

Agenda

June 3, 2004

Via Teleconference, Call in No. 1-866-238-0826

10:00 a.m.

- I. Approval of Minutes (April 1, 2004)
- II. Reports
 - A. Chair's Report
 - B. Commissioners' Reports
 - C. Advisory Committee Reports
 - D. Public Comment
- III. Consent Items
 - A. Teacher Education Reauthorization: University of Colorado at Boulder - Conner
 - B. Teacher Education Reauthorization: Colorado State University at Pueblo - Conner
 - C. Western State College Teacher Education Proposals - Conner
 - D. Approval of Programs of Emphasis for the Associate of Arts and Associate of Sciences Degrees - Kuepper
- IV. Action Items
 - A. Department Executive Office/CCHE Exemption from Certain State Regulations - Schweigert
 - B. FY 2005 Financial Aid Allocations – Lindner
 - C. FY 2005 Tuition Policies – Schweigert
 - D. FY 2005 Capital Construction Polices – Johnson
- V. Written Reports for Possible Discussion
 - A. Newly Approved Degree Programs and Program Name Changes - Evans
 - B. Report on Out-of-State Instruction - Breckel
 - C. Statewide Report on Racial & Ethnic Composition of Students and Faculty - Carnahan
 - D. FTE - Service Area Exemptions - Breckel

COLORADO COMMISSION ON
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

MINUTES

April 1, 2004

University of Colorado at Boulder
Boulder, Colorado

1380 Lawrence Street, Suite 1200 • Denver, Colorado 80204 • (303) 866-2723

RICHARD F. O'DONNELL, EXECUTIVE DIRECTOR

CCHE Minutes
April 1, 2004

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III, A	None	3	Consent
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COLORADO COMMISSION ON HIGHER EDUCATION

April 1, 2004
University of Colorado at Boulder
Boulder, Colorado

MINUTES

Commissioners

Present: Judith Altenberg; Raymond T. Baker, Chair; Terrance L. Farina, Vice Chair; Michael F. Feeley; Richard L. Garcia; Pres Montoya; Greg C. Stevinson; James M. Stewart; and Judy Weaver.

Advisory Committee

Present: Wayne Artis.

Commission Staff

Present: Richard O'Donnell, Executive Director; Rich Schweigert; Carol Futhey; Joan Johnson; Jett Conner; Gail Hoffman.

I. Call to Order

Chair Ray Baker called the regular meeting of the Colorado Commission on Higher Education to order at 10 a.m. in the Coors Events Center at the University of Colorado at Boulder, Colorado.

Action: Commissioner Montoya moved approval of the minutes of the March 4, 2004, Commission meeting. Commissioner Weaver seconded the motion, and the motion carried unanimously.

II. Reports

A. Chair's Report

The Chair, Ray Baker, reported that Commissioners Quamme and Vollbracht were excused absent.

Commissioner Baker welcomed our new Executive Director Rick O'Donnell and is excited about the opportunity to work with him and enhance higher education.

Executive Director O'Donnell commented that he was excited about this opportunity that the Governor has given him and to work with the boards and the institutions.

Higher education has been through a lot of challenges the past few years and there are also challenges ahead of us. There is a growing consensus in Colorado among the legislature, the governor, and the business community that we need to rise to those challenges and make sure higher education retains its rightful place as part of what makes Colorado great. Part of his job is to build bridges with institutions and the legislature to make sure we provide students world class teaching and research in an efficient, affordable way.

Commissioner Baker presented a gift to former Commissioner Ralph Nagel for his dedicated service to the Commission from 1999 to 2003. Mr. Nagel represented the community colleges on behalf of the Governor's Task Force that recently wrapped up its final report. Mr. Nagel reported on the Task Force and its recommendation to strengthen the colleges through a realignment of the resources from the central office to a shared and standardized and integrated information system that cuts across financial aid, human resources, and financial reporting.

Commissioner Baker thanked President Betsy Hoffman, University of Colorado System, and Dr. Phil DiStefano, Provost, University of Colorado at Boulder, for hosting the April Commission meeting. Dr. Hoffman and Dr. DiStefano welcomed the Commission and the higher education representatives to the Boulder Campus.

