          | 2000                            | 1,426                  | 955   | 17  | 67.0%  | 1.2% |            |      |
|                          | 2001                            | 1,336                  | 796   | 15  | 59.6%  | 1.1% |            |      |
| Trinidad State Jun Coll  | 1999                            | 663                    | 573   | 7   | 86.4%  | 1.1% | 87.0%      | 0.8% |
|                          | 2000                            | 645                    | 543   | 3   | 84.2%  | 0.5% |            |      |
|                          | 2001                            | 629                    | 538   | 2   | 85.5%  | 0.3% |            |      |
|                          | 1999                            | 14,820                 | 9,761   | 266 | 65.9%  | 1.8% |            |      |
|                          | 2000                            | 13,993                 | 9,126   | 189 | 65.2%  | 1.4% |            |      |
|                          | 2001                            | 13,666                 | 8,718   | 253 | 63.8%  | 1.9% |            |      |

Source: Common Data Set 2002-2003

QIS Measure 7: FACULTY INSTRUCTIONAL WORKLOAD

ACADEMIC YEAR 2001-2002

Avg. Weekly Teaching Hours per Instructor Category\*-

| Institution                          | Type A (Group) Instruction |                          |                               |                   |                             | Benchmark -- Nat'l Study of Postsecondary | Type B (Individualized Instruction)              |   |
|--------------------------------------|----------------------------|--------------------------|-------------------------------|-------------------|-----------------------------|---|--|---|
|                                      | Tenured Faculty FTE        | Tenure-Track Faculty FTE | Other** Full-time Faculty FTE | Faculty FTE Total | Total Full-time Faculty FTE |   | Enrollments for All Full-time Faculty Categories | Avg. Student Enrollment per Full-time Faculty FTE |
| <b>Four-Year Public Institutions</b> |                            |                          |                               |                   |                             |   |  |   |
| Adams State Coll                     | 13.8                       | 14.6                     | 15.3                          | 96.0              | 14.2                        | 11.1 - 11.5                               | 864  | 9.0   |
| Colo State Univ                      | 8.5                        | 7.8                      | 14.3                          | 866.0             | 9.2                         | 7.8 - 8.1                                 | 7,374  | 8.5   |
| CSU-Pueblo                           | 11.3                       | 11.1                     | 11.4                          | 154.0             | 11.3                        | 11.1 - 11.5                               | 341  | 2.2   |
| Fort Lewis Coll                      | 13.8                       | 10.4                     | 13.6                          | 169.7             | 12.7                        | 11.1 - 11.5                               | 925  | 5.5   |
| Mesa State Coll                      | 17.6                       | 18.1                     | 18.8                          | 199.0             | 18.0                        | 11.1 - 11.5                               | 175  | 9.7   |
| Metropolitan St Coll of Denver       | 11.1                       | 12.9                     | 15.9                          | 374.0             | 12.4                        | 11.1 - 11.5                               | 8,051  | 21.5  |
| Univ of Colo - Boulder               | 4.9                        | 5.2                      | 11.8                          | 1,034.0           | 6.2                         | 7.8 - 8.1                                 | 7,724  | 7.5   |
| Univ of Colo - Colo Springs          | 10.7                       | 10.7                     | 12.6                          | 202.0             | 11.4                        | 9.2 - 9.6                                 | 2,475  | 12.3  |
| Univ of Colo - Denver                | 7.4                        | 9.3                      | 13.0                          | 400.0             | 9.4                         | 9.2 - 9.6                                 | 3,235.0  | 8.1   |
| Univ of Northern Colo                | 11.6                       | 10.8                     | 13.0                          | 414.0             | 11.7                        | 9.2 - 9.6                                 | 4,422  | 10.7  |
| Western State Coll                   | 12.6                       | 11.5                     | ---                           | 80.0              | 12.2                        | 11.1 - 11.5                               | 662  | 8.3   |
| <b>Two-Year Public Institutions</b>  |                            |                          |                               |                   |                             |   |  |   |
| Aims Comm Coll                       |                            |                          |                               | 117.0             | 17.8                        | 17.2 - 17.9                               | 656  | 5.6   |
| Arapahoe Comm Coll                   |                            |                          |                               | 86.2              | 18.5                        | 17.2 - 17.9                               | 336  | 3.9   |
| Colo Mountain Coll                   |                            |                          |                               | 75.0              | 21.2                        | 17.2 - 17.9                               | 882  | 11.8  |
| Colo NW Comm Coll                    |                            |                          |                               | 48.0              | 16.5                        | 17.2 - 17.9                               |  | 0.0   |
| Comm Coll of Aurora                  |                            |                          |                               | 29.2              | 14.7                        | 17.2 - 17.9                               | 68   | 2.3   |
| Comm Coll of Denver                  |                            |                          |                               | 77.0              | 32.9                        | 17.2 - 17.9                               | 46   | 0.6   |
| Front Range Comm Coll                |                            |                          |                               | 126.9             | 17.1                        | 17.2 - 17.9                               | 135  | 1.1   |
| Lamar Comm Coll                      |                            |                          |                               | 18.9              | 30.3                        | 17.2 - 17.9                               | 35   | 1.9   |
| Morgan Comm Coll                     |                            |                          |                               | 35.4              | 27.2                        | 17.2 - 17.9                               | 40   | 1.1   |
| Northeastern Junior Coll             |                            |                          |                               | 59.0              | 18.5                        | 17.2 - 17.9                               | 329  | 5.6   |
| Otero Junior Coll                    |                            |                          |                               | 33.0              | 21.8                        | 17.2 - 17.9                               | 238  | 7.2   |
| Pikes Peak Comm Coll                 |                            |                          |                               | 139.6             | 23.2                        | 17.2 - 17.9                               | 2,244  | 16.1  |
| Pueblo Comm Coll                     |                            |                          |                               | 78.8              | 13.6                        | 17.2 - 17.9                               | 1,081  | 13.7  |
| Red Rocks Comm Coll                  |                            |                          |                               | 68.8              | 16.8                        | 17.2 - 17.9                               | 105  | 1.5   |
| Trinidad State Junior Coll           |                            |                          |                               | 41.5              | 22.9                        | 17.2 - 17.9                               | 61   | 1.5   |

\*Full-time equivalent (FTE) faculty totals represent state-funded (or general funded) instruction in fall and spring term. by contracts, grants, or extended studies fees were excluded from FTE totals.

\*\*Based on faculty who are neither tenured or tenure-track but have the expectation of an on-going appointment and are full-time as defined by the institution.

Notes: (1) Average measures for group and individual instruction should not be combined. Group instruction is measured in contact hours while individualized instruction is based on student headcount.

(2) Type A instruction involves direct contact of faculty with students and includes the following: lecture, lab, recitation/discussion/seminar, audit, private instruction, physical education/recreation activity, studio, and field instruction.

(3) Type B instruction encompasses distance education and a variety of individualized faculty/student relationships such as independent study, master's thesis/doctoral dissertation, student teaching, co-ops, internships, and practica.

## QIS Measures 8 and 9: INSTITUTION-SPECIFIC INDICATORS

| Institution                          | Indicator #8  | Indicator #9   |
|--------------------------------------|---|--|
| <b>Four-Year Public Institutions</b> |   |  |
| <b><u>ASC</u></b>                    | <p><b>Indicator #8:</b> Progress in providing education access to students, relative to their particular role and mission and geographic location</p> <p>Measures:</p> <ol style="list-style-type: none"> <li>a. Number of off-campus (state and cash funded) delivery sites.</li> <li>b. Number of courses offered at off-campus sites and at non-traditional times</li> <li>c. Number of students served at off-campus sites and at non-traditional times</li> </ol> <p>Results:</p> <ol style="list-style-type: none"> <li>a. The number of state-funded sites remained the same but the number of cash-funded sites rose from 128 to 155 between FY02 and FY 03.</li> <li>b. The number of off-campus and non-traditional time courses rose from 1,892 to 2,019.</li> <li>c. The number of students at off-campus and at non-traditional times rose from 22,519 to 23,834.</li> </ol> | <p><b>Indicator #9:</b> The academic, intellectual and social experiences will be used to measure the success of college in providing personal attention to faculty interaction with students. The questions from the 2003 National Study on Student Engagement (NSSE) included:</p> <ol style="list-style-type: none"> <li>1. Participated in community-based projects as part of regular course.</li> <li>2. Discussed grades or assignments with an instructor.</li> <li>3. Had serious conversations with students who are very different in terms of religious beliefs, political opinions, or personal values.</li> <li>4. Worked with faculty members on activities other than coursework.</li> <li>5. Community learning, senior experience.</li> </ol> <p>Measure: Meet or exceed national average scores based upon NSSE benchmarks.</p> <p>Results: Exceeded the national average scores.</p> |
| <b><u>CSU</u></b>                    | <p><b>Indicator #8:</b> First-year seminars and capstone courses</p> <p>Measure: CSU will be in the top quartile when compared to national peer institutions in terms of requiring all first-year students to complete a first-year seminar during the first 45 credits of their college careers and requiring all students to complete a senior capstone experience.</p> <p>Results: CSU continues to be the only institution among 19 peer institutions to require a first year seminar for all incoming students. CSU is the only one of a set of peer institutions to require a capstone course of all undergraduate degree recipients.</p>   | <p><b>Indicator #9:</b> Service-learning and volunteerism to enhance students' sense of civic engagement, educational success, and development of life skills.</p> <p>Measure: CSU will be above the median in volunteerism and service-learning activities compared national comparison of 16 peer institutions.</p> <p>Results: CSU has more than twice the number of courses with a service-learning component than peer institutions and more in terms of faculty teaching and faculty trained.</p>  |
| <b><u>CSU-P</u></b>                  | <p><b>Indicator #8:</b> Increase minority graduation rates.</p> <p>Measure: Exceed the prior year's percentage of minority graduates, based on the SURDS degree files submitted to CCHE.</p> <p>Results: The proportion of CSU-P graduates receiving a baccalaureate degree who are minority in FY 2002-03 declined slightly, from 31.8% in FY 02 to 31.6% in FY 03. The minority graduation rate for baccalaureate degrees at CSU-P remains high and increased from three years ago.</p>   | <p><b>Indicator #9:</b> The number of publicly available computer workstations to students will exceed national averages of four-year public colleges and universities.</p> <p>Measure: National standard for ratio of computers available for general student use to headcount.</p> <p>Results: According to <i>Campus Computing 2002: 13<sup>th</sup> Annual Survey of Computing and Information Technology in Higher Education</i> by Kenneth Green, 4-year public universities average 14.9 students per workstation and 4-year public colleges average 11.3 students for each workstation. At CSU-P, the ratio of students to workstations for fall 2002 was 7.2:1 but was an</p>   |

| Institution         | Indicator #8   | Indicator #9   |
|---------------------|--|--|
|                     |  | increase from the fall 2001 ratio of 6.95:1.   |
| <b><u>FLC</u></b>   | <p><u>Indicator #8</u> National and liberal arts peer comparison on student learning outcomes and institutional resources.</p> <p>Measure: The questions from the 2003 National Study on Student Engagement (NSSE) were organized around seven principles of good practice and used to assess student engagement at FLC. Compared FLC mean with Council of Public Liberal Arts Colleges (COPLAC) mean.</p> <p>Results: FLC met or exceeded the national average scores for liberal arts colleges in most principles (Indicator #8s):</p> <ol style="list-style-type: none"> <li>1. Encourage student-faculty contact: FLC was above or the same as COPLAC in 4 of 4 measures.</li> <li>2. Encourage Student Cooperation: FLC was above or the same in 3 of 4 measures.</li> <li>3. Encourage Active Learning: FLC was above or the same in 4 of 4 measures.</li> <li>4. Give Prompt Feedback to Students FLC was above or the same as COPLAC in 4 of 4 measures.</li> <li>5. Emphasize Time on Task: FLC was above or the same in 2 of 4 measures.</li> <li>6. Communicate High Expectations: FLC was above or the same as COPLAC in 4 of 4 measures.</li> <li>7. Respect Diverse Talents and Ways of Learning: FLC was equal to or above the national college average in 3 of 4 measures.</li> </ol> <p>FLC has designed actions to encourage improvement in each of these areas.</p> | <p><u>Indicator #9:</u>Improving the academic preparation of entering freshmen.</p> <p>Measure: Compare FLC index scores year-to-year to see improvement in first-time freshmen.</p> <p>Results: FLC reported the following:</p> <ol style="list-style-type: none"> <li>1. The percentage of window admissions fell from 12.1% in fall 2002 to 10.4% in 2003.</li> <li>2. The percentage of enrolled freshmen with an Index of less than 80 fell from 17% to 14% between fall 2002 and fall 2003.</li> <li>3. The enrolled index of 92 and higher rose from 46% to 47%.</li> <li>4. The enrolled average index score rose slightly from 92.2 in fall 2002 to 92.4 in fall 2003.</li> </ol> |
| <b><u>Mesa</u></b>  | <p><u>Indicator #8:</u> Progress in providing educational access to students, relative to their particular role and mission and geographic location.</p> <p>Measure: Maintain or show an increase in access to courses at off-campus sites and at non-traditional times.</p> <p>Results: Mesa State showed an increase of 11% from 2002 to 2003.</p>   | <p><u>Indicator #9:</u> Student participation in a co-curricular experience (internship, practica, field-experience, structured research project, etc.) as part of their education.</p> <p>Measure: Equal or exceed the average of previous two years in percent of graduates with co-curricular experience (69%)</p> <p>Results: Mesa State exceeded the benchmark of 69% by two percentage points.</p>   |
| <b><u>Metro</u></b> | <p><u>Indicator #8:</u> Metro State student participation in workplace experiences</p> <p>Measure: Increase the percent of MSCD graduates with workplace experience (e.g., cooperative education, service learning, practica, internships).</p> <p>Results: The percentage for 2002-2003 graduates was</p>   | <p><u>Indicator #9:</u> Metro State student satisfaction with instructional effectiveness</p> <p>Measure: The Noel-Levitz Student Satisfaction Survey uses a scale that assesses student academic experience, curriculum and the commitment to academic excellence. The benchmark will be exceeded if there is a</p>   |

| Institution | Indicator #8  | Indicator #9   |
|-------------|---|--|
|             | 45%, exceeding the prior year benchmark of 43.9%.   | <p>significant difference between the mean score for Metro and the national group mean.</p> <p>Results: Metro's mean score was 5.30 for 2003 for instructional effectiveness. The national group mean was 5.09 and the difference was significant at the .001 level.</p>   |
| <b>UCB</b>  | <p><u>Indicator #8:</u> Undergraduate participation in Special Academic Opportunities.</p> <p>Measure: Percent participating in special academic opportunities, of calendar year 2002 bachelors degree recipients who entered CU-Boulder as full-time fall freshmen.</p> <p>Benchmark: Maintain the participation level at or above 67%.</p> <p>Results: 75% of calendar year 2002 bachelor's recipients who had entered as freshmen (N=3,076) had participated in at least one special opportunity. This exceeds the benchmark and institution's long-term goal. The four most popular programs each garnered participation by over 15% of the 2002 graduates: honors courses (17%), study abroad (27%), formal minors (18%) and first-year residential academic programs (23%). UCB is especially pleased that 27% of graduates entering as freshmen had studied abroad, for this program is probably the most intense. Comparable overall (unduplicated) participation figures from other institutions are not available. Informal comparisons with estimates published in the Best Colleges issue of U.S. News and World Report show that CU-Boulder has much higher rates of participation in study abroad and honors than do other public AAU institutions that reported.</p> | <p><u>Indicator #9:</u> State appropriations per in-state undergraduate student FTE.</p> <p>Measure: State appropriations per in-state FTE. Rate for all student proxies for an undergraduate-only rate.</p> <p>Benchmark: AAU public average.</p> <p>Results (all figures rounded to the nearest \$100):</p> <ul style="list-style-type: none"> <li>◆ CU-Boulder: \$4,400 in state appropriations per in-state FTE</li> <li>◆ AAU publics (for which data are available) <ul style="list-style-type: none"> <li>◆ Average \$12,500 (without Colorado)</li> <li>◆ Median \$11,700 (without CO), N=13</li> <li>◆ The result for CU-Boulder is 35% of the AAU average</li> <li>◆ Among the public research universities with available data, CU-Boulder's 2002-03 state appropriations per in-state student ranked lowest. This demonstrates an impressive return on state investment. CU-Boulder's resident undergraduate tuition and fees per academic year (\$3,566) also ranked lowest.</li> </ul> </li> </ul> |
| <b>UCCS</b> | <p><u>Indicator #8:</u> Student Academic Quality.</p> <p>a. Increased Academic Quality of Students.</p> <p>Measure: Average CCHE admission index scores for admitted freshmen will be at least 101.</p> <p>Result: Average index score for fall 2003 admitted freshmen remains five points above the benchmark of 101.</p> <p>b. Use of Transfer Window.</p> <p>Measure: Use of up to one-quarter of allowable "window" undergraduate transfers for a fall semester.</p> <p>Result: For Fall 2003, less than one-quarter of the allowable "window" admits for under-graduate transfers were used (2.4% of all admitted).</p> <p>c. Increase Number of Colorado Residents Enrolled at UCCS.</p>  | <p><u>Indicator #9:</u> Academic Program Quality.</p> <p>Measure: Percent of professional programs that have current specialized accreditation of those eligible to apply for such status compared to similar programs at CCHE-designated peer institutions for UCCS. UCCS professional programs include: business, education, engineering, nursing, public administration, and other appropriate programs.</p> <p>Result: All of CU-Colorado Springs professional programs have specialized accreditation. Only 83% of similar programs at peer institutions are accredited, indicating that UCCS offers high quality professional programs tailored to serving the business, industry, government, education, and health care sectors compared to like institutions nationally.</p>  |