B. Commissioners' Reports

Commissioner Baker thanked Ralph Nagel and the Community College Task Force for the great work that was done over the course of the last 8 or 9 weeks.

Commissioner Farina reported that he and Commissioner Weaver attended the March 4 Community College Task Force meeting at Otero Junior College and were both impressed through the telecommunications system that President Rizzuto set up which allowed all of the other community colleges in the different areas to participate, in addition to all of the participation and input from so many people in the community.

Commissioner Farina reported that on behalf of the Commission he attended the National Council on Accreditation of Teacher Education. He liked the thrust with NCAT on getting it student friendly so that students can get through their number of requisite hours without having to go through so many hurdles.

Commissioner Montoya mentioned and commended President Penley for taking the initiative in the CSU System with putting together a group in Pueblo to talk about the access issue with Hispanics.

Commissioner Garcia reported that he attended the NCAT review at CU Boulder and was quite impressed. He had the opportunity to meet with the CU BUENO staff and learn about the recruitment of students of color to the teaching profession.

Commissioner Baker wanted to thank former Executive Director Foster for all of his hard work and wished him well at Mesa and hope he has much success in the future.

C. Advisory Committee Reports

CCHE Advisor Wayne Artis thanked Commissioner Ray Baker and former Executive Director Tim Foster for the opportunity to participate in the deliberations of the Community College Task Force and he believed that they did good work.

D. Public Comment

Mr. Daniel Ong, part-time student at the University of Colorado at Denver, spoke about his concern for part-time students. He reported how part-time students are being mistreated in the areas of tuition, policies, and fees.

III. Consent Items

None

IV. Action Items

A. Exemptions to the 120 Credit Hour Statutory Requirement for Baccalaureate Programs

Dr. Carol Futhey, CCHE Director of Academic and Student Affairs, discussed the 2001 King Bill, which requires completion of baccalaureate programs within 120 credit hours, unless the Commission grants an exemption. When the bill was passed, slightly more than half of the state's baccalaureate programs met the 120-hour limit. As of last fall nearly 90% of them were in compliance. For the remaining 10%-12%, CCHE staff and Academic Council defined what constitutes a professional program.

The following criteria were developed to help determine what programs should be recommended for exemption:

- Does the program prepare a student for a particular career?
- Do students need to be certified or licensed before they can practice professionally?
- Are there any explicit requirements within accreditation criteria that mandate more than 120 hours?

Other criteria were:

- Do students have to complete highly demanding field experience that might limit the ability to complete a program in 120 credit hours?
- Would the 120-hour limit hamper a student's ability to find employment in their chosen field out of state?
- Institutions' programs should be treated uniformly.
- Is there anything about a particular program that CCHE should know before making a recommendation to the Commission?

CCHE staff recommended four areas for exemptions from the 120-credit hour requirement:

- **Nursing - Recommendation: 126 credit hours.**
General education, nursing course work, and extensive clinical experience, make it difficult to acquire a degree in less than 120 hours. Also, the National Council of State Boards of Nursing is reviewing the performance of students on the NCLEX exam and emphasizing patient safety. This could increase the number of credit hours.
- **Teacher Preparation - Recommendation: 126 credit hours.**
Teacher preparation programs have been redesigned so students receive degrees in a content area but also complete professional knowledge courses and 800 hours of student teaching. The 126-credit hour recommendation comes with a stipulation that students can complete the 126-credit hour requirement within four years.
- **Engineering, engineering technology and related programs - Recommendation:** That engineering, engineering technology and related programs (i.e., computer science) be exempt from the 120 credit hour limit. All engineering, engineering technology and related programs must guarantee that students will be able to complete the program requirements in four years.

The Colorado School of Mines (CSM) is a special case. It has a dozen engineering and related programs with credit-hour requirements ranging from 134 to 148 hours. **Recommendation:** That all baccalaureate programs at the Colorado School of Mines be exempt from the 120 credit hour limit, but CSM must reduce the credit-hour requirement by six credit hours in each of its baccalaureate programs by December 15, 2004.