| Institution                | Indicator #8  | Indicator #9  |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
|----------------------------|---|---|-------------|--|--------------------|--|--------------------|------|----------|--|-----------------|--|------------------|------|-----------|--|------------------|--|------------------|------|------------------|--|-----------------|--|-----------------|------|------------------------|--|--------------------|--|--------------------|------|----------------------------|--|------------------|--|------------------|-------|
|                            | <p>Measure: The number of undergraduate students who are Colorado residents enrolled at UCCS compared with the previous fall semester.</p> <p>Result: CU-Colorado Springs enrolled 228 more Colorado undergraduate residents in Fall 2003 than were enrolled in Fall 2002.</p> <p>d. Increase Number of Ethnic Minority Students Enrolled at UCCS.</p> <p>Measure: The number of undergraduate students reporting as African-American, Asian-American/Pacific Islander, Latino/Chicano or Native American/American Indian in Fall 2003 compared with the previous fall semester, indicating that UCCS is attracting more ethnic minority students while increasing the academic quality of students.</p> <p>Result: UCCS enrolled 25 more ethnic minority undergraduate students in Fall 2003 than were enrolled in Fall 2002.</p>  |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| <b>UCD</b>                 | <p><u>Indicator #8:</u> Maintain a diverse student population by ensuring that our minority students have the appropriate support necessary to succeed at the same rate as CU-Denver's overall rate.</p> <p>a. Measure: Fall to fall retention rate of our first-time full-time minority undergraduates. (Source: Two most recent fall SURDS enrollment files).</p> <p>Benchmark = Rate equal to or greater than the overall rate for the same period.</p> <p>Results:<br/>Minority retention rate of 75.4% compared with a total rate of 68.1% for those starting in fall 2001.</p> <p>b. Measure: Increase or maintain the share of undergraduate degrees awarded to minority Colorado residents on a three-year average (SURDS).</p> <p>Benchmark = Previous three-year average.</p> <p>Results:<br/>Minority average increased to 26.7% for the three-year (01,02 03) average from 25.9% for the three-year (00,01,02) average.</p> | <p><u>Indicator #9:</u> Provide undergraduate students a broad and convenient variety of enrollment opportunities that aid in progress toward their educational goals.</p> <p>a. Measure: Increase in the most recent fiscal year undergraduate enrollment, courses, and sections offered in online education.</p> <p>Results:</p> <table border="0"> <tr> <td colspan="2">Enrollment:</td> </tr> <tr> <td>FY 01 - 02 = 3,622</td> <td></td> </tr> <tr> <td>FY 02 - 03 = 4,899</td> <td>+35%</td> </tr> <tr> <td colspan="2">Courses:</td> </tr> <tr> <td>FY 01 - 02 = 88</td> <td></td> </tr> <tr> <td>FY 02 - 03 = 114</td> <td>+30%</td> </tr> <tr> <td colspan="2">Sections:</td> </tr> <tr> <td>FY 01 - 02 = 165</td> <td></td> </tr> <tr> <td>FY 02 - 03 = 206</td> <td>+25%</td> </tr> </table> <p>b. Measure: Increase in most recent academic year in number of high school students participating in higher education opportunities.</p> <p>Results: Overall +10%</p> <table border="0"> <tr> <td colspan="2">PSEO Enrollment:</td> </tr> <tr> <td>AY 01 - 02 = 94</td> <td></td> </tr> <tr> <td>AY 02 - 03 = 77</td> <td>-18%</td> </tr> <tr> <td colspan="2">CU-Succeed Enrollment:</td> </tr> <tr> <td>AY 01 - 02 = 2,813</td> <td></td> </tr> <tr> <td>AY 02 - 03 = 3,210</td> <td>+14%</td> </tr> <tr> <td colspan="2">Pre-Collegiate Enrollment:</td> </tr> <tr> <td>AY 01 - 02 = 639</td> <td></td> </tr> <tr> <td>FY 02 - 03 = 602</td> <td>-6.0%</td> </tr> </table> | Enrollment: |  | FY 01 - 02 = 3,622 |  | FY 02 - 03 = 4,899 | +35% | Courses: |  | FY 01 - 02 = 88 |  | FY 02 - 03 = 114 | +30% | Sections: |  | FY 01 - 02 = 165 |  | FY 02 - 03 = 206 | +25% | PSEO Enrollment: |  | AY 01 - 02 = 94 |  | AY 02 - 03 = 77 | -18% | CU-Succeed Enrollment: |  | AY 01 - 02 = 2,813 |  | AY 02 - 03 = 3,210 | +14% | Pre-Collegiate Enrollment: |  | AY 01 - 02 = 639 |  | FY 02 - 03 = 602 | -6.0% |
| Enrollment:                |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| FY 01 - 02 = 3,622         |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| FY 02 - 03 = 4,899         | +35%  |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| Courses:                   |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| FY 01 - 02 = 88            |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| FY 02 - 03 = 114           | +30%  |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| Sections:                  |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| FY 01 - 02 = 165           |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| FY 02 - 03 = 206           | +25%  |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| PSEO Enrollment:           |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| AY 01 - 02 = 94            |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| AY 02 - 03 = 77            | -18%  |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| CU-Succeed Enrollment:     |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| AY 01 - 02 = 2,813         |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| AY 02 - 03 = 3,210         | +14%  |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| Pre-Collegiate Enrollment: |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| AY 01 - 02 = 639           |   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |
| FY 02 - 03 = 602           | -6.0%   |   |             |  |                    |  |                    |      |          |  |                 |  |                  |      |           |  |                  |  |                  |      |                  |  |                 |  |                 |      |                        |  |                    |  |                    |      |                            |  |                  |  |                  |       |

| Institution                         | Indicator #8   | Indicator #9   |
|-------------------------------------|--|--|
| <b><u>UNC</u></b>                   | <p><u>Indicator #8:</u> After Graduation Performance.</p> <p>Measure: Percent of undergraduate student degree recipients who are employed and/or engaged in further study one year after graduation.</p> <p>Benchmark: 95% were placed, based on UNC annual survey of graduates</p> <p>Results: 95.6% of 2001-02 UNC graduates are employed or attending graduate school based on response rate of 60.8%.</p>                                | <p><u>Indicator #9:</u> Student Evaluation of Instructional Quality.</p> <p>Measure: Student response to 14 questions regarding instructional effectiveness.</p> <p>Benchmark: National average for students completing Noel-Levitz Student Satisfaction Inventory in Spring 2001.</p> <p>Results: UNC students expressed greater satisfaction with instructional effectiveness than did national group of four-year public institutions. On a 7-point scale, UNC scored 5.12 while the national average was 5.06.</p> |
| <b><u>WSC</u></b>                   | <p><u>Indicator #8:</u> Quality instruction delivered by full-time faculty.</p> <p>Measure: Western State College will meet or exceed the mean of its CCHE-defined peer group in percent of full-time faculty.</p> <p>Result: Mean full-time faculty of CCHE-defined peer group was 82.5% as reported in the US News and World Report Best Colleges. Western State College had 93% full-time faculty and exceed the peer group by 10.5%.</p> | <p><u>Indicator #9:</u> Quality instruction as measured by student ratings of instructors and courses.</p> <p>Measure: Western State College will meet or exceed the mean rating for all institutions participating in the IDEA Center's evaluation of instruction.</p> <p>Result: Western exceeded the national average score (4.05) on the fall 2002-spring 2003 IDEA teaching evaluation in areas of teaching and course excellence by an average of 0.25.</p>  |
| <b>Two-Year Public Institutions</b> |  |  |
| <b><u>Aims CC</u></b>               | <p><u>Indicator #8:</u> Providing Instructional Alternatives for Students.</p> <p>Measure: For fall 2003, classes offered at non-traditional times, places, blocks, learning and delivery modes.</p> <p>Results: For this indicator last year, 30% of total sections were related to non-traditional delivery. These alternatives accounted for 34.9% of total sections for 2003.</p>  | <p><u>Indicator #9:</u> Articulation and collaboration throughout the service area.</p> <p>Measure: Number of articulation agreements, collaboration with high schools, collaboration in the workplace.</p> <p>Results: Articulation agreements – 28; collaboration – 24 advanced studies sections, 197 students served; collaboration – 187 customized job training sections and 1,533 students served. Numbers consistent with previous years.</p>   |
| <b><u>ACC</u></b>                   | <p><u>Indicator #8:</u> Percent of minority student compared to availability in service area</p> <p>System Benchmark: 1.03<br/>Results: 1.58</p>   | <p><u>Indicator #9:</u> Percent of course section offered at non-traditional times.</p> <p>System Benchmark: 38.76<br/>Results: 62.0</p>   |

| Institution        | Indicator #8  | Indicator #9   |
|--------------------|---|--|
| <b><u>CMC</u></b>  | <p><u>Indicator #8:</u> Participation Rate. Because CMC's commitment to access for residents of its communities remains strong, the College has selected the following goal as one of our Quality Action Projects through the North Central Association Academic Quality Improvement Project.</p> <p>Measure: Participation rate is defined as the number of in-district students, 18 and older, at Colorado Mountain College (unduplicated headcount), divided by the number of residents, 18 and older, in the College District. The statewide average for this indicator is 2.3%. Because of Colorado Mountain College's commitment to student access, and its location of campuses throughout the District, the goal for CMC's participation rate will continue to be at least 150% of the statewide average participation rate. Student access is identified as one of the four priorities for AQIP, with a 14% participation rate for all students at the target.</p> <p>Benchmark (Statewide):      2.3% (average of CCC)<br/>150% goal                              3.45%</p> <p>Results: CMC Rate                      13.8%</p> | <p><u>Indicator #9:</u> Minority participation rate</p> <p>Measure: One of Colorado Mountain College's accreditation goals is to have 20% of the annual student headcount made up of minority students. Currently, we are meeting that goal collegewide, with 21.7% minority students. Because the minority percentages in the communities making up CMC's District vary widely, and because a large number of minority student are in pre-college level course, the College is in the process of further refining its 20% accreditation goal. We may set goals based on community percentage, and may further set goals for minority student progression through college courses. The percentage of minority students by campus: Timberline, 17.5%; Alpine, 6.3%; Roaring Fork, 28.7%; Summit, 20.0%; Vail/Eagle, 41.5%; Aspen, 19.7%; Rifle, 27.8%; and distance education, 8.7%.</p> <p>Benchmark/Goal:    20% of annual student headcount</p> <p>Results:                      21.7%</p> |
| <b><u>CNCC</u></b> | <p><u>Indicator #8:</u> Percent of students expressing satisfaction with instruction.</p> <p>System Benchmark: 93.84<br/>Results: 93.30</p>   | <p><u>Indicator #9:</u> Percent of course sections offered at nontraditional times.</p> <p>System Benchmark: 38.76<br/>Results: 49.70</p>  |
| <b><u>CCA</u></b>  | <p><u>Indicator #8:</u> Percent of course sections offered at nontraditional times.</p> <p>System Benchmark: 38.76<br/>Results: 56.92</p>   | <p><u>Indicator #9:</u> Percent of minority students compared to availability in service area.</p> <p>System Benchmark: 1.03<br/>Results: 1.26</p>   |
| <b><u>CCD</u></b>  | <p><u>Indicator #8:</u> Percent of students expressing satisfaction with instruction.</p> <p>System Benchmark: 93.84<br/>Results: 95.5</p>  | <p><u>Indicator #9:</u> Percent of successful students (graduation and/or transfer) of color compared to percent of adult service area who are people of color.</p> <p>System Benchmark: 1.03 for each<br/>Results: 1.28 Graduates; 1.19 Transfers</p>   |
| <b><u>FRCC</u></b> | <p><u>Indicator #8:</u> Percent of students expressing satisfaction with instruction.</p> <p>System Benchmark: 93.84<br/>Results: 93.33</p>   | <p><u>Indicator #9:</u> Percent of course sections offered at nontraditional times and percent of course sections offered in nontraditional formats.</p> <p>System Benchmark: 38.76<br/>Results: 54.3</p>  |

| Institution        | Indicator #8   | Indicator #9   |
|--------------------|--|--|
| <b><u>LCC</u></b>  | <p><u>Indicator #8:</u> Service area participation rates.</p> <p>System Benchmark: 3.4<br/>Results: 9.0</p>  | <p><u>Indicator #9:</u> Percent of course section offered at nontraditional times</p> <p>System Benchmark: 38.76<br/>Results: 37.20</p>  |
| <b><u>MCC</u></b>  | <p><u>Indicator #8:</u> Percent of students expressing satisfaction with instruction.</p> <p>System Benchmark: 93.84<br/>Results: 99.0</p>                                   | <p><u>Indicator #9:</u> Service area participation rates.</p> <p>System Benchmark: 3.4<br/>Results: 7.1</p>  |
| <b><u>NJC</u></b>  | <p><u>Indicator #8:</u> Percent of course sections in off-campus locations other than state-owned facilities.</p> <p>System Benchmark: 18.36<br/>Results: 29.0</p>           | <p><u>Indicator #9:</u> Service area participation rates.</p> <p>System Benchmark: 3.4<br/>Results: 8.2</p>  |
| <b><u>OJC</u></b>  | <p><u>Indicator #8:</u> Percent of students expressing satisfaction with instruction.</p> <p>System Benchmark: 93.84<br/>Results: 97.5</p>                                   | <p><u>Indicator #9:</u> Service area participation rates.</p> <p>System Benchmark: 3.4<br/>Results: 9.16</p>   |
| <b><u>PPCC</u></b> | <p><u>Indicator #8:</u> Percent of minority students compared with availability in service area</p> <p>System Benchmark: 1.03<br/>Results: 1.89</p>                          | <p><u>Indicator #9:</u> Percent of course sections offered in nontraditional formats.</p> <p>System Benchmark: 30.6<br/>Results: 50.3</p>  |
| <b><u>PCC</u></b>  | <p><u>Indicator #8:</u> Percent of graduates of color compared to percent of adult service area who are people of color.</p> <p>System Benchmark: 1.03<br/>Results: 1.41</p> | <p><u>Indicator #9:</u> Percent of minority students compared to availability in service area.</p> <p>System Benchmark: 1.03<br/>Results: 1.30</p>   |
| <b><u>RRCC</u></b> | <p><u>Indicator #8:</u> Percent of minority students compared with availability in service area</p> <p>System Benchmark: 1.03<br/>Results: 2.05</p>                          | <p><u>Indicator #9:</u> Evaluation by students of entire educational experience on CCSSE (scale 1-4 w/4 = Excellent). Benchmark based on overall mean for all participants nationally.</p> <p>System Benchmark: 3.08<br/>Results: 3.21</p> |

| Institution        | Indicator #8  | Indicator #9     |      |                |      |  |
|--------------------|---|------------------|------|----------------|------|--|
| <b><u>TSJC</u></b> | <p><u>Indicator #8:</u> Percent of minority faculty, executive and other professional staff compared with statewide availability; percent of minority clerical, technical, skilled craft and maintenance staff compared with service area availability,</p> <p>System Benchmark: 1.03 for each</p> <p>Results:</p> <table data-bbox="412 583 630 636"> <tr> <td>Minority faculty</td> <td>2.65</td> </tr> <tr> <td>Minority staff</td> <td>1.20</td> </tr> </table> | Minority faculty | 2.65 | Minority staff | 1.20 | <p><u>Indicator #9:</u> Percent of minority students compared with availability in service area</p> <p>System Benchmark: 1.03</p> <p>Results: 1.07</p> |
| Minority faculty   | 2.65  |                  |      |                |      |  |
| Minority staff     | 1.20  |                  |      |                |      |  |

**TOPIC: NEWLY APPROVED DEGREE PROGRAMS AND PROGRAM NAME CHANGES**

**PREPARED BY: JETT CONNER/JOANN EVANS**

**I. SUMMARY**

In June 2003, the Commission adopted revisions to the Academic Degree Approval policy. The revisions streamlined the degree program approval process by eliminating the concept paper and shifted more autonomy and accountability to the governing board. In addition the revised policy ensures that the process is timely, efficient, and effective in the achievement of the statewide expectations and goals of the policy.