CSM undergraduates take a 78-hour core that prepares them for an engineering program. Because of this highly interrelated set of curricula, pulling out programs that do not qualify for exemption would create problems, particularly in Chemistry, Economics; and Math/Computer Science. If those three areas were pulled out, CSM felt students majoring in these fields would be regarded as second class. Secondly, CSM believes their students receive high starting salaries, one of the rationales for having this high number of credit hours.

CCHE staff shared some data about engineering programs around the country that questioned the need for a high number of credit hours at CSM. When comparing CSM to MIT, Stanford, Carnegie Mellon University, CU-Boulder, and CSU, with the exception of Chemical Engineering, CSM requires up to 17 credit hours more than some other schools.

CCHE staff also looked at starting salaries. The easiest comparison was with the University of Colorado at Boulder (UCB) in the four areas that overlap with CSM. While the credit hours of the Boulder graduates are lower, starting salaries in three of the four areas are up to \$9,000 higher.

Graduation rates at four, five, and six years also were compared. In each case, CSM fell in the middle.

Colorado pays \$1.2 million more in General Fund money and CSM students pay nearly \$1 million more in tuition for the excessively high number of credit hours. No economic impact would result if students finished the undergraduate programs in eight semesters, took no summer courses, and carried a course load of 18-19 credit hours per semester. This is not a typical pattern for CSM students.

➤ **Landscape architecture - Recommendation: 132 credit hours.**

Since this is the only accredited, baccalaureate level program in the country, CCHE recommends an exemption for Colorado State University (CSU). Due to the sequence of courses, it takes five years to complete. CSU has already reduced the credit-hour requirement from 138 to 132 and continues to review the curriculum.

CCHE received two other requests for exemptions that staff concluded should not be recommended for exemption: dental hygiene at the University of Colorado Health Sciences Center, and the Bachelor of Music program at UCB.

Students who are in the non-exempt programs should be allowed to complete under the original requirements. But students who begin the non-exempt programs as of July 1, 2004 will be expected to complete the programs in no more than 120 credit hours. If the Commission accepts the staff recommendation, transfer students may be affected under the 60+60 plan in those programs that are exempt or have transfer articulations.

Staff Recommendation

That the Commission approve exemptions to the statutory 120 credit hour limit to programs in teacher preparation, nursing, engineering/engineering technology/related programs, and landscape architecture according to the specifications stated above and that all other baccalaureate programs must be in compliance with the 120 credit hour requirement by July 1, 2004.

Action: Commissioner Farina motioned to consider this issue of exemptions for all Colorado public institutions of higher education and deal with CSM separately. Commissioner Weaver seconded the motion, which carried unanimously.

Dr. Jack Burns, Vice President for Academic Affairs and Research for the University of Colorado System, expressed his concern about teacher education, particularly for secondary science teachers and asked the Commission to consider reviewing the 120 credit hour exemption in two years.

Action: Commissioner Farina made a motion to adopt the staff recommendation in connection with the exemptions for all Colorado public institutions of higher education but CSM. Commissioner Altenberg seconded the motion, which carried unanimously.

Dr. John Trefny, CSM president, discussed what he saw as a conflict between the Commission's 120-credit hour policy and the 2001 legislation that declared CSM an exemplary institution.

He noted that, since 1992, when the CSM Board of Trustees ordered an intensive study of the graduation rates at CSM, the CSM board and CSM have been working on ways to make it easier for students to graduate in four years. CSM has reduced credit hour requirements an average of four credit hours since the process began. Three hours of the common core are likely to be cut and more reductions are likely in specific majors, such as geology and geology engineering. At the same time, retention and graduation rates have improved and test scores have increased on the fundamentals of engineering exam. More than 90 percent of graduates are placed in their selected field of study within a year. Applications have increased 80 percent in the past three years and the ABET and the Higher Learning Commission of the North Central Association had successful visits.