This agenda item informs the Commission of new degree programs, and degree program name changes that comply with the Policy and Procedures for the Approval of New Academic Programs.

**A. New Degree Program Approval**

1. Institution: Adams State College  
Program Title: Bachelor of Science in Nursing (BSN)
2. Institution: University of Northern Colorado  
Program Title: Doctor of Philosophy in Nursing (Ph.D.)

**B. Degree Program Name Change**

1. Institution: University of Colorado at Denver  
Current Degree Program Title: Bachelor of Arts in Theatre (BA)  
Revised Degree Program Title: Bachelor of Arts/Bachelor of Fine Arts in Theatre, Film and Television (B.A./B.F.A.)  
Approved by: Regents of the University of Colorado

Rationale:

The revised degree title more accurately reflects the prevailing practice in the field of art.

Scope of Proposed Change:

The BFA will have concentrations in Performance, Design and Technology, Production Development, Writing and Directing, Cinematography and Videography, and Post production

Proposed Action by the Executive Director:

Approve the degree title change as requested, effective immediately.

**Appendix A**

**STATUTORY AUTHORITY**

C.R.S. 23-1-107 (1). The commission shall review and approve, consistent with the institutional role and mission and statewide expectations and goals, the proposal for any new program before its establishment in any institution and transmit its decision to the institution within a reasonable time after receipt of such proposal. No institution shall establish a new program without first receiving the approval of the commission. As used in this subsection (1), "new program" includes any new curriculum that would lead to a new vocational or academic degree. The commission shall further define what constitutes an academic or vocational program and shall establish criteria or guidelines that define programs and procedures for approval of new academic or vocational program offerings.

C.R.S. 23-1-108 (b). Establish such academic and vocational education planning as may be necessary to accomplish and sustain system wide goals of high quality, access, diversity, efficiency, and accountability.

**TOPIC:                   ADMISSIONS POLICY FOR ENTERING STUDENTS COMPLETING  
AN INTERNATIONAL BACCALAUREATE DIPLOMA**

**PREPARED BY:       CAROL FUTHEY**

**I.       SUMMARY**

C.R.S. 23-1-113.2 directed the governing boards of Colorado's baccalaureate public higher education institutions to adopt an admissions policy related to acceptance of credit for first-time undergraduates completing the International Baccalaureate (IB) diploma. This agenda item confirms that the governing boards, required by statute, have complied with the legislation.

**II.       BACKGROUND**

Created in 1968, the International Baccalaureate Diploma was designed as a demanding pre-university course of study for high school students. The program involves a comprehensive, international curriculum that emphasizes critical thinking, intercultural understanding, and exposure to a variety of viewpoints. Diploma candidates must select one subject from each of six groups (language, second language, individuals and societies, experimental science, mathematics and computer science, and the arts) and receive a passing score to be awarded the IB diploma. Typically a score of 4 or 5 is considered the minimum for passing, but some institutions may require higher scores.

Governing boards of Colorado's public four-year institutions are required to adopt and implement an admissions policy on the number of credit hours awarded to entering undergraduate students who successfully complete an IB diploma program in high school. By January 2004, each governing board's policy must include the following:

- level of performance required to grant the credit. Institutions must grant at least 24 semester credits (or their equivalent) when a diploma completer receives a score of four or higher.
- general education or electives satisfied and the conditions necessary to be met by an entering student to receive credits; and
- institution's adjustment to the number of credits awarded to a student who receives a score of less than four.

The policy must be available to the public in electronic format.

**III. STAFF ANALYSIS**

The Commission's role, as specified in C.R.S. 23-1-113.2, is to ensure that the governing boards of state-supported institutions awarding the baccalaureate degree and higher adopt and implement a policy related to awarding IB credit that is consistent with the General Assembly's intent. CCHE has received an approved policy and a link to the electronic version documenting compliance from each governing board required under the statute. As an exemplary institution, the Colorado School of Mines is exempt from the legislation.

This item is for information purposes and does not require Commission action.

**Appendix A**

**STATUTORY AUTHORITY**

C.R.S. 23-1-113.2. Commission directive - admission standards for students holding international baccalaureate diplomas.

(1) (a) The general assembly hereby finds and declares that:

(I) It is in the best interests of the state to encourage the development and adoption of innovative and effective curricula for high school students;

(II) The international baccalaureate diploma program is an established and well-respected program designed to provide innovative curricula world-wide;

(III) In most other Western educational systems, secondary education includes the equivalent of a thirteenth grade, and the international baccalaureate diploma program conforms to this approach with its rigorous course of study over two years;

(IV) A student who has successfully completed the international baccalaureate diploma program is viewed as a highly attractive student by institutions of higher education due to the student's ambition, work habits, and scholarship;

(V) Nationwide, institutions of higher education recognize the high level of academic sophistication of international baccalaureate students and many offer considerable college credit as an inducement for those students to attend their institutions;

(VI) Many Colorado international baccalaureate students leave the state to attend institutions of higher education that provide attractive offers of credit; and

(VII) It is in the best interests of Colorado to retain the state's best and brightest students who can establish permanent residency and subsequently contribute to the intellectual and economic vitality of the state.

(b) It is therefore the intent of the general assembly in enacting this section that Colorado institutions of higher education be required to adopt comprehensive and reasonable policies to offer credit to international baccalaureate students.

(2) (a) On or before January 1, 2004, the commission shall ensure that each governing board of a state-supported baccalaureate and graduate institution of higher education in the state adopt and implement, for each of the institutions under its control, a policy for the acceptance of first-time freshman students who have successfully completed an international baccalaureate diploma program.

(b) Each governing board shall report the policy adopted and implemented pursuant to paragraph (a) of this subsection (2) to the commission and shall make the policy available to the public in an electronic format.

(c) Each governing board shall set the number of credits the institution may grant to a student who has successfully completed an international baccalaureate diploma program. Except as otherwise provided in paragraph (d) of this subsection (2), the number of credits granted by an institution shall be, at a minimum, twenty-four semester credits or their equivalent. Each governing board shall identify the specific general education or elective requirements that the student satisfies by having successfully completed the international baccalaureate diploma program and shall outline the conditions necessary to award the credits.

(d) Each institution may determine the level of student performance necessary to grant the credits, as measured by a student's exam performance in the specific courses constituting the international baccalaureate diploma program. An institution may only grant less than twenty-four semester credits or their equivalent if the student has received a score of less than four on an exam administered as part of the international.

**TOPIC: 2004 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. The 2004 report describes characteristics of students—primarily undergraduates—pursuing initial licensure at the 19 institutions that have realigned their programs or have been authorized since 2001. Also noted is the relationship of teacher candidates graduating from each teacher preparation program during the preceding twelve months that applied to the Colorado Department of Education (CDE) for and received a provisional teacher license. PLACE data could not be provided for this report. A summary of the most recent first-year teacher survey follows, and a list of approved programs is found at the end of the [attached report](#).

**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 for information only; no formal action is required by the Commission.

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COLORADO COMMISSION ON  
 **HIGHER  
EDUCATION**

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ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

**2004 LEGISLATIVE REPORT ON  
TEACHER EDUCATION**

**JANUARY 2004**

## **I. INTRODUCTION**

The Colorado Commission on Higher Education (CCHE) annually reports to the Education Committees of the General Assembly on the implementation of SB 99-154. Pursuant to Colorado Revised Statutes 23-1-121(6), all pre-existing teacher education programs went out of existence on June 30, 2001 and initiated the transition to a performance-based model. By June 2001, the Commission approved more than 400 redesigned endorsement programs for preparing students for initial teacher licensure.

Last year's legislative report (2003) described students entering the redesigned teacher preparation programs, given that the performance model had been implemented for less than two years. It focused more extensively on student performance on the PLACE and results of the May 2002 first-year teacher survey. In 2004, this report shifts emphasis and describes characteristics of students—primarily undergraduates—pursuing initial licensure at the 15 institutions that have realigned their programs and began reporting annually to CCHE. Reporting by four additional institutions approved for teacher preparation will begin during FY 2005. Nonetheless, information presented in this report should be viewed as preliminary and not used to draw conclusions about the progress of teacher education in Colorado since reauthorization. Full implementation of reauthorization requirements began July 1, 2001. Under the best of circumstances, undergraduates who enrolled full-time since 2000-01 currently would be in their senior year, so no conclusions on program or student performance indicators should be drawn.

Also noted in the report is the relationship of teacher candidates graduating from each teacher preparation program between 1998 and 2002 that applied to the Colorado Department of Education (CDE) for and received a provisional teacher license, followed by Program for Licensing Assessments for Colorado Educators (PLACE) data for all first-time test-takers in FY 2003. A summary of the most recent first-year teacher survey follows, but until the survey's sample population reaches appropriate size for inference, no valid conclusions can be made using these data. Finally, a list of approved programs is found in the attachment.

## **II. ENROLLMENT IN COLORADO'S TEACHER PREPARATION PROGRAMS**

With the change to a performance-based model with its more demanding standards for teacher preparation, a logical question is what effect have the modifications had on the types of students entering the programs? While the lack of statewide data on students prior to the adoption of SB 99-154 precludes a comparison of former and current enrollment, what now is possible is an emerging "picture" that describes students seeking to be future teachers based on CCHE's Student Unit Record Data System (SURDS) files submitted by the teacher preparation programs.

This section presents selected characteristics of students enrolled in Colorado's programs in FY 2003, such as where they are enrolled and in what licensure or content areas. What are some of the demographic and academic characteristics of the students? Several of the tables provide multi-year comparisons and include frequencies on students at undergraduate, post-

baccalaureate, and graduate levels. Most tables, however, are an overview of undergraduates only who were pursuing initial licensure during FY 2003, a cohort that represents nearly 70% of all enrollment associated with the redesigned programs. For some institutions, these data include post-baccalaureate students where an institution considers them to be undergraduate; at other institutions, post-baccalaureates are classified as graduate students and excluded from these descriptions. Note that currently enrolled students completing under the old standards are excluded from the table.

Table 1 below shows the distribution of enrollment by institutions reporting for FY 2002 and 2003. For the most recent year, nearly 50% of the total headcount is associated with the University of Northern Colorado (UNC), Metropolitan State College of Denver (Metro), and the University of Colorado – Denver (UCD). Limiting the counts to undergraduates, UNC and Metro account for 46% while UCD alone has 50% of the graduate enrollment.

**Table 1. TEACHER EDUCATION REDESIGNED PROGRAM ENROLLMENTS\*\* FOR INITIAL LICENSURE BY LEVEL BY INSTITUTION, FY 2002 - 2003**

| Institution  | Unduplicated Headcount in -- |              |                    |            |              |              |              |              | % of FY 2003 Total |
|--------------|------------------------------|--------------|--------------------|------------|--------------|--------------|--------------|--------------|--------------------|
|              | Undergraduate                |              | Post-Baccalaureate |            | Graduate     |              | TOTAL        |              |                    |
|              | FY 2002                      | FY 2003      | FY 2002            | FY 2003    | FY 2002      | FY 2003      | FY 2002      | FY 2003      |                    |
| UNC          | 645                          | 979          | 40                 | 35         | 108          | 99           | <b>793</b>   | <b>1,113</b> | 18.6%              |
| Metro        | 431                          | 603          | 178                | 283        | 0            | 0            | <b>609</b>   | <b>886</b>   | 14.8%              |
| UCD          | 0                            | 0            | 28                 | 28         | 584          | 848          | <b>612</b>   | <b>876</b>   | 14.7%              |
| Regis        | 126                          | 279          | 23                 | 102        | 94           | 323          | <b>243</b>   | <b>704</b>   | 11.8%              |
| CSU          | 322                          | 347          | 82                 | 81         | 40           | 46           | <b>444</b>   | <b>474</b>   | 7.9%               |
| UCB          | 169                          | 247          | 49                 | 104        | 45           | 96           | <b>263</b>   | <b>447</b>   | 7.5%               |
| UCCS         | 26                           | 51           | 41                 | 59         | 119          | 169          | <b>186</b>   | <b>279</b>   | 4.7%               |
| ASC          | 166                          | 250          | 0                  | 1          | 0            | 21           | <b>166</b>   | <b>272</b>   | 4.6%               |
| Mesa         | 170                          | 219          | 20                 | 5          | 0            | 0            | <b>190</b>   | <b>224</b>   | 3.8%               |
| FLC          | 62                           | 111          | 73                 | 102        | 0            | 0            | <b>135</b>   | <b>213</b>   | 3.6%               |
| CSU-P        | 93                           | 155          | 17                 | 27         | 0            | 0            | <b>110</b>   | <b>182</b>   | 3.0%               |
| WSC          | 92                           | 90           | 4                  | 2          | 0            | 0            | <b>96</b>    | <b>92</b>    | 1.5%               |
| CCU          | 115                          | 84           | 3                  | 0          | 0            | 0            | <b>118</b>   | <b>84</b>    | 1.4%               |
| CC           | 11                           | 13           | 0                  | 0          | 18           | 46           | <b>29</b>    | <b>59</b>    | 1.0%               |
| DU           | 5                            | 5            | 48                 | 17         | 35           | 43           | <b>88</b>    | <b>65</b>    | 1.1%               |
| <b>TOTAL</b> | <b>2,433</b>                 | <b>3,433</b> | <b>606</b>         | <b>846</b> | <b>1,043</b> | <b>1,691</b> | <b>4,082</b> | <b>5,970</b> | 100.0%             |

\*\*Based on enrollment during at least one term in specified year. Source: SURDS Teacher Education File.

Note: This table limited to students enrolled under the performance-based standards and seeking initial licensure. Total program enrollments are greater than that shown above.

Table 2 shows the same data by licensure/content area for FY 2002 and 2003. Elementary education is clearly the dominant field, with 46% of total enrollment last year, followed by special education at 11%. While the proportion of elementary education students is only slightly greater at the undergraduate versus graduate levels, special education is primarily a graduate-level offering (29%) reflecting the historical orientation of special education endorsement programs at the post-baccalaureate or graduate level of instruction. More recently, however, institutions have been developing programs of study to provide instruction at the undergraduate level as part of the initial teacher licensure program of studies, as

**Table 2. TEACHER EDUCATION REDESIGNED PROGRAM ENROLLMENTS\*\* FOR INITIAL LICENSURE BY LICENSURE AREA, FY 2002 - 2003**

| Licensure/Content Area                     | Unduplicated Headcount in -- |              |                    |            |              |              |              |              | % of FY 2003 Total |
|--|------------------------------|--------------|--------------------|------------|--------------|--------------|--------------|--------------|--------------------|
|  | Undergraduate                |              | Post-Baccalaureate |            | Graduate     |              | TOTAL        |              |                    |
|  | FY 2002                      | FY 2003      | FY 2002            | FY 2003    | FY 2002      | FY 2003      | FY 2002      | FY 2003      |                    |
| Elementary                                 | 1,077                        | 1,595        | 231                | 338        | 388          | 718          | <b>1,696</b> | <b>2,651</b> | 44.4%              |
| Special Education*                         | 32                           | 57           | 82                 | 84         | 401          | 493          | <b>515</b>   | <b>634</b>   | 10.6%              |
| Secondary - Social Studies                 | 231                          | 356          | 65                 | 100        | 46           | 92           | <b>342</b>   | <b>548</b>   | 9.2%               |
| Secondary - Language Arts                  | 239                          | 315          | 42                 | 54         | 79           | 112          | <b>360</b>   | <b>481</b>   | 8.1%               |
| Secondary - Science*                       | 103                          | 135          | 65                 | 71         | 83           | 146          | <b>251</b>   | <b>352</b>   | 5.9%               |
| Secondary - Mathematics*                   | 111                          | 166          | 13                 | 26         | 16           | 51           | <b>140</b>   | <b>243</b>   | 4.1%               |
| K-12: Physical Education                   | 167                          | 216          | 12                 | 27         | 0            | 0            | <b>179</b>   | <b>243</b>   | 4.1%               |
| K-12: Music                                | 115                          | 152          | 7                  | 23         | 3            | 6            | <b>125</b>   | <b>181</b>   | 3.0%               |
| K-12: Art                                  | 96                           | 118          | 32                 | 39         | 5            | 20           | <b>133</b>   | <b>177</b>   | 3.0%               |
| Early Childhood                            | 112                          | 136          | 16                 | 25         | 0            | 3            | <b>128</b>   | <b>164</b>   | 2.7%               |
| Secondary - Foreign Language Middle School | 49                           | 61           | 13                 | 18         | 9            | 21           | <b>71</b>    | <b>100</b>   | 1.7%               |
| Secondary - Business                       | 26                           | 35           | 6                  | 19         | 5            | 6            | <b>37</b>    | <b>60</b>    | 1.0%               |
| Sec - Family/Consumer Studies              | 9                            | 18           | 6                  | 7          | 1            | 12           | <b>16</b>    | <b>37</b>    | 0.6%               |
| Secondary - Drama                          | 19                           | 24           | 4                  | 2          | 0            | 0            | <b>23</b>    | <b>26</b>    | 0.4%               |
| Secondary - Agriculture                    | 13                           | 21           | 3                  | 1          | 0            | 0            | <b>16</b>    | <b>22</b>    | 0.4%               |
| Speech                                     | 14                           | 17           | 1                  | 0          | 3            | 2            | <b>18</b>    | <b>19</b>    | 0.3%               |
| Secondary - Technical                      | 5                            | 4            | 3                  | 3          | 1            | 2            | <b>9</b>     | <b>9</b>     | 0.2%               |
| ESL  | 11                           | 7            | 2                  | 2          | 1            | 0            | <b>14</b>    | <b>9</b>     | 0.2%               |
| Spanish                                    | 0                            | 0            | 0                  | 1          | 2            | 6            | <b>2</b>     | <b>7</b>     | 0.1%               |
| Reading                                    | 0                            | 0            | 0                  | 0          | 0            | 1            | <b>0</b>     | <b>1</b>     | 0.0%               |
| No Data                                    | 4                            | 0            | 3                  | 5          | 0            | 0            | <b>7</b>     | <b>5</b>     | 0.1%               |
| <b>TOTAL</b>                               | <b>2,433</b>                 | <b>3,433</b> | <b>606</b>         | <b>846</b> | <b>1,043</b> | <b>1,691</b> | <b>4,082</b> | <b>5,970</b> | 100.0%             |

\*LIFT-designated program

\*\*Based on enrollment during at least one term in specified year. Source: SURDS Teacher Education File.

Note: This table limited to students enrolled under the performance-based standards and seeking initial licensure. Total program enrollments are greater than that shown above.

reflected in the next table.

Among the programs experiencing the greatest amount of growth are the three programs designated by the Loan Incentive for Teachers (LIFT)—special education, mathematics, and science. For the programs with sizable enrollment, mathematics experienced the second largest proportional increase (49% at the undergraduate level; 73% for total enrollment) after social studies. Increases in secondary science candidates also grew (31% at the undergraduate level; 40% total). Clearly, progress is being made in areas deemed high demand by the state.

Growth in the number of teacher education candidates is noteworthy as it contradicts arguments made during the early development of the policy. At that time, some argued that restricting the number of programs associated with teacher licensure could significantly reduce the number of students entering the teaching profession. The above data, however, document that teacher preparation enrollment under the new standards is strong.

Additionally, it should be noted that the number of teacher education candidates is based on only three years of implementation. By the end of FY 2004, a more complete picture of enrollment that reflects the supply of potential educators in redesigned programs will be available. When coupled with the fact that students entering the program are better prepared academically (see information on grade point averages in Tables 4 and 5), the dire predictions have proved to be wrong.

Table 3 summarizes students demographic characteristics according to their status with the teacher education program—as an applicant (a student not admitted), admit (applied and accepted but not enrolled), or enrollee. When viewed by race/ethnicity, the proportion of “teacher education” students from underrepresented groups (14.5%) is below the percentage found in the undergraduate student population as a whole (20%). By gender, enrolled females outnumber males by a ratio of more than 3:1 but the relationship of applicants to admits to enrollees shows a slight variation. Similarly, an examination of age by program status reveals that more than 90% enroll, regardless of age grouping. Not surprisingly, more than half of the enrolled candidates are 18 – 22 years of age. Again, because these data are a single-year snapshot, the research is too limited at this time on which to base any conclusions.

The pattern of improved grade point average (g.p.a.) across students who applied and/or were admitted to teacher preparation programs with those who have enrolled suggests that programs are complying with the admissions performance measure (Table 4), and programs are attracting students with relatively strong academic records. Among the various admissions criteria, the minimum g.p.a. to teacher preparation programs is 2.5 and many institutions set it at 2.75. While the bar for admission to a program was raised with the intent of improving the quality of teacher candidates, the results at this point are inconclusive due to the lack of available outcome data on teacher quality. Table 5 compares the admission g.p.a. by licensure areas. Students enrolled in special education have the highest average at time of admission (3.14), but all areas are well above the statewide minimum.

### **III. LICENSURE APPLICANTS AND RECIPIENTS**

As part of this report, C.R.S. 23-1-121(6) specifically directs CCHE to “. . . 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.” Because the Colorado Department of Education is the designated agency to issue these licenses, CCHE requested this information from CDE. The department provided five years of data (1998 – 2002) on the number of students who were awarded a provisional license. The total awards peaked in 1999, with 2,069 licenses issued and declined to 1,627 in 2002. CDE, however, was not able to supply the number of applicants; consequently, the proportion of initial licensure applicants to recipients cannot be calculated. According to CDE’s Office of Licensing, all students recommended by Colorado higher education institutions for initial licensure are approved unless there are problems with other considerations (e.g., background check), but it should be

noted that students who have not passed a content/licensure test are not recommended by an institution for CDE's consideration.

**Table 3. DEMOGRAPHICS OF UNDERGRADUATES PURSUING INITIAL LICENSURE BY TEACHER EDUCATION PROGRAM STATUS, FY 2003**

| Demographic Characteristic           |                                      | Teacher Education Program Status -- |            |              | TOTAL APPLICANTS |
|--------------------------------------|--------------------------------------|-------------------------------------|------------|--------------|------------------|
|                                      |                                      | Applied, not Accepted               | Accepted   | Enrolled*    |                  |
| <b>Race/Ethnicity</b>                |                                      |                                     |            |              |                  |
|                                      | #                                    | 4                                   | 2          | 43           | 49               |
|                                      | % of Prog Status Total               | 3.7%                                | 1.0%       | 1.1%         | 1.1%             |
| <b>American Indian/Alaska Native</b> | % of All Status Categories           | 8.2%                                | 4.1%       | 87.8%        | 100.0%           |
|                                      | #                                    | 2                                   | 5          | 90           | 97               |
|                                      | % of Prog Status Total               | 1.9%                                | 2.5%       | 2.3%         | 2.3%             |
| <b>Asian Amer/Pacific Islander</b>   | % of All Status Categories           | 2.1%                                | 5.2%       | 92.8%        | 100.0%           |
|                                      | #                                    | 2                                   | 1          | 46           | 49               |
|                                      | % of Prog Status Total               | 1.9%                                | 0.5%       | 1.2%         | 1.1%             |
| <b>Black, Non-Hispanic</b>           | % of All Status Categories           | 4.1%                                | 2.0%       | 93.9%        | 100.0%           |
|                                      | #                                    | 11                                  | 27         | 342          | 380              |
|                                      | % of Prog Status Total               | 10.3%                               | 13.7%      | 8.6%         | 8.9%             |
| <b>Hispanic</b>                      | % of All Status Categories           | 2.9%                                | 7.1%       | 90.0%        | 100.0%           |
|                                      | #                                    | 88                                  | 162        | 3,435        | 3,685            |
|                                      | % of Prog Status Total               | 82.2%                               | 82.2%      | 86.8%        | 86.5%            |
| <b>White, Non-Hispanic</b>           | % of All Status Categories           | 2.4%                                | 4.4%       | 93.2%        | 100.0%           |
|                                      | #                                    | 0                                   | 0          | 2            | 2                |
|                                      | % of Prog Status Total               | 0.0%                                | 0.0%       | 0.1%         | 0.0%             |
| <b>Nonresident Alien</b>             | % of All Status Categories           | 0.0%                                | 0.0%       | 100.0%       | 100.0%           |
| <b>TOTAL</b>                         | #                                    | <b>107</b>                          | <b>197</b> | <b>3,958</b> | <b>4,262</b>     |
|                                      | % of Total for All Status Categories | 2.5%                                | 4.6%       | 92.9%        | 100.0%           |
| <b>Gender</b>                        |                                      |                                     |            |              |                  |
|                                      | #                                    | 75                                  | 157        | 3,196        | 3,428            |
|                                      | % of Prog Status Total               | 68.8%                               | 76.6%      | 77.1%        | 76.9%            |
| <b>Female</b>                        | % of All Status Categories           | 2.2%                                | 4.6%       | 93.2%        | 100.0%           |
|                                      | #                                    | 34                                  | 48         | 949          | 1,031            |
|                                      | % of Prog Status Total               | 31.2%                               | 23.4%      | 22.9%        | 23.1%            |
| <b>Male</b>                          | % of All Status Categories           | 3.3%                                | 4.7%       | 92.0%        | 100.0%           |
| <b>TOTAL</b>                         | #                                    | <b>109</b>                          | <b>205</b> | <b>4,145</b> | <b>4,459</b>     |
|                                      | % of Total for All Status Categories | 2.4%                                | 4.6%       | 93.0%        | 100.0%           |
| <b>Age</b>                           |                                      |                                     |            |              |                  |
|                                      | #                                    | 63                                  | 98         | 1,992        | 2,153            |
|                                      | % of Prog Status Total               | 57.8%                               | 48.0%      | 48.1%        | 48.4%            |
| <b>18 - 22 Years</b>                 | % of All Status Categories           | 2.9%                                | 4.6%       | 92.5%        | 100.0%           |
|                                      | #                                    | 12                                  | 31         | 723          | 766              |
|                                      | % of Prog Status Total               | 11.0%                               | 15.2%      | 17.5%        | 17.2%            |
| <b>23 - 25 Years</b>                 | % of All Status Categories           | 1.6%                                | 4.0%       | 94.4%        | 100.0%           |
|                                      | #                                    | 24                                  | 35         | 740          | 799              |
|                                      | % of Prog Status Total               | 22.0%                               | 17.2%      | 17.9%        | 17.9%            |
| <b>26 - 35 Years</b>                 | % of All Status Categories           | 3.0%                                | 4.4%       | 92.6%        | 100.0%           |
|                                      | #                                    | 10                                  | 40         | 684          | 734              |
|                                      | % of Prog Status Total               | 9.2%                                | 19.6%      | 16.5%        | 16.5%            |
| <b>Older than 35 Years</b>           | % of All Status Categories           | 1.4%                                | 5.4%       | 93.2%        | 100.0%           |
| <b>TOTAL</b>                         | #                                    | <b>109</b>                          | <b>204</b> | <b>4,139</b> | <b>4,452</b>     |
|                                      | % of Total for All Status Categories | 2.4%                                | 4.6%       | 93.0%        | 100.0%           |

Source: SURDS Teacher Education Files, specified year.

\*Totals for enrolled students include those who completed during fiscal year.

\*\*Based on enrollment during at least one term in specified year. Source: SURDS Teacher Education File.

Note 1: This table limited to students enrolled under the performance-based standards and seeking initial licensure. Total program enrollments are greater than that shown above.

Note 2: Post-baccalaureate students seeking initial licensure but not a graduate degree are included in the above data. Undergraduate totals, therefore, do not match those found in Tables 1 and 2.

\*Totals for enrolled students include those who completed during fiscal year.

**Table 4. MEAN GRADE POINT AVERAGES FOR UNDERGRADUATES PURSUING INITIAL LICENSURE BY TEACHER EDUCATION PROGRAM STATUS, FY 2003**

| <b>Tchr Educ Prog Status</b> | <b>Unduplicated Headcount</b> | <b>Mean GPA</b> | <b>Standard Deviation</b> |
|------------------------------|-------------------------------|-----------------|---------------------------|
| Applied, not Accepted        | 109                           | 2.38            | 1.20                      |
| Accepted                     | 206                           | 2.74            | 1.16                      |
| Enrolled*                    | 4,149                         | 2.98            | 0.94                      |

\*Totals for enrolled students include those who completed during fiscal year.

Source: SURDS Teacher Education Files, specified years.

Note: Post-baccalaureate students seeking initial licensure but not a graduate degree are included in the above data. Undergraduate totals, therefore, do not match those found in Tables 1 and 2.

**Table 5. MEAN GRADE POINT AVERAGES FOR ENROLLED\* UNDERGRADUATES PURSUING INITIAL LICENSURE IN TEACHER EDUCATION BY LICENSURE AREA, FY 2003**

| <b>Licensure Area</b>      | <b>Unduplicated Headcount</b> | <b>Mean GPA</b> | <b>Standard Deviation</b> |
|----------------------------|-------------------------------|-----------------|---------------------------|
| Elementary                 | 2,052                         | 2.97            | 0.99                      |
| Secondary                  | 1,426                         | 2.97            | 0.95                      |
| Music, PE, or Art (K - 12) | 563                           | 3.06            | 0.79                      |
| Special Educ               | 108                           | 3.14            | 0.46                      |

\*Totals for enrolled students include those who completed during fiscal year.

Source: SURDS Teacher Education Files, specified years.

Note: Post-baccalaureate students seeking initial licensure but not a graduate degree are included in the above data. Undergraduate totals, therefore, do not match those found in Tables 1 and 2.

#### **IV. THE PERFORMANCE MODEL**

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

According to C.R.S. 23-1-121(6), the annual legislative report is to “. . . include the percentage of said graduates who passed the assessments administered pursuant to section C.R.S. 22-60.5-203.” For FY 2003, Colorado continued use of the Professional Licensing Assessment for Colorado Educators (PLACE) from National Evaluation Systems (NES) for assessment of student content preparation prior to student teaching. At the close of each annual test cycle, NES contacts teacher preparation programs to verify that the completers included for Title II reporting have accurately reported their preparation institution. Other

test-takers are not verified by institution unless NES is requested to do so.

Table 6 summarizes the proportion of all first-time test-takers in FY 2003 passing the PLACE. Overall, nearly 83% of the students earned a passing score on their first attempt. For those fields with a significant number of test-takers, the highest pass rates were in the areas of special education (94%) and elementary education (86%). Of notable concern is the field with the lowest percentage of passers: secondary science (64%).

Beginning July 2003, institutions began directing candidates for student teaching in the five largest content areas—elementary (also used for early childhood and post-baccalaureate students pursuing special education endorsement), English, mathematics, science, and social studies—to take the appropriate PRAXIS II exam from Educational Testing Services. In past years, these five fields represented approximately two-thirds of annual test-takers. Pass score levels for the remaining PRAXIS II content areas will be set during 2004.

#### **B. Performance in the K-12 Classroom: The First-Year Teacher Survey (2003)**

The Colorado First-Year Teacher Survey is a measure used to evaluate the quality of Colorado teacher education programs in the areas of content and teaching skills preparation (CCHE's Teacher Education Policy 4.00 (content preparation) and CDE's Performance-Based Standards for Colorado Teachers (teaching skills preparation)). The legislative intent of the survey is to measure first-year teachers' perceived readiness to teach content knowledge and demonstrate mastery of teaching skills once a teacher has taught a full year in a K-12 classroom. It includes sections on teaching and licensure areas, teacher education background, student teaching and induction experiences, subject matter content preparation and teaching skills preparation of the respondents. The respondents' unique perspective as consumers of the teacher preparation program and as teachers in the classroom can provide insight into the content and effectiveness of the teacher preparation programs. Survey results eventually will be used in combination with other indicators, such as cumulative college g.p.a., general education assessment, content assessment (currently the PLACE and PRAXIS II) results, and rates of job placement in the licensure area trained, as evidence for reauthorization in Colorado.

The reader is cautioned about making inferences from the survey responses due to the small number of respondents for most institutions, licensure areas, and school districts, thereby limiting summaries to statewide descriptions and not analyzing the survey data by these categories. CCHE continues to have concerns about the validity and reliability of the survey at this stage of its administration and is making adjustments to improve both. Additionally, the survey measures the program assessment by students who graduated from programs prior to the redesign, and therefore, are of limited value except as a baseline to measure against once responses from completers associated with the new standards are surveyed.