Dr. Trefny proposed CSM report regularly on its graduate success rates and on the evolution of curriculum, including the number of required credit hours. CSM also would be happy to prove the feasibility of graduation in four years in each of its baccalaureate programs.

Other points made by CSM officials Trefny, Nigel Middleton, Vice President for

Academic Affairs and Dean of Faculty, and Robert Moore, Vice President for Finance and Operations, included:

- CSM has lower graduation rates than some of schools to which CCHE compared it because the other schools are much more comprehensive, giving students more options for study.
- The CSM Board of Trustees concluded that CSM students who often take longer to graduate study abroad, participate in cooperative learning opportunities, leave school for a semester or two, or to take fewer courses.
- Before the budget cuts began three years ago, the state reimbursed CSM and other institutions by credit hour for resident student enrollment. Under that method, whether a student took four or four and one-half years to graduate didn't affect state cost. Since funding is now a set amount reducing credit hours would not affect state funding. Students are aware of the tuition implications, and they choose to finish college over a longer period of time.

Commissioners Weaver, Stevinson, and Baker made the following points:

- The Commission is compelled to support and enforce the King Bill. The institutions are responsible for students graduating in four years. CSM has a published four-year graduation guarantee, yet only 38% of its students graduate within four years. It is difficult to understand what CSM has done to comply with the King Bill.
- The data is not conclusive that students are getting better job placement and higher salary levels to justify the higher credit hour requirements.
- The performance agreement between CCHE and CSM may need to be renegotiated to increase the graduation rate. It is not surprising that few students are able to shoulder 18-19 credit hours per semester given the rigorous course demands.
- CSM need not try to fit all of its programs in the 120 credit hour box, but having course requirements of 134 to 148 credit hours is a real concern.

In response to a question from Commissioner Farina, Dr. Trefny said CSM was in compliance with its performance agreement with CCHE in 2003. The next report is four years out. CSM may be 18-24 months from the next reporting period. CSM is below the 90% employment rate six months out but the performance agreement says there may be economic conditions which impact that so that could be open to interpretation. That may be the only requirement with which it could be argued CSM is not in compliance.

Commissioner Weaver asked Dr. Trefny if CSM would share with the Commission the Board of Trustees study that CSM referred to earlier.

Action: Commissioner Baker made a motion to accept the recommendation, subject to the executive director continuing conversations with CSM. Commissioner Weaver seconded the motion, which passed unanimously.

B. University of Northern Colorado Facilities Master Plan 2003

Gail Hoffman, CCHE Facility Planning Analyst, outlined the University of Northern Colorado (UNC) Facilities Master Plan that UNC submitted to CCHE in 2003. The Commission approved the last UNC master plan in 1982.

This plan has no new capital projects that have not already been brought forward to CCHE. Yet a cornerstone of the master plan—construction of a pedestrian/bikeway called the Alumni Walk that would link Central and West campuses—is not in the five-year plan. Its construction is considered beyond the scope of the approximate six-year life of the master plan. The Alumni Walk would also provide overpasses over busy roads dividing the two parts of the campus from each other. Financing is likely to be alumni financing and federal transportation grants to the City of Greeley.

Although the five-year plans outline state capital construction funds exempt as the only source of funding for all the projects listed, alternate sources of funding are discussed briefly in the master plan. Those alternate sources include: tuition increases dedicated to building maintenance; lease-back and public/private partnerships, Certificates of Participation, and bonds issued on the basis of the future “enterprise” status of UNC. Other methods include changing class scheduling so that classrooms and laboratories are used more often in the off-peak times and getting historic designation for a larger part of the Central Campus. Historic designation then would allow UNC to apply for funding for building renovations from the State Historic Fund.

On space planning, the master plan states that UNC could nearly double its FTE, yet need to build only 25 percent more academic space than it has already if: 1) more faculty taught outside the preferred 10 a.m. to 2 p.m. Monday-Wednesday-Friday time slot; 2) academic spaces were designed for flexibility; and 3) 25 percent more FTE instruction came from web-based instruction or other off-campus instructional methods, such as extended campus sites around the state at community colleges and public K-12 schools. The master plan claims the campus needs about 130,000 assignable square feet (asf) now, 307,000 asf by the time FTE enrollment reaches 12,500; and about 560,000 asf by the time the on-campus FTE enrollment is at 15,000.