**Table 6. PLACE PASS RATES BY TEST LICENSURE/CONTENT AREAS, OCTOBER 2002 - MAY 2003**

| <b>Licensure/Content Area</b>       | <b>Number of First-time<br/>PLACE Test-takers</b> | <b>Number Who Passed<br/>on First Attempt</b> | <b>Percent Who Passed on<br/>First Attempt</b> |
|-------------------------------------|---|---|--|
| Sec - Family/Consumer Studies       | 20  | 20  | 100.0%   |
| Special Education*                  | 464   | 436   | 94.0%  |
| Secondary - Business                | 31  | 29  | 93.5%  |
| Elementary                          | 1,579   | 1,363   | 86.3%  |
| Health                              | 14  | 12  | 85.7%  |
| School Library Media                | 55  | 47  | 85.5%  |
| Secondary - Agriculture             | 13  | 11  | 84.6%  |
| Speech                              | 18  | 15  | 83.3%  |
| Early Childhood                     | 104   | 86  | 82.7%  |
| ESL                                 | 147   | 121   | 82.3%  |
| Secondary - Language Arts           | 267   | 217   | 81.3%  |
| Secondary - Technical               | 10  | 8   | 80.0%  |
| K-12: Music                         | 103   | 81  | 78.6%  |
| K-12: Art                           | 93  | 72  | 77.4%  |
| K-12: Physical Education            | 129   | 98  | 76.0%  |
| Secondary - Social Studies          | 285   | 209   | 73.3%  |
| Secondary - Mathematics*            | 170   | 124   | 72.9%  |
| Secondary - Foreign Language        | 85  | 62  | 72.9%  |
| Reading                             | 53  | 38  | 71.7%  |
| Secondary - Drama                   | 14  | 10  | 71.4%  |
| Bilingual                           | 31  | 22  | 71.0%  |
| Secondary - Science*                | 193   | 123   | 63.7%  |
| Other**                             | 13  | 13  | 100.0%   |
| <b>TOTAL EXAMINEES - ALL FIELDS</b> | <b>3,891</b>                                      | <b>3,217</b>                                  | <b>82.7%</b>                                   |

\*LIFT-designated program

\*\*Includes test fields (driver education, distributive education, and reading specialist) with fewer than ten test-takers during administration period.

Note: Results based on all examinees between October 2002 and May 2003 who took the relevant PLACE test for the first time and affiliated themselves with a CO institution of higher education. Does not include PLACE test results for school counselor, school social worker, principal, and administrator.

## 1. Methodology

CCHE arranged with Public Opinion Strategies to conduct a survey of full-time, first-year teachers who taught in Colorado public schools in the 2002-2003 school year and provide the analyses that follow. The margin of error associated with a sample of this type is  $\pm 5.58\%$  at the 95% confidence level. Names and phone numbers of the first-year teachers were provided to CCHE by district induction coordinators. Of the 1,782 first year teachers' phone numbers provided by induction coordinators from the school districts, the following was encountered during the interviewing process:

- 13% were for teachers who had prior teaching experience (often in another

state);

- 2% were not full-time teachers;
- 2% were not teachers or were teachers who had retired;
- 27% were either wrong numbers, disconnected numbers or changed numbers.

In addition, 10% of the teachers contacted refused to participate or refused to answer questions required to qualify for the interview (namely number of years they had taught). The final N size was 309.

Telephone interviews were completed from September 20-October 2, 2003, and the database of telephone numbers was provided by each district through their induction coordinators. Some districts chose not to provide phone numbers, and the largest school district in the state, Jefferson County Public Schools, is significantly underrepresented in the results of this survey. Jeffco declined to release teacher phone numbers, CCHE could not gain access to these teachers in the same way we could survey the other first-year teachers in the state. To accommodate this special situation, CCHE coordinated with the survey company to set up a toll-free number that was available 24 hours a day for a specific three-day period just for Jefferson County teachers to call in and complete the survey. CCHE worked through the induction coordinators in the county to publicize this option, the importance and nature of the survey for the two-week period leading up to the three-day window to call. With all these efforts, only six teachers from Jefferson County called in to complete the survey, out of a potential pool of 168 first-year teachers in the district.

Within the total population of 309 respondents, a majority (57%) received some type of training in the state of Colorado. The top five institutions of preparation for the respondents were: UNC, MSCD, CSU, UCD, and UCB. One-third of the teachers reported an elementary endorsement.

## **2. Education as Preparation**

- a. First-year teachers' assessment of their preparation to be a teacher is fairly positive overall (Table 7). Strong majorities agree that their education courses or undergraduate major prepared them on a wide array of subjects and techniques to perform well in a classroom. However, when examining the intensity of this agreement, it is clear that there is a wide variation on how well respondents felt they were prepared for their first year in a classroom.
- b. As the intensity of feeling tends to provide a more accurate view of respondents' sentiments than overall agreement, this analysis focuses on distinctions based on the percentage of first-year teachers who "strongly agree" with these statements.
  - Non-White first-year teachers rate higher on every single measurement than their White counterparts by an average of 16 points. The greatest disparities in the

percentage who strongly agree comes on how well they felt prepared to manage a classroom (74% of Minority respondents strongly agree, compared to 39% of White respondents), to use assessment results to improve student performance (70% and 37% strongly agree, respectively) and on their overall classroom teaching skills (70% and 47% strongly agree, respectively).

- There are some interesting distinctions based on gender. For example, men indicate that they felt better prepared to discuss behavior (45% strongly agree) or academic performance (43% strongly agree) issues with parents than do women teachers (38% strongly agree on both). They also rate their preparation to use technology in the classroom (48% of men and 36% of women strongly agree) and say they had a good understanding of government (44% of men and 28% of women strongly agree).

**Table 7. SURVEY RESPONDENTS' AGREEMENT WITH EDUCATIONAL PREPARATION STATEMENTS, SEPTEMBER 2003**

| <b>Preparation Measure</b>  | <b>% Strongly Agree</b> | <b>Somewhat Agree</b> | <b>Somewhat Disagree</b> | <b>% Strongly Disagree</b> | <b>% Other</b> | <b>TOTAL</b> |
|---|-------------------------|-----------------------|--------------------------|----------------------------|----------------|--------------|
| My education courses prepared me to create lesson plans.  | 70%                     | 14%                   | 4%                       | 4%                         | 7%             | 99%          |
| My education courses prepared me to use a variety of instructional methods in my classroom.   | 65%                     | 19%                   | 8%                       | 1%                         | 7%             | 100%         |
| When I first began teaching a year ago, I was confident that my specific major course work provided me with the depth of knowledge I need to teach my students, meet content standards, and answer questions. | 60%                     | 26%                   | 7%                       | 3%                         | 5%             | 101%         |
| When I first began teaching a year ago, I was confident that my general education course work provided me with the breadth of knowledge I needed as a teacher in all subject areas.                           | 48%                     | 32%                   | 10%                      | 5%                         | 6%             | 101%         |
| My education courses prepared me to incorporate literacy instruction in my classroom.   | 53%                     | 28%                   | 6%                       | 6%                         | 8%             | 101%         |
| My education courses prepared to incorporate mathematics instruction in my classroom.   | 44%                     | 23%                   | 12%                      | 9%                         | 12%            | 100%         |
| Overall, my education courses provided me with the classroom teaching skills I need as a teacher.   | 50%                     | 31%                   | 8%                       | 3%                         | 7%             | 99%          |
| My education courses prepared me to manage a classroom.   | 44%                     | 28%                   | 11%                      | 10%                        | 7%             | 100%         |
| My education courses prepared me to use assessment results to improve my students' achievement.   | 42%                     | 36%                   | 10%                      | 5%                         | 8%             | 101%         |
| My education courses prepared me to discuss students' classroom behavior with parents or guardians.   | 40%                     | 31%                   | 15%                      | 7%                         | 8%             | 101%         |

Note: Totals may not equal 100% due to rounding.

Perhaps the most interesting distinction is that men are significantly more likely to say they felt “confident” when they first began teaching a year ago. This expression of having a higher level of confidence is true whether asked about their specific major course work providing them with the depth of knowledge to teach their students, meet content standards and answer questions (68% of men and 57% of women) or that their general education course work provided them with the “breadth of knowledge” they needed as a teacher in all subject areas (56% of men and 45% of women strongly agree). While it is impossible to provide a one-to-one correlation, it is interesting that men express greater confidence at the same time as they felt better prepared to deal with parents. Parental relations are one of the main areas first-year teachers volunteer as an area that caused them the most “stress” in teaching last year.

- One area where there is NOT a significant difference is among those whose licensure area is elementary education. These first-year teachers did not significantly rate themselves as better prepared in any of these areas than other Pre-school to Grade 6 teachers overall.
- c. Special education teachers represent a small segment of the first-year teachers interviewed (9%), therefore distinctions between subgroups are meaningless. Overall, majorities agree with every statement about their preparation to teach, although they express the least strong agreement on record keeping and responding to individual needs of students.

### 3. Student Teaching Preparation

- a. Despite the fact that only a bare majority (53%) feel that the school in which they completed their student teaching had a similar environment to the one in which they taught their first-year, teachers give the student teaching experience fairly high marks. Seven-in-ten (70%) strongly agree that they received regular evaluation and constructive suggestions from their college or faculty supervisor. A nearly equal 68% strongly agree that their cooperating teacher provided good advice and support. In addition, 58% strongly agree that the experience prepared them to teach to content standards and assess student performance. These numbers are even higher among those who attended undergraduate or post-baccalaureate teacher preparation programs at a Colorado college or university:

|                          | % Strongly Agree |                    |
|--------------------------|------------------|--------------------|
|                          | Undergraduate    | Post-baccalaureate |
| Regular evaluation       | 81%              | 77%                |
| Good advice/support      | 81%              | 76%                |
| Content standards/assess | 84%              | 63%                |

- b. There is a notable difference in attitudes about some aspects of their student teaching experience based on grade level, with elementary school teachers indicating stronger agreement on two fronts than teachers of older students or special education teachers:

|                          | % Strongly Agree   |             |                   |
|--------------------------|--------------------|-------------|-------------------|
|                          | Pre-school-Grade 6 | Grades 7-12 | Special Education |
| Good advice/support      | 73%                | 65%         | 54%               |
| Content standards/assess | 62%                | 55%         | 39%               |

However, there is no such distinction regarding being regularly evaluated and provided with constructive suggestions.

- c. Men are less positive about their student teaching experience than are women, which is fairly interesting since they tend to rate their formal education as better preparation than did women:

|                          | % Strongly Agree |       |
|--------------------------|------------------|-------|
|                          | Men              | Women |
| Regular evaluation       | 57%              | 74%   |
| Good advice/support      | 64%              | 70%   |
| Content standards/assess | 52%              | 59%   |

**4. The First Year Experience**

- a. First-year teachers indicate having a number of types of support provided to them in their first year of teaching (percentages below do not equal 100 as multiple mentions were accepted). However, the biggest discrepancy between what they felt they were provided in their first year of teaching and what they rate as most valuable to them is the ability to have extra planning time. Having enough time is an area is repeatedly cited as causing the most stress to them in their first year.

| Most Valuable First Year | Received |   |
|--------------------------|----------|---|
| 33%                      | 81%      | Regular monthly meetings with my mentor teacher                                   |
| 8%                       | 75%      | Regular communication with my principal, other administrators or department chair |
| 4%                       | 75%      | Seminars or classes for beginning teachers  |
| 30%                      | 61%      | Common planning time with teachers in my subject or grade level                   |
| 7%                       | 40%      | Extra classroom assistance (i.e., teacher aides)                                  |
| 15%                      | 32%      | Extra preparation time  |

- Notably, Pre-school to Grade 6 teachers are more likely to indicate having most types of support than teachers in the higher grade levels:

|   | Pre-school-6<br>(57%) | 7-12<br>(34%) |
|---|-----------------------|---------------|
| Regular monthly meetings with my mentor teacher                                   | 82%                   | 78%           |
| Regular communication with my principal, other administrators or department chair | 79%                   | 69%           |
| Seminars or classes for beginning teachers  | 75%                   | 54%           |
| Common planning time with teachers in subject/grade level                         | 67%                   | 53%           |
| Extra classroom assistance (i.e., teacher aides)                                  | 48%                   | 30%           |
| Extra preparation time  | 33%                   | 30%           |

- Special education teachers are much less likely to say they had seminars or classes available (54%) than other teachers.
  - There are few distinctions in what first-year teachers feel are more valuable types of support. Special education teachers more strongly value regular meetings with their mentor teachers (46%). Grades 7-12 teachers are twice as likely to name extra preparation time (24%) than are elementary level teachers (11%). However, there are simply not major geographic or demographic differences in what first-year teachers value.
- b. Given the value placed on mentor teachers, it is significant that there is a strong sense among first-year teachers that they had adequate contact with and feel they can rely on their mentor or master teacher. Fully 70% strong agree (85% agree overall) that they had adequate contact with their mentor or master teacher as part of their induction program. Moreover, 73% strongly agree (88% agree overall) that they can rely on that person for “good advice.”

There are pockets of disagreement however. Two-in-ten (20%) Denver first-year teachers disagree that they had adequate contact with their mentor teacher or that they can rely on them for good advice—twice as high as in the rest of the state. In addition, those who had received an emergency or other type of license in order to teach are most likely to say they did not have adequate contact with their mentor teacher (21%), nor could they rely on that person for good advice (17%). While 17% of Grade 7-12 teachers think they did not have adequate contact with their mentor teacher, only 9% say they could not rely on that person for good advice.

- c. First-year teachers indicate a number of major issues that caused them stress during their first year of teaching.
- The most common theme named by 37% of first-year teachers is not having enough time to get everything done. As a female Grade 7-12 teacher in Northglenn-Thornton indicates, “Lack of time, that's probably the most

important thing. Probably the general feeling overwhelmedness, lack of time. There is so much to do. There is not enough time in a day.” In addition, another 6% cite lacking lesson plans specifically.

Notably, of the 32% of first-year teachers who indicated they were provided extra preparation time, only 6% indicate it was the most valuable type of support provided to them.

- Classroom management is also volunteered as an area of stress by 15% of first-year teachers. For example, a Douglas county teacher in Pre-school-Grade 6 level expresses it this way: “I would say classroom management. All of the paperwork that is involved in teaching, like grading, and basically all the paperwork, like taking notes on kids and all that kind of stuff.”

What does classroom management entail? Behavior problems are cited by another 13% of first-year teachers and paperwork is named by 10%.

- Another 15% cite dealing with parents as a major stress area. Interestingly, a number of respondents say that their relationship with parents was strained from the start simply due to the fact that they were known to be a first-year teacher.
  - Other concerns include lack of support from administration or fellow teachers (9%), lack of direction or “workplace politics” in dealing with administration (4%), budget issues which affected availability of textbooks or materials (5%), and poor communication (4%). The latter includes multiple mentions from teachers who say they did not realize what resources were available to them and only learned this through happenstance. Communication with administration also appears to be mentioned more frequently among Denver teachers.
- d. By and large, first-year teachers recommend more practical experience before teachers go on the job. One-quarter (25%) of respondents recommend more student teaching or hands-on classroom time in order to gain the skills they felt they lacked. Specifically, several think it would be helpful to have student teaching at the beginning of a school year so that they can learn how the teacher creates the class dynamic, sets ground rules and basically gets students into the swing of things. Another 13% indicate more classroom management training would have been helpful.

Six percent (6%) recommend providing better mentors or more time with mentor teachers. While 4% cite behavior management training for dealing with students, an equal number (4%) recommend better preparation for dealing with parents. There are also comments recommending allowing teachers to have more time to prepare lesson plans (3%) and better explanation of what is expected from them (3%) by administration.

## 5. First Year Teacher Population

In thinking about the attitudes of the first-year teacher population interviewed, there are a number of important correlations to keep in mind:

- Male teachers are substantially more likely to have taught their first year at the middle and high school levels than are women (51% of men, compared to 29% of women), which obviously means more female elementary level teachers (62% of women, compared to 42% of men).
- Minority teachers were much more likely to have taught in pre-school to Grade 6 level (72% elementary, 21% Grades 7-12) than their White counterparts (54% elementary, 36% Grades 7-12). Due to the greater proportion of Non-White teachers in the district, two-thirds (67%) of the Denver Public Schools first-year teachers taught at the elementary level.
- First-year teachers took a variety of routes in order to gain the credentials needed to obtain a teaching license. Approximately one-quarter (24%) completed an undergraduate or bachelor degree in a teacher preparation program at a Colorado college or university, and another one-quarter (24%) completed a post-baccalaureate teacher preparation program offered by a Colorado college or university. Three-in-ten (30%) completed a teacher preparation program at a college or university not in Colorado. Finally, another 8% participated in a Teacher-In-Residence program, while 10% participated in an Alternative Teacher Licensing program.
- Those who taught in math and sciences are substantially more likely to have taken one of the latter two routes (11% teacher-in-residence and 16% alternative license) than those teaching elementary or other subjects. In addition, three-in-ten Non-White teachers (30%) participated in a teacher-in-residence program, compared to just 5% of White first-year teachers.
- Teachers over the age of 30 are more than twice as likely to have an “emergency” license than are those 30 and under. Fully 14% of men 30 and older and 11% of women 30 and older have an emergency license, compared to 5% of those 30 and younger. Overall, 8% hold an emergency license. Furthermore, the likelihood of a first-year teacher having participated in an alternative teacher licensing program increases with the age of the respondent. While only 4% of those under the age of 25 went the alternative licensing route, this increases to 7% among those 25-34, 17% of those 35-44 and fully 21% of teachers 45 and older.
- Despite the small percentage of special education teachers who completed the

survey, there was a broad range of teaching environments represented. While half (50%) described their students as being at the mild/moderate needs level, another 14% describe their students as moderate needs, 22% as severe or profound and 14% as representing all ranges of needs. Moreover, there is a variety of settings in which these special education teachers provided services, including 39% in resource, 25% in classroom inclusion, 25% in a self-contained setting, and 4% in a segregated setting. The majority of first-year special education teachers specialized in cognitive/learning disability, with another 18% in emotional/affective and 18% in speech/language.

- Few teachers indicate having a large percentage of students with Individual Education Plans (IEP), Individual Behavior Plans (IBP), or Section 504 Accommodation Plans. Forty-four percent (44%) indicate having less than 10% of their students with these plans, while 24% estimate that 11 to 25% of their students had these plans. The notable exception is special education teachers as fully 93% report that more than three-quarters of their students had these plans.

## **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.

**Attachment**

| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |                             |   |                           |
|--|-----------------------------|---|---------------------------|
| <b>Institution</b>   | <b>Level</b>                | <b>Licensure Area</b>   | <b>Program</b>            |
| Adams State College  | Post-Baccalaureate          | Business Secondary  |                           |
|  |                             | Counselor   |                           |
|  |                             | Elementary  |                           |
|  |                             | Early Childhood   |                           |
|  |                             | Foreign Language: Secondary, Spanish                                  |                           |
|  |                             | K-12: Art   |                           |
|  |                             | K-12: Music   |                           |
|  |                             | K-12: Physical Education  |                           |
|  |                             | English Language Arts   |                           |
|  |                             | Language Arts, Secondary  |                           |
|  |                             | Linguistically Diverse: English as a Second Language                  |                           |
|  |                             | Linguistically Diverse: Bilingual                                     |                           |
|  |                             | Mathematics, Secondary  |                           |
|  |                             | Reading/Literacy  |                           |
|  |                             | K-12: Ed. Leadership  |                           |
|  | Science, Secondary          |   |                           |
|  | Social Studies, Secondary   |   |                           |
|  | Special Education: Moderate |   |                           |
|  | Undergraduate               | 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<br>Speech and Theatre   |                           |
| Mathematics, Secondary   |                             | Mathematics   |                           |
| Science, Secondary   |                             | Biology<br>Chemistry<br>Geology                                       |                           |
| Social Studies, Secondary                                      | History & Government        |   |                           |
| Colorado College   | Post-Baccalaureate          | Art, Secondary  |                           |
|  |                             | Elementary  |                           |
|  |                             | Foreign Language, Secondary: Spanish, German, French, Japanese, Latin |                           |
|  |                             | English Language Arts, Secondary                                      |                           |
|  |                             | Mathematics, Secondary  |                           |
|  |                             | Music, Secondary  |                           |
|  |                             | Science, Secondary: Biology, Geology, Physics, Chemistry              |                           |
|  |                             | Social Studies, Secondary   |                           |

| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |                           |   |                         |
|--|---------------------------|---|-------------------------|
| <b>Institution</b>   | <b>Level</b>              | <b>Licensure Area</b>                                   | <b>Program</b>          |
| Colorado College<br>(cont).                                    | Undergraduate             | Elementary  | Liberal Arts & Sciences |
|  |                           | Foreign Language, Secondary                             | Classics                |
|  |                           |   | French                  |
|  |                           |   | German                  |
|  |                           |   | Japanese                |
|  |                           |   | Spanish                 |
|  |                           | English Language Arts, Secondary                        | English                 |
|  |                           | Art, Secondary  | Art                     |
|  |                           | K-12: Music   | Music                   |
|  |                           | Music, Secondary  | Music                   |
|  |                           | Mathematics, Secondary                                  | Mathematics             |
|  |                           | Science, Secondary                                      | Biology                 |
|  |                           |   | Chemistry               |
|  | Geology                   |   |                         |
|  | Physics                   |   |                         |
|  | Social Studies, Secondary | History   |                         |
| Colorado Christian<br>University                               | Post-Baccalaureate        | Elementary  |                         |
|  |                           | Language Arts, Secondary                                |                         |
|  |                           | Mathematics, Secondary                                  |                         |
|  |                           | Science, Secondary                                      |                         |
|  |                           | Social Studies, Secondary                               |                         |
|  |                           | K-12: Music   |                         |
|  | Undergraduate             | Elementary  | Liberal Arts            |
|  |                           | K-12: Music   | Music                   |
|  |                           | English Language Arts, Secondary                        | English                 |
|  |                           | Mathematics, Secondary                                  | Mathematics             |
|  |                           | Science, Secondary                                      | General Science         |
|  | Social Studies, Secondary | History   |                         |
| Colorado State<br>University                                   | Post-Baccalaureate        | Agriculture & Renewable Natural<br>Resources, Secondary |                         |
|  |                           | Business Education, Secondary                           |                         |
|  |                           | School Counselor  |                         |
|  |                           | Early Childhood   |                         |
|  |                           | Family & Consumer, Secondary                            |                         |
|  |                           | Foreign Language, Secondary: Spanish,<br>German, French |                         |
|  |                           | K-12: Art   |                         |
|  |                           | K-12: Music   |                         |
|  |                           | English Language Arts, Secondary                        |                         |
|  |                           | Linguistically Diverse: English<br>as a Second Language |                         |
|  |                           | Marketing Education, Secondary                          |                         |
|  |                           | Mathematics, Secondary                                  |                         |
|  |                           | Science, Secondary                                      |                         |
|  |                           | School Administrator                                    |                         |
|  |                           | School Principal  |                         |
|  |                           | School Social Worker                                    |                         |
| Social Studies, Secondary                                      |                           |   |                         |



| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |                                 |  |                                    |
|--|---------------------------------|--|------------------------------------|
| <b>Institution</b>   | <b>Level</b>                    | <b>Licensure Area</b>                                | <b>Program</b>                     |
| Colorado State University (cont.)                              | Post-Baccalaureate              | Speech   |                                    |
|  |                                 | Technology, Secondary                                |                                    |
|  |                                 | Trade & Industry, Secondary                          |                                    |
|  | Undergraduate                   | Agriculture & Renewable Natural Resources, Secondary | Agricultural Education             |
|  |                                 | Business Education, Secondary                        | Business Administration            |
|  |                                 | Early Childhood                                      | Human Development & Family Studies |
|  |                                 | Family & Consumer, Secondary                         | Family & Consumer Studies          |
|  |                                 | Foreign Language, Secondary                          | French                             |
|  |                                 |  | German                             |
|  |                                 |  | Spanish                            |
|  |                                 | K-12: Art  | Art                                |
|  |                                 | K-12: Music  | Music                              |
|  |                                 | English Language Arts                                | 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 & Training |  |                                    |
| Trades & Industry, Secondary                                   | Technology Education & Training |  |                                    |
| Colorado State University-Pueblo                               | Post-Baccalaureate              | Elementary   |                                    |
|  |                                 | Foreign Language, Secondary: Spanish                 |                                    |
|  |                                 | K-12: Art  |                                    |
|  |                                 | K-12: Music  |                                    |
|  |                                 | K-12: Physical Education                             |                                    |
|  |                                 | Language Arts, Secondary                             |                                    |
|  |                                 | Mathematics, Secondary                               |                                    |
|  |                                 | School Nurse   |                                    |
|  |                                 | Science, Secondary                                   |                                    |
|  |                                 | Social Studies, Secondary                            |                                    |
|  | Undergraduate                   | 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                         |  |                                    |

| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |  |   |                                      |  |
|--|--|---|--------------------------------------|--|
| <b>Institution</b>   | <b>Level</b>   | <b>Licensure Area</b>   | <b>Program</b>                       |  |
| Colorado State University-Pueblo                               | Undergraduate  | Mathematics, Secondary  | Mathematics                          |  |
|  |  | Science, Secondary  | Biology                              |  |
|  |  |   | Chemistry                            |  |
|  |  |   | Physics                              |  |
|  |  | Social Studies, Secondary                                     | History                              |  |
|  |  |   | Political Science                    |  |
| University of Denver   | Post-Baccalaureate                                   | School 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                                    |   |                                      |  |
|  | Undergraduate  | 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   |                                      |  |
| Fort Lewis College   |  | Post-Baccalaureate  | Elementary                           |  |
|  |  |   | Early Childhood                      |  |
|  |  |   | Foreign Language, Secondary: Spanish |  |
|  |  |   |                                      |  |
|  | K-12: Art  |   |                                      |  |
|  | K-12: Music  |   |                                      |  |
|  | K-12: Physical Education                             |   |                                      |  |
|  | Linguistically Diverse: English as a Second Language |   |                                      |  |
|  | Linguistically Diverse: Bilingual                    |   |                                      |  |
|  | English Language Arts, Secondary                     |   |                                      |  |
|  | Mathematics, Secondary                               |   |                                      |  |
| Science, Secondary   |  |   |                                      |  |
| Social Studies, Secondary                                      |  |   |                                      |  |

| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |                    |   |  |
|--|--------------------|---|--|
| <b>Institution</b>   | <b>Level</b>       | <b>Licensure Area</b>                                   | <b>Program</b>                                 |
| Fort Lewis College<br>(cont.)                                  | Undergraduate      | 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<br>as a Second Language |  |
|  |                    | Linguistically Diverse: Bilingual                       |  |
|  |                    | English Language Arts, Secondary                        | English  |
|  |                    | Mathematics, Secondary                                  | Mathematics                                    |
|  |                    | Science, Secondary                                      | Biology  |
|  |                    |   | Chemistry                                      |
|  |                    |   | Geology  |
| Physics  |                    |   |  |
| Humanities   |                    |   |  |
| Social Studies, Secondary                                      | History            |   |  |
| Johnson & Wales<br>University                                  | Undergraduate      | Business, Secondary                                     | Business & Marketing Education                 |
|  |                    | Family & Consumer, Secondary                            | Family & Consumer Studies                      |
|  |                    | Marketing   | Business & Marketing Education                 |
| Mesa State College   | Post-Baccalaureate | Early Childhood   |  |
|  |                    | English Language Arts, Secondary                        |  |
|  |                    | K-12: Art   |  |
|  |                    | K-12: Music   |  |
|  |                    | K-12: Physical Education                                |  |
|  |                    | Mathematics, Secondary                                  |  |
|  |                    | Science, Secondary                                      |  |
|  |                    | Social Studies, Secondary                               |  |
|  | Undergraduate      | Early Childhood   | Liberal Arts                                   |
|  |                    | Elementary  | Liberal Arts                                   |
|  |                    | K-12: Art   | Fine & Performing Arts                         |
|  |                    | K-12: Music   | Fine & Performing Arts                         |
|  |                    | K-12: Physical Education                                | Human Performance & Wellness                   |
|  |                    | English Language Arts, Secondary                        | English  |
|  |                    | Mathematics, Secondary                                  | Mathematics                                    |
|  |                    | Science, Secondary                                      | Biological Sciences                            |
|  |                    |   | Environmental Science &<br>Technology          |
|  |                    |   | Physical Science Geology with<br>Earth Science |
|  |                    |   | Physical Sciences: Physics                     |
| Social Studies, Secondary                                      | History            |   |  |

| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |                                     |                                  |                                  |                            |
|--|-------------------------------------|----------------------------------|----------------------------------|----------------------------|
| <b>Institution</b>   | <b>Level</b>                        | <b>Licensure Area</b>            | <b>Program</b>                   |                            |
| Metropolitan State College of Denver                           | Post-Baccalaureate (Licensure Only) | 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                   |                                  |                                  |                            |
|  | Undergraduate                       | 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 Science               |                                  |                            |
|  |                                     | Chicano Studies                  |                                  |                            |
|  |                                     | Economics                        |                                  |                            |
|  |                                     | History                          |                                  |                            |
|  |                                     | Political Science                |                                  |                            |
| Special Education: Moderate Needs                              | Special Education                   |                                  |                                  |                            |
| Regis College  | Undergraduate                       | Elementary Education             | Biology                          |                            |
|  |                                     |                                  | Chemistry                        |                            |
|  |                                     |                                  | Communications                   |                            |
|  |                                     |                                  | Computer Science                 |                            |
|  |                                     |                                  | Economics                        |                            |
|  |                                     |                                  | English                          |                            |
|  |                                     |                                  | Environmental Science & Human    |                            |
|  |                                     |                                  | Ecology                          |                            |
|  |                                     |                                  | Fine Arts: Visual Arts           |                            |
|  |                                     |                                  | French                           |                            |



| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |   |  |                   |                  |
|--|---|--|-------------------|------------------|
| <b>Institution</b>   | <b>Level</b>  | <b>Licensure Area</b>                                | <b>Program</b>    |                  |
| Regis College (cont.)  | Undergraduate   | Elementary Education                                 | 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-baccalaureate                                      | Early Childhood                                      |                   |                  |
|  |   | Elementary   |                   |                  |
|  |   | Foreign Language, Secondary: French, German, Spanish |                   |                  |
|  |   | K-12: Art  |                   |                  |
|  |   | K-12: Music  |                   |                  |
|  |   | Language Arts, Secondary                             |                   |                  |
|  |   | Linguistically Diverse: Bilingual                    |                   |                  |
|  |   | Linguistically Diverse: English as a Second Language |                   |                  |
|  |   | Mathematics, Secondary                               |                   |                  |
|  |   | School Nurse   |                   |                  |
|  |   | Science, Secondary                                   |                   |                  |
|  |   | Social Studies, Secondary                            |                   |                  |
|  |   | Special Education                                    |                   |                  |
|  |   | Special Education: Early Childhood                   |                   |                  |
|  | Special Education: Moderate Needs                       |  |                   |                  |
|  | Undergraduate   | Early Childhood                                      |                   | Liberal Studies  |
|  |   | Elementary   |                   | Biology          |
|  |   |  |                   | Chemistry        |
|  |   |  |                   | Communications   |
|  |   |  |                   | Computer Science |
|  |   | Economics  |                   |                  |
|  | English   |  |                   |                  |
|  | Environmental Studies & Human Ecology                   |  |                   |                  |
|  | Fine Arts: Visual Arts                                  |  |                   |                  |
|  | French  |  |                   |                  |
|  | History   |  |                   |                  |

| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |                              |  |                               |
|--|------------------------------|--|-------------------------------|
| <b>Institution</b>   | <b>Level</b>                 | <b>Licensure Area</b>  | <b>Program</b>                |
| Regis University<br>(cont.)                                    | Undergraduate                | Elementary   | Liberal Studies               |
|  |                              |  | Mathematics                   |
|  |                              | Foreign Language, Secondary  | Philosophy                    |
|  |                              |  | Psychology                    |
|  |                              | K-12: Art  | Religious Studies             |
|  |                              |  | Sociology                     |
|  |                              | K-12: Music  | Spanish                       |
|  |                              |  | French                        |
|  |                              | Language Arts, Secondary   | German                        |
|  |                              |  | Fine Arts: Art                |
|  |                              | Mathematics, Secondary   | Fine Arts: Music              |
|  |                              |  | Communication (Speech)        |
|  |                              | Science, Secondary   | English                       |
|  |                              |  | Theater Arts                  |
| Social Studies, Secondary                                      | Mathematics                  |  |                               |
|  | Biological Sciences          |  |                               |
| Special Education  | Chemistry                    |  |                               |
|  | Earth Sciences               |  |                               |
| Special Education  | Physics                      |  |                               |
|  | Geography                    |  |                               |
| Special Education  | History                      |  |                               |
|  | Social Sciences              |  |                               |
| Special Education  | Interdisciplinary Studies    |  |                               |
|  | Interdisciplinary Studies    |  |                               |
| Rocky Mountain<br>College of Art &<br>Design                   | Undergraduate                | K-12: Art  | Fine Art                      |
| University of<br>Colorado at Boulder                           | Post-baccalaureate           | Audiologist  |                               |
|  |                              | Linguistically Diverse: Bilingual  |                               |
|  |                              | Linguistically Diverse: English<br>as a Second Language  |                               |
|  |                              | Elementary   |                               |
|  |                              | Foreign Language, Secondary:<br>Japanese, Russian Studies, Italian,<br>Germanic Studies, Spanish, French,<br>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 |  |                               |
| Undergraduate  | Undergraduate                | Elementary   | American Studies              |
|  |                              |  | Anthropology                  |
|  |                              |  | Astronomy                     |
|  |                              |  | Biology: Distributive Studies |
|  |                              |  | Communication                 |

| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |                                |  |                                 |
|--|--------------------------------|--|---------------------------------|
| <b>Institution</b>   | <b>Level</b>                   | <b>Licensure Area</b>                                | <b>Program</b>                  |
| University of Colorado - Boulder (cont.)                       | Undergraduate                  | Elementary   | 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                         |
|  |                                |  | Spanish                         |
|  |                                | K-12: Music  | Music                           |
|  |                                |  | Music Education                 |
|  |                                | Language Arts, Secondary                             | Communications                  |
|  |                                |  | English                         |
|  |                                |  | Humanities                      |
|  |                                | Linguistics  | 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          |  |                                 |
|  | Political Science              |  |                                 |
| University of Colorado - Colorado Springs                      | Post-baccalaureate             | Elementary   |                                 |
|  |                                | Foreign Language, Secondary: Spanish                 |                                 |
|  |                                | Language Arts, Secondary                             |                                 |
|  |                                | Linguistically Diverse: English as a Second Language |                                 |
|  |                                | Mathematics, Secondary                               |                                 |
|  |                                | Reading Teacher                                      |                                 |
|  |                                | School Administrator                                 |                                 |
|  |                                | School Counselor                                     |                                 |

**CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003**

| Institution                                       | Level              | Licensure Area                                       | Program                           |
|---|--------------------|--|-----------------------------------|
| University of Colorado - Colorado Springs (cont.) | Post-baccalaureate | School Principal                                     |                                   |
|   |                    | Science, Secondary: Biology, Chemistry, Physics      |                                   |
|   |                    | Social Studies, Secondary                            |                                   |
|   |                    | Special Education: Moderate Needs                    |                                   |
|   |                    | Special Education: Severe Needs Cognitive            |                                   |
|   |                    | Special Education: Severe Needs Affective            |                                   |
|   | Undergraduate      | Elementary   | Biology                           |
|   |                    |  | English                           |
|   |                    |  | Geography & Environmental Studies |
|   |                    |  | History                           |
|   |                    |  | Mathematics                       |
|   |                    |  | 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                                       |                    |  |                                   |
| Special Education: Moderate Needs                 | Special Education  |  |                                   |
| Special Education: Severe Needs Cognitive         |                    |  |                                   |
| Special Education: Severe Needs Affective         |                    |  |                                   |
| University of Colorado - Denver                   | Post-baccalaureate | Elementary   |                                   |
|   |                    | Foreign Language, Secondary                          |                                   |
|   |                    | Language Arts, Secondary                             |                                   |
|   |                    | Linguistically Diverse: Bilingual                    |                                   |
|   |                    | Linguistically Diverse: English as a Second Language |                                   |
|   |                    | Mathematics, Secondary                               |                                   |
|   |                    | Reading Teacher                                      |                                   |
|   |                    | School Administrator                                 |                                   |
|   |                    | School Counselor                                     |                                   |
|   |                    | School Library Media                                 |                                   |
|   |                    | School Principal                                     |                                   |
|   |                    | School Psychologist                                  |                                   |
|   |                    | Science, Secondary                                   |                                   |

| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |                    |  |                               |
|--|--------------------|--|-------------------------------|
| <b>Institution</b>   | <b>Level</b>       | <b>Licensure Area</b>                                | <b>Program</b>                |
| University of Colorado - Denver (cont.)                        | Post-baccalaureate | Social Studies, Secondary                            |                               |
|  |                    | Special Education: Moderate Needs                    |                               |
|  |                    | Special Education: Severe Cognitive                  |                               |
|  |                    | Special Education: Severe Communication              |                               |
|  |                    | Special Education: Severe Affective                  |                               |
|  |                    | Special Education: Early Childhood                   |                               |
|  |                    | Special Education: Profound                          |                               |
|  | Undergraduate      | Elementary   | Individually Structured Major |
|  |                    | Language Arts, Secondary                             | English                       |
|  |                    | Mathematics, Secondary                               | Mathematics                   |
| Social Studies, Secondary                                      |                    | History  |                               |
|  |                    | Political Science                                    |                               |
| University of Colorado Health Sciences Center                  | Post-baccalaureate | School Nurse   | Nursing                       |
|  | Undergraduate      | School Nurse   | Nursing                       |
|  |                    | Physical Therapy                                     | Physical Therapy              |
| University of Northern Colorado                                | Post-baccalaureate | Audiologist  |                               |
|  |                    | 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                               |                               |
|  |                    | Reading/Literacy                                     |                               |
|  |                    | Reading Specialist                                   |                               |
|  |                    | School Administrator                                 |                               |
|  |                    | School Counselor                                     |                               |
|  |                    | School Library Media                                 |                               |
|  |                    | School Principal                                     |                               |
|  |                    | School Psychologist                                  |                               |
|  |                    | Science, Secondary                                   |                               |
|  |                    | Social Studies, Secondary                            |                               |
|  |                    | Special Education, Moderate Needs                    |                               |
|  |                    | 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       |                               |



| <b>CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003</b> |                              |  |                              |
|--|------------------------------|--|------------------------------|
| <b>Institution</b>   | <b>Level</b>                 | <b>Licensure Area</b>                                | <b>Program</b>               |
| University of Northern Colorado<br>(cont.)                     | Undergraduate                | 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                             | Sport & Exercise Science     |
|  |                              | Language Arts, Secondary                             | Communication Speech         |
|  |                              |  | English                      |
|  |                              |  | Theater Arts                 |
|  |                              | Linguistically Diverse                               | Bilingual                    |
|  |                              |  | English as a Second Language |
|  |                              | Mathematics, Secondary                               | Mathematics                  |
|  |                              | Science, Secondary                                   | Biological Sciences          |
|  |                              |  | Chemistry                    |
|  |                              |  | Earth Sciences               |
| Physics  |                              |  |                              |
| School Nurse   | Nursing                      |  |                              |
| Social Studies, Secondary                                      | Geography                    |  |                              |
|  | History                      |  |                              |
|  | Social Science               |  |                              |
| Special Education  | Special Education            |  |                              |
| University of Phoenix  | Post-baccalaureate           | Business Secondary                                   |                              |
|  |                              | Elementary   |                              |
|  |                              | Language Arts, Secondary                             |                              |
|  |                              | Linguistically Diverse: English as a Second Language |                              |
|  |                              | Marketing, Secondary                                 |                              |
|  |                              | Mathematics, Secondary                               |                              |
|  |                              | School Counselor                                     |                              |
|  |                              | School Principal                                     |                              |
|  |                              | Social Studies, Secondary                            |                              |
|  |                              | Technology, Secondary                                |                              |
| Western State College  | Post-baccalaureate           | Elementary   |                              |
|  |                              | Foreign Language, Secondary: Spanish                 |                              |
|  |                              | K-12: Art  |                              |
|  |                              | K-12: Music  |                              |
|  |                              | K-12: Physical Education                             |                              |
|  |                              | Language Arts, Secondary                             |                              |
|  |                              | Mathematics, Secondary                               |                              |
|  |                              | Science, Secondary                                   |                              |
|  |                              | Social Studies, Secondary                            |                              |
|  | Special Education Generalist |  |                              |
|  | Undergraduate                | Elementary   | Biology                      |
|  |                              | English  |                              |
|  |                              | Geology  |                              |
|  |                              | Interdisciplinary Studies                            |                              |

**CCHE APPROVED TEACHER EDUCATION PROGRAMS: December 2003**

| <b>Institution</b>               | <b>Level</b>  | <b>Licensure Area</b>       | <b>Program</b>    |
|----------------------------------|---------------|-----------------------------|-------------------|
| Western State<br>College (cont.) | Undergraduate | Elementary                  | 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           |
|                                  |               | Social Studies, Secondary   | Economics         |
|                                  |               |                             | History           |
|                                  |               |                             | Political Science |

**TOPIC: REPORT ON OUT-OF-STATE INSTRUCTION**

**PREPARED BY: ANDREW BRECKEL III**

**I. SUMMARY**

The Commission has 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. 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.

- **“Keystone Symposia on Molecular and Cellular Biology 2004 Series,”** described herein as a series of thirteen out-of-state instructional programs to be presented in

Santa Fe and Taos, New Mexico; Tahoe City, California; Banff Alberta, Canada; and Whistler, British Columbia occurring from January 6 – April 18, 2004.

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

- **“SPA 1800 International Spanish Year I, SPA 2800 International Spanish Year II, or SPA 3800 International Advanced Spanish.”**  
The dates for this course are July 3 – 31, 2004, in Santiago, Spain.
- **“HMT 390I Borneo Eco Tourism.”**  
The dates for this course are May 30 – June 15, 2004, in Borneo, Malaysia.

**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* and 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> |
|--------------------------|-------------------------|---|------------|--------------------|
| OJC                      | TSJC                    | Early Childhood Education                   | 10-15      | FY 2004            |
| OJC                      | LCC                     | Early Childhood Education                   | 10-15      | FY 2004            |
| OJC                      | PCC                     | Early Childhood Education                   | 10-15      | FY 2004            |
| PCC                      | CNCC                    | Emergency Medical Services                  | 2          | FY 2004            |
| TSJC                     | CMC                     | Practical Nursing Certificate & AAS Nursing | 17         | FY 2004            |
| CNCC                     | MSC                     | Strand Aviation Vocational Program          | 23.4       | FY 2004            |
| CNCC                     | MSC                     | Wright Stuff Foundation Program             | 2.2        | FY 2004            |
| CNCC                     | MSC                     | Paonia High School                          | 18.8       | FY 2004            |
| CNCC                     | MSC                     | Delta High School                           | 7.3        | FY 2004            |

| <b>GUEST INSTITUTION</b> | <b>HOST INSTITUTION</b> | <b>PROGRAM</b>        | <b>FTE</b> | <b>TIME PERIOD</b> |
|--------------------------|-------------------------|-----------------------|------------|--------------------|
| CNCC                     | MSC                     | Cedaredge High School | 9.5        | FY 2004            |
| CNCC                     | MSC                     | Olathe High School    | 1.2        | FY 2004            |
| CNCC                     | MSC                     | Norwood High School   | 5.2        | FY 2004            |
| CNCC                     | MSC                     | Nucla High School     | 2.3        | FY 2004            |
| CNCC                     | MSC                     | Hotchkiss High School | 23         | FY 2004            |

**TOPIC: STATEWIDE ARTICULATION AGREEMENTS IN BUSINESS  
AND ELEMENTARY TEACHER EDUCATION**

**PREPARED BY: JOANN EVANS AND CAROL FUTHEY**

**I. SUMMARY**

Over the past three months, two statewide articulation agreements—one in business and the second in elementary teacher education—have been negotiated among representatives of the participating two-year and four-year institutions. This agenda item summarizes the activities that resulted in the agreements.

**II. BACKGROUND**

A statewide articulation agreement provides a pathway for students to begin the required lower division courses in a designated major at a Colorado public community college and transfer to a four-year institution without losing time or credits. Articulation agreements apply to specific degree programs that summarize the common terms, conditions and expectations for students transferring into the degree program. When a student completes specific courses and/or degree programs at the sending institution, his/her courses are accepted in transfer and apply toward graduation requirements for the specified degree program by all participating institutions. These agreements clarify the transfer process for students.

The Student Bill of Rights, as outlined in C.R.S. 23-1-125, provides that “. . . Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees . . . and know which courses are transferable among the state public two-year and four-year institutions of higher education.” The Commission has a specific role in facilitating student transfers across institutions. The most relevant point related to the articulation discussion is “Resolving inter-institutional impasses or problems pertaining to transfer negotiation” (Section 4.01.05, CCHE Transfer Policy). Without an articulation agreement, a student lacks the requisite guidance to know, prior to enrollment, that specific courses will transfer and meet program requirements.

In October 1990, the Commission approved the first statewide articulation agreement—the Colorado Nursing Articulation Mode—and in 1995, the state's second agreement was put in place with the Business Statewide Articulation Agreement. Another agreement was adopted in engineering, and an agreement for early childhood education is being finalized.

The business articulation agreement served Colorado students until 2001, when the General Assembly adopted a statutory change to the statewide transfer policy that stipulated that students should be able to complete a baccalaureate program in no more than 120-credit hours. This change called for a revision to the business articulation agreement to assure business programs were at the 120-credit hour limit. Separately, a Teacher Education

Working Committee, made up of representatives of two- and four-year institutions, began the process of developing a statewide articulation agreement in elementary teacher education in October 2001 and the current version is Phase II of a three-phase development.

### **III. STAFF ANALYSIS**

#### **A. Articulation Agreement Development Process**

A statewide articulation agreement assures a transfer student that if he or she successfully completes the lower division courses listed in the agreement, all courses are guaranteed to transfer and count toward the specific degree at any of the institutions participating in the agreement. The courses that make up the agreement are not required to hold the state's guarantee designation. This transfer mechanism is especially useful for professional baccalaureate degree programs that require a very specialized set of general education courses upon which the degree program is based.

Institutions collaborate on a statewide articulation agreement for professional degree programs with specific accreditation and licensure requirements. Once the determination has been made that a statewide articulation agreement is required to complete the 120-credit hour requirement in a particular program, institutional academic vice presidents nominate a faculty representative to serve on the working committee to develop the agreement. All institutions that have an approved degree program in the discipline participate in the process of developing the agreement. Once a draft is complete, the agreement usually goes through several cycles of review and consultation with institutional curriculum committees. The revised agreement then must be signed by the president of each participating institution, and upon approval by the participating institutions, the agreement is enforced.

#### **B. Statewide Business Articulation Agreement**

Meetings to update the Business Articulation Agreement were held in May 2003, followed by a second discussion in September 2003. At the September meeting, approximately 25 faculty and staff and four CCHE staff met to work out the differences between the two sectors. In addition to individuals from the four-year institutions, the two-year sector was represented by faculty/staff from the Community College System Office, Arapahoe Community College, Front Range Community College, Northeastern Junior College, Otero Junior College, Red Rocks Community College, and Colorado Mountain College.

At the end of the meeting, a group consensus was reached and all in attendance supported the agreement. Both sectors agreed in the resulting draft centering on five business/accounting courses. Additionally, the four-year institutions agreed to Introduction to Business (the primary business recruiting class at two-year institutions) while a sixth course (CIS 118, Introduction to Microcomputer Applications) was rejected. The draft agreement was distributed on September 30 for review by all

meeting attendees, and the final copy was mailed on October 2 for signature by governing board presidents ([Attachment A](#)).

In early October, several issues were raised about the agreement by the Community College System staff with CCHE. More specifically, the issues related to:

- 1) institutional representation, which later became a non-issue due to misinformation.
- 2) concerns about the lack of inclusion of a management and a marketing course in the first 60 hours. Management and marketing courses are required to be 300- or 400-level courses by the four-year institutions, whether AACSB-accredited or not. With the need to make this agreement work under 60 + 60 requirements, students do not have the credit hour flexibility they may have had at one time, and the agreed-to courses listed in the agreement accounted for the first 60 hours. While management and marketing courses are appropriate for students in non-transfer two-year business programs, the course level and hours were unworkable within a 120-hour baccalaureate program. Further, since each baccalaureate institution's faculty is responsible for the curriculum structure of the upper and lower division requirements of that program, it is the four-year institution faculty who are accountable for the quality of the completers regardless of where a student begins study. Since the four-year faculty require the management and marketing classes at the junior or senior level, it is virtually impossible to support the lower division offerings.
- 3) the acceptance of transfer credit earned by a student through Postsecondary Education Options (PSEO). The acceptance of PSEO-generated credit in general education courses was acceptable to the four-year institutions but not the business credits earned prior to matriculation into the two-year school. This provision was removed from the agreement and all PSEO-earned hours—general education and business--are acceptable for transfer in the current version.

As of December 10, 2003, the business agreement was signed by all participating institutions: Adams State College, Colorado State University, Colorado State University – Pueblo, Fort Lewis College, Mesa State College, Metropolitan State College of Denver, University of Colorado at Boulder, University of Colorado at Colorado Springs, University of Colorado at Denver, University of Northern Colorado, Western State College, Aims Community College, Colorado Mountain College and the thirteen institutions represented by the Colorado Community College System.