She stated that the master plan seems to be missing two important connections:

- Enrollment planning and facility needs: A goal of increasing the percentages of non-residents, graduate students (from 14 percent to 25 percent), and international students may imply the need for more upper-division housing on campus. The master plan, however, suggests the private sector should meet the need through construction of more off-campus housing. Despite the intent to increase the percentage of graduate students, no new research facilities are planned, largely because UNC research grants are more in the area of teacher preparation. Instead, the plan suggests including space for research within any new buildings.

- Information technology planning and the goal of having 5,000 FTE enrollment from web-based instruction and distance education: UNC charges a technology fee that is used for acquiring more updated equipment. Twenty percent of a proposed tuition increase would be dedicated for technology purposes. Development of on-line courses is slow. For these and other reasons, having 25 percent of student FTE come from off-campus instruction may be some time in the future. The plan anticipates that UNC eventually will have 15,000 FTE on campus and 5,000 FTE off campus.

CCHE staff recommends unconditional approval of the master plan.

Staff Recommendation

That the Commission approve the University of Northern Colorado Facility Master Plan, *Building for UNC's Second Century*, submitted to CCHE in June 2003.

Action: Commissioner Stewart moved approval of the staff recommendation. Commissioner Farina seconded the motion and the motion carried unanimously.

C. CCHE Travel Policy

Executive Director Rick O'Donnell reported on the travel policy in which the Governor issued an executive order earlier this year regarding out-of-state travel and travel issues in general. The purpose for the policy is to get higher education institutions in compliance with that Executive Order by having them designate a person responsible for their on-campus travel policies as well as making sure that they are in compliance with State Fiscal Rules and the State Controller when it comes to international travel and this policy helps the institutions get in compliance with both the spirit and the letter of the Governor's Executive Order.

Staff Recommendation

That the Commission adopt the proposed Travel Policy.

Action: Commissioner Weaver moved approval of the staff recommendation. Commissioner Altenberg seconded the motion and the motion carried unanimously.

V. Items for Discussion and Possible Action

A. None

VI. Written Reports for Possible Discussion

A. 2004 Report on Discontinuation of Low Demand Academic Programs

The Commission accepted the Report on Discontinuance of Low Demand Academic Programs.

B. Follow-Up Activities Related to the Addition of the Precollegiate Curriculum to the Admissions Standards Policy

The Commission accepted the report on Follow-Up Activities Related to the Addition of the Precollegiate Curriculum to the Admission Standards Policy which summarizes activities in which staff has been engaged during the six months since the adoption of the revision.

C. Report on Out-of-State Instruction

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

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

- **“LEAD 415/515: Foundations of An Integrative Learning System Workshop,”** a one-year out-of-state instructional program to be offered in Rhode Island, Tennessee, Maryland, and other possible locations throughout the United States and its overseas possessions with Department of Defense organizations.
- **“LEAD 498/598 CO5, Making Connections: Relationships in Learning,”** a one-year out-of-state instructional program to be offered in Virginia and other possible locations throughout the United States and its overseas possessions with Department of Defense organizations.

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.

- **BIO 488C In Darwin's Footsteps: Evolution, Biodiversity and Conservation in the Galapagos.**

The dates for this course are May 15-24, 2004, in Galapagos, Ecuador.

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

- **ED 589: Writing Strategies for Teachers**

The dates for this course are March 11-12, 2004, in Billings, Montana.

D. FTE – Service Area Exemptions

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

E. CCHE – Capital Assets Quarterly Reports (Waivers, Cash, SB 92-202, and Other Projects; and Leases)

The Commission accepted the Capital Assets Quarterly Reports on Waivers, Cash-Funded and SB 92-202 Projects; and Leases.

Action: Commissioner Farina moved adjournment of the meeting. Commissioner Weaver seconded the motion and the motion carried unanimously. The meeting adjourned at 12:25 p.m.

Colorado Commission on Higher Education (CCHE)
June 3, 2004

Agenda Item II, A

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.

Colorado Commission on Higher Education (CCHE)
June 3, 2004

Agenda Item II, B

TOPIC: COMMISSIONERS' REPORTS

PREPARED BY: COMMISSIONERS

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

Colorado Commission on Higher Education (CCHE)
June 3, 2004

Agenda Item II, C

TOPIC: ADVISORY COMMITTEE REPORTS

PREPARED BY: ADVISORY COMMITTEE MEMBERS

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

TOPIC: PUBLIC COMMENT

PREPARED BY: RICHARD O'DONNELL

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

**TOPIC: TEACHER EDUCATION REAUTHORIZATION: UNIVERSITY OF
COLORADO AT BOULDER**

PREPARED BY: JETT CONNER

I. SUMMARY

The University of Colorado at Boulder teacher education program was reviewed in February 2004.

The site visit team concluded that the CU-Boulder teacher education program demonstrated quality and met the state standards on the seven statutory measures: four-year completion, comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, skills required for Colorado Department of Education licensing, 800 hours of field experiences, and assessment of student progress.

The site review team did identify specific areas needing attention with specific recommendations. These are noted in the Staff Analysis section and detailed in the site review report, available from the Office of the CAO.

The Colorado State Board of Education has also determined that the CU Boulder program meets the requirements as specified in C.R.C. 22-2-109(3) and recommends the program's approval to the CCHE.

II. STAFF ANALYSIS

The CU-Boulder 2004 site review focused on the progress in implementing the performance-based initiatives as well as reviewing the areas that had been identified as needing attention from the initial reauthorization in 2001: program leadership, supervision of candidate field experiences, and accurate and consistent advising for teacher candidates.

The three identified areas for attention have been fully addressed and were found to be areas of significant strength in the current program by the site review team. The interventions to address these areas are particularly focused and could serve as models for other programs.

- Dean Lorrie Shepherd's leadership to bring a scholarly, research-based, data-driven approach to teacher education was evident throughout the program review.
- The advising process has been analyzed and restructured to make program staff more available for the logistical aspects of student advising while focusing faculty advising

efforts on program planning and professional career issues. A conscious effort to develop data support for all program functions is evident in the admissions and student advising. The consistency of student advising from Arts & Sciences into teacher preparation was particularly evident.

- The involvement of the science and math content area faculties in promoting the profession of teaching to their best students is particularly worthy of note. While not all Arts & Science faculty demonstrated equal commitment, the networking established with math and science is a good beginning.

The admissions criteria are proficiency-based and ensure that students are prepared to begin their professional education coursework. All records are now kept electronically and are available to all faculty and staff for review.

The advising and counseling component, mentioned earlier, is a particular strength of the CU-Boulder program with excellent integration with the campus Arts & Science advisors. Transcript evaluation can be lengthy for some students; the site report suggests that the program look at ways of expediting this process for transfer students.

Coursework and field experiences coordinate the introduction and integration of learning quite well. Faculty engage in regular review of coursework and all courses align to the Colorado Model Content and Performance standards.

The CU-Boulder program exceeds the minimum 800 hours of field experiences and has a strong placement plan for candidates. The program maintains strong personal contact with participating schools. Content area assessments must be passed prior to student teaching. Early field experiences are diverse and placements are determined by the program. Student teaching placements are a cooperative effort between the program and students. The site team has suggested that the program be sure that placements are made from the perspective of providing the best environment for the integrity of the program of study.

The assessment of candidate knowledge uses admissions criteria, classroom assessment, student portfolios, State Board mandated Teacher Work Samples and field evaluations to determine how and when candidate mastery occurs for each student. Criteria and rubrics are clearly defined, uniformly administered, and meet all Colorado Model Content and Performance standards.