### **C. Statewide Elementary Teacher Education Articulation Agreement**

In October 2001, the Teacher Education Working Committee began work on the Elementary Teacher Education Articulation Agreement. By October 2002, the committee had reached agreement on the first 30 credit hours, and institutions signed off on stage I of the agreement. By January 2003, the working committee reached agreement on the next 15 credit hours, bringing the articulated credit hour total to 45.

In selecting the courses that make up the first 45 credit hours of the agreement, there were two provisions:

- 1) Due to the rigorous requirements for teacher preparation to align with Colorado Model Content Standards, the working committee recommended that two integrated mathematics and two integrated science courses with strong content knowledge be offered by the two-year institutions. The integrated math courses were developed and first offered in fall 2003. The integrated science courses are currently being developed and are tentatively scheduled for implementation in fall 2004.
- 2) For the last 15 hours, the agreement requires that a student be co-advised and possibly co-enrolled at the community college and the four-year institution to which he or she intends to transfer. Prior to co-enrollment, the transfer student must be admitted to the four-year institution.

Phase II of the agreement ([Attachment B](#)) was signed in December 2003 and becomes effective immediately. The final step—Phase III—will focus on incorporating the integrated science courses into the agreement and ensuring that the elementary programs can be completed in 120 hours. The following public institutions authorized to provide teacher preparation programs are participants and have signed Phase II of the agreement: Adams State College, Colorado State University – Pueblo, Fort Lewis College, Mesa State College, Metropolitan State College of Denver, University of Colorado at Boulder, University of Colorado at Colorado Springs, University of Colorado at Denver, University of Northern Colorado, Western State College, Aims Community College, Colorado Mountain College and the thirteen institutions represented by the Colorado Community College System.

#### **IV. STAFF RECOMMENDATION**

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

**Appendix A**

**STATUTORY AUTHORITY**

CRS 23-1-108.5. (1) The General Assembly hereby finds that, for many students the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The General Assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs. The General Assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of the statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable statewide.

CRS 23-1-125. Commission directive – student bill of rights – degree requirements – implementation of core courses – on-line catalogue- competency test. (1) Student bill of rights. The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;

(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;

(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;

(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;

(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education.

STATEWIDE BUSINESS ARTICULATION AGREEMENT  
Between  
COLORADO PUBLIC COMMUNITY/JUNIOR COLLEGES:

Aims Community College  
Arapahoe Community College  
Colorado Mountain College  
Colorado Northwestern Community College  
Community College of Aurora  
Community College of Denver  
Front Range Community College  
Lamar Community College  
Morgan Community College  
Northeastern Junior College  
Otero Junior College  
Pikes Peak Community College  
Pueblo Community College  
Red Rocks Community College  
Trinidad State Junior College

and the following  
COLORADO PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION

Adams State College  
Colorado State University  
Colorado State University-Pueblo  
Fort Lewis College  
Mesa State College  
Metropolitan State College of Denver  
University of Colorado at Boulder  
University of Colorado at Colorado Springs  
University of Colorado at Denver  
University of Northern Colorado  
Western State College

In accordance with C.R.S. 23-1-108.5 and C.R.S. 108 (7), the participating Schools of Business agree to the following policies governing the transfer of credit earned at a Colorado community college into a **Business degree program** offered at any of the Colorado public four-year colleges and universities.

In effect, Business Statewide Articulation ensures that a student who begins an Associate of Arts degree at a Colorado college will transfer 60 credits into the Bachelor of Arts or Bachelor of Science in Business Administration degree program at a Colorado public four-year college (i.e., 60 plus 60 agreement). The principles, policies, and guidelines in this transfer guide shall apply uniformly to all students attempting to transfer credits earned at a Colorado community college into the four-year colleges and universities.

Business Statewide Articulation Agreement  
General Education Section Revised: September 26, 2003  
Edited: December 5, 2003

## **Section I: ADMISSIONS CRITERIA & PROCEDURES**

### **A. The admission and graduation standards**

Transfer applicants to a business degree program are subject to the same admission requirements as native students applying for admission into a business program. The graduation requirements for a business transfer student will be no different than the graduation requirements for a native business student, including the minimum number of semester hours required for graduation requirements, the minimum grade point average (GPA) of 2.0 earned on all course work, and minimum grade or performance levels earned in business courses. The Commission has approved all undergraduate business programs at 120 graduation credit hours.

### **B. Treatment of credits earned at a Colorado community college**

Colorado community college students who have completed the degree requirements for an Associate of Arts (A. A.) degree with an emphasis in Business and earned a C- or better in all courses shall be fully considered for admission into the business programs offered by the participating four-year public colleges. If a student is offered admission, the student will enter with junior standing in the school of business, provided that the AA degree includes all courses specified in Section I-C.

This agreement does not guarantee admission to the School of Business. It does guarantee, however, that admitted students who follow the conditions of this agreement will be guaranteed complete transfer of the A. A. degree.

Students who have earned two-year degrees other than the AA in Business or who have not fully completed the degree requirements will be evaluated on a course-by-course basis. Individual business courses may transfer and count toward the graduation requirements for a four-year business degree, but the transferable courses are limited to the course equivalents of the courses specified in the curricula of the four-year Business Administration degree programs.

The general education requirements for business students are specific to this statewide business articulation agreement. Completion of these general education requirements may not satisfy all the general education requirements for every business program. Students should review the business degree requirements of the four-year college or university of their interest when making plans to transfer.

### **C. Transfer-Eligible Courses for the College of Business Administration**

Schools of business will accept 40 general education credits and 20 credits in transferable business courses for students who earned an A. A. with an emphasis in Business. The business courses are course-specific and must follow the same prerequisites as those offered at a four-year college.

**TABLE 1: Guaranteed General Education and Major Courses for Business Students.**

| <b>General Education Requirements</b>             |                     |  |  |                  | <b>40</b> |
|---|---------------------|--|--|------------------|-----------|
|   | <b>Credit Hours</b> | <b>Community College Course Number</b> | <b>Course Title</b>  | <b>Condition</b> |           |
| English   | 3<br>3              | ENG 121<br>ENG 122                     | College Composition<br>Composition II                              |                  |           |
| Math  | 4<br>4              | MAT 123 or<br>MAT 121<br>MAT 125       | Finite Mathematics or<br>College Algebra and<br>Survey of Calculus |                  |           |
| Arts & Humanities                                 | 6                   |  | Two state guaranteed Arts and Humanities courses                   |                  |           |
| Science   | 8                   |  | Two lab-based science courses that are state guaranteed.           |                  |           |
| Social Sciences                                   | 9                   | EC                                     | One state guaranteed history course and                            |                  |           |
|   |                     | ECO 202<br>ECO 201<br>ECO 201          | Principles of Microeconomics<br>Principles of Macroeconomics       |                  |           |
| <b>Community College System Core Requirements</b> |                     |  |  |                  |           |
| Communication                                     | 3                   | SPE 115                                | Speech   |                  |           |
| <b>Business Graduation Requirements</b>           |                     |  |  |                  | <b>20</b> |
|   | <b>Credit Hours</b> | <b>Community College Course Number</b> | <b>Course Title</b>  | <b>Condition</b> |           |
|   | 4                   | ACC 121                                | Principles of Accounting I   |                  |           |
|   | 4                   | ACC 122                                | Principles of Accounting II  |                  |           |
|   | 3                   | BUS 216                                | Legal Environment of Business                                      |                  |           |
|   | 3                   | BUS 115                                | Introduction to Business   |                  |           |
|   | 3                   | BUS 217                                | Business Communications  |                  |           |
|   | 3                   | BUS 226                                | Business Statistics  |                  |           |
| <b>Total</b>                                      |                     |  |  |                  | <b>60</b> |

**Section II: TRANSFER OF CREDIT INTO THE SCHOOL OF BUSINESS**

**A. Policies for accepting grades in transfer**

1. Only academic courses with a letter grade of "C-," or better will be accepted for transfer.
2. Courses with grades of "F", "D", "IP", "I", "U", "AU", and "Z" are not transferable.

**B. Treatment of advanced placement and CLEP scores, other non-traditional methods of awarding credit, including credit awarded for vocational courses**

1. Remedial courses are not transferable toward a four-year degree.
2. Students who have earned scores of 4 or better on Advanced Placement (AP) tests offered in high school will be awarded college credit and the credit will count toward graduation. Students should note that credit is not granted for an advanced placement score if the student completes a college course equivalent to an advanced placement course. Students who complete the International Baccalaureate (IB) diploma with test scores of 4 or better offered in high school will be awarded college credit and the credit will count toward graduation.
3. All participating institutions will accept lower division general education and business courses completed under the Post-Secondary Education Options (PSEO).

**C. The four-year college or university will accept all eligible credits earned within ten years of transfer. Courses earned more than ten years earlier will be evaluated on an individual basis.**

This transfer credit is guaranteed under the condition that the community college maintains current accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools.

**Section III: Student Appeals Process**

An appeal related to denial of transfer credits will follow the Colorado Commission on Higher Education student appeal process.

**This agreement is effective January 15, 2004 with the following understanding:**

- a) Continuously enrolled community college students who matriculate into the Business Transfer AA in Spring 2004 or earlier have through Spring 2006 to complete degree requirements from the previous Business Articulation agreement.
- b) Continuously enrolled community college students who matriculate into the Business Transfer AA in Summer 2004 or later will follow the degree requirements for the new (September 26, 2003) Business Articulation agreement.
- c) The new agreement applies to non-continuously enrolled students

\_\_\_\_\_  
President/Chancellor \_\_\_\_\_  
Date

\_\_\_\_\_  
Provost/Academic Vice President \_\_\_\_\_  
Date

\_\_\_\_\_  
President, Colorado Community College System \_\_\_\_\_  
Date

Phase II of III

**STATEWIDE ELEMENTARY TEACHER EDUCATION ARTICULATION AGREEMENT**

**Between**

**COLORADO PUBLIC COMMUNITY/JUNIOR COLLEGES:**

Colorado Community College and Occupational Education System

Arapahoe Community College

Colorado Northwestern Community College

Community College of Aurora

Community College of Denver

Front Range Community College

Lamar Community College

Morgan Community College

Northeastern Junior College

Otero Junior College

Pikes Peak Community College

Pueblo Community College

Red Rocks Community College

Trinidad State Junior College

Aims Community College

Colorado Mountain College

**and**

**the following**

**COLORADO PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION**

Adams State College (**Interdisciplinary Studies**)

Colorado State University at Pueblo (**Liberal Studies**)

Fort Lewis College (**Interdisciplinary Studies**)

Mesa State College (**Liberal Arts**)

Metropolitan State College of Denver (**6 majors**)

University of Colorado at Boulder (**History**)

University of Colorado at Colorado Springs (**English, History/Social Studies,  
Modern Foreign Languages, Science, and Mathematics**)

University of Colorado at Denver (**Individually Structured Major**)

University of Northern Colorado (**Interdisciplinary Studies**)

Western State College (**Interdisciplinary Studies**)

In accordance with C.R.S. 23-1-108.5 (1) and C.R.S. 108 (7)(a) the participating institutions agree to the following policies governing the transfer of credit earned at a Colorado community college into a degree program for students seeking elementary education licensure offered at any of the Colorado public four-year colleges and universities listed above.

**Section I: Graduate Requirements for Students Seeking Elementary Education Licensure**

- A. Institutional graduation requirements, including minimum number of hours and minimum grade average.

A transfer student who is seeking elementary education licensure will meet the same graduation requirements as a native student, including enrollment in an approved teacher preparation program, grade point average, and enrollment in specified courses that align with Colorado standards. A transfer student from a Colorado public community college who has earned an Associate of Arts (A.A.) degree designated for the elementary education track as defined in this agreement will need to complete no more than 68\* credits to earn the baccalaureate degree at the four-year institution (60 plus 68\* transfer agreement).

B. Universal transfer courses for the Elementary teacher education program.

A community college student who is planning to become an Elementary Education Teacher will sign a graduation plan at the community college that identifies the first 45 credit hours that are guaranteed to transfer to particular teacher education programs (see page one) that are offered by Colorado public institutions of higher education. The courses are listed in Table I of this agreement.

To complete the A.A. graduation requirements, students, who have completed or are currently enrolled in courses that will total the first 45 credits, will apply to a specific teacher education program and be advised on the final 15 credits guaranteed to transfer. Students who do not plan to transfer immediately may participate in the co-enrollment and are entitled to the same transfer benefits when they apply for admission in the future.

C. Second Year, Second Semester of Graduation Agreement (Final 15 Credit Hours)

During the first semester of the student's sophomore year (or the equivalent term when the student will complete the 45 credits outlined in the elementary education graduation agreement), the student will sign an agreement for the final 15 credit hours that will be co-signed by both the community college and the four-year college. In essence the student will be co-enrolled at both institutions – eligible to enroll in courses at either institution that are guaranteed to apply to graduation requirements at both institutions.

Co-enrollment entitles the student to:

- Advice from the four-year institution on the 15 credit hours that will be guaranteed to apply to the graduation requirements that lead to an elementary education licensure.
- A graduation plan that meets the community colleges' Associate of Arts requirements and transfer of any credits earned at the four-year institution as meeting the A.A. graduation requirements.
- Ability to enroll in selected courses offered at the four-year institution including on-line or on-campus classes if not available at the community college.

D. A transfer student must be admitted to the school or college that confers the degrees associated with licensure at a four-year institution. In general admission, to a four-year teacher education program requires a 2.75 grade point average and between 50 - 100 hours of evidence of successful experience with children ages 4 to 12.

**TABLE 1: Guaranteed General Education and Major Courses for Elementary Education Students.**

|                    | <b>Credit Hours</b> | <b>Community College Course Number</b>  | <b>Course Title</b>   | <b>Condition</b>          |
|--------------------|---------------------|---|---|---------------------------|
| <b>General 36</b>  |                     | <b>Education Courses</b>  |   |                           |
| English            | 3<br>3              | ENG 121<br>ENG 122  | College Composition<br>Composition II   | B or better               |
| Math               | 6                   | MAT 155<br>and<br>MAT 156   | Integrated Math I<br>And<br>Integrated Math II  |                           |
| Humanities         | 3                   | LIT 115<br>or<br>LIT 201<br>or<br>LIT 202<br>Or<br>LIT 211<br>or<br>LIT 221               | Introduction to Literature<br><br>Masterpieces of Literature I<br><br>Masterpieces of Literature II<br><br>Survey of American Lit I<br><br>Survey of British Literature I |                           |
| Science            | 12                  | GEY 111**<br>BIO 105**<br>or<br>BIO 111**<br>Chem 101/111**<br>or<br>PHY<br>105/111/211** | Physical Geology<br>Science of Biology<br><br>General College Biology I<br>Intro to Chemistry-Integrated<br>Science or<br>Intro to Physics                                | Lab based science courses |
| Social Sciences    | 9                   | GEO 105<br>HIST 201<br>POS 111  | World Regional Geography<br>U.S. History I<br>American Government   |                           |
| <b>Education 9</b> |                     | <b>Requirements</b>   |   |                           |
| Education          | 3<br>3              | EDU 221<br>PSY 238  | Intro to Education<br><br>Child Development   |                           |
| Speech             | 3                   | SPE 115   | Public Speaking   |                           |
| <b>TOTAL</b>       |                     |   |   | <b>45 Credit Hours</b>    |

\*\*Approved through 2003-2004 academic year only.

It is anticipated that the Integrated Science I and Integrated Science II plus one other approved lab-based science course will be required Fall 2004.

## Section II - Transfer of Credit

### A. Policies for accepting grades in transfer.

1. Only academic courses with a letter grade of "C" or better will be accepted for transfer.
2. Courses with grades of "F", "D", "IP", "I", "U", "AU", and "Z" are not transferable.

1. Only courses with grade of "B-" or better are accepted for English Composition (ENG 121). This is a standard teacher education admission standard in Colorado.
- B. The four-year college or university will accept all credits in the student's teacher education graduation agreement earned within ten years of transfer. Courses earned more than ten years earlier will be evaluated on an individual basis.
- C. This transfer credit is guaranteed under the condition that the community college maintains current accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools.

**Section III: Student Appeals Process**

An appeal related to denial of transfer credits will follow the Colorado Commission on Higher Education student appeal process.

This agreement is in force through Summer 2005. It is anticipated that students beginning their community college or lower division program Fall 2005 will fall under Stage III Elementary Teacher Education Articulation Agreement.

\_\_\_\_\_  
Chief Academic Officer

\_\_\_\_\_  
President

\_\_\_\_\_  
Institution

\_\_\_\_\_  
Date