The review team identified the following areas that require further attention:

- CU-Boulder needs a significant outreach to minority students. The site team recommends that the program develop a renewed commitment to diversity in both the

student body and faculty and a concerted effort to recruit more minorities (e.g., Native Americans, Hispanics and African Americans) into their teacher preparation programs.

- The Commission also requests that the School of Education develop a coordinated plan to establish relationships with high schools and community colleges to facilitate this initiative.
- Implement a formal engagement with education partners. The Commission requests that the School of Education establish written memoranda of understanding with their partnership schools to ensure all parties are fully informed of the field experience goals, requirements, and school responsibilities.
- The Commission also requests that the School of Education establish a formal structure for regularly scheduled meetings with school district and two year college program administrators to encourage greater numbers of students to enter the teaching profession. Specific focus needs to be placed upon increasing minority student admissions and retention.
- Establish regularly scheduled interaction between the Schools of Education and Arts & Sciences faculty to promote program development and problem solving.
- All teacher education preparation degree programs must have no more than 126 credit hours. Any degree programs with more than 126 credit hours must brought into alignment with Commission policy by July 1, 2004 .

The University of Colorado at Boulder will submit a written summary of initiatives related to the three recommendations listed above by no later than October 15, 2004.

IV. STAFF RECOMMENDATION

That the Commission reauthorize the University of Colorado at Boulder to offer teacher education programs in:

Elementary Education: American Studies, Anthropology, Astronomy, Biology: Distributive Studies, Communication, Chemistry: Distributive Studies, Economics, English, Geography, Geology: Distributive Studies, History, Humanities, Linguistics, Mathematics, Physics, Political Science, Psychology, Spanish

Foreign Language: Classics (Latin), French, German, Italian, Japanese, Russian, Spanish

K-12 Music: Music, Music Education

Secondary Language Arts: Communications, English, Humanities, Linguistics

Secondary Mathematics: Mathematics

Secondary Science: Astronomy, Biology EPO, Chemistry, Physics, Chemistry: Distributive Studies

Secondary Social Studies: American Studies, Anthropology, Economics, Geography, History, International Affairs, Political Science

As with all state approved teacher education degree programs, any of the degree programs leading to the licensure authorizations listed above may not exceed 126 credit hours. All degree programs must be brought within the 126 hour requirement by July 1, 2004.

STATUTORY AUTHORITY

C.R.S. 23-1-121 (4)(a)(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.

BACK-UP DOCUMENTATION

The following related documents are available from CCHE's Chief Academic Officer.

- Report of the On-Site Review Team
- Letter from the Colorado Department of Education

**TOPIC: TEACHER EDUCATION REAUTHORIZATION: COLORADO
STATE UNIVERSITY AT PUEBLO**

PREPARED BY: JETT CONNER

I. SUMMARY

The Colorado State University-Pueblo teacher education program was reviewed in February 2004.

The site visit team concluded that the CSU-Pueblo teacher education program demonstrated quality and met the state standards on the seven statutory measures: four-year completion, comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, skills required for Colorado Department of Education licensing, 800 hours of field experiences, and assessment of student progress.

The site review team did identify specific areas needing attention with specific recommendations. These are noted in the Staff Analysis section and detailed in the site review report, available from the Chief Academic Officer.

The Colorado State Board of Education has also determined that the CSU-Pueblo program proposals meet the requirements as specified in C.R.S. 22-2-109(3) and has recommended the program's approval to the CCHE.

II. STAFF ANALYSIS

The CSU-Pueblo 2004 site review focused on the progress in implementing the performance-based initiatives as well as reviewing the areas that had been identified as needing attention from the initial reauthorization in 2001: program assessment practices and better coordination between content area and teacher education faculty. The two identified areas for attention have been completely addressed and were found to be areas of significant strength in the current program by the site review team. In fact, they can serve as models for other state programs.

Over 500 students are currently in the teacher education program. Sixty-five candidates graduated in FY 2003. This is a substantial increase over previous years, with teacher preparation now being the second most popular major on campus. The graduates are predominantly placed in the Pueblo-Colorado Springs school districts.

**Colorado State University at Pueblo
 Teacher Preparation Programs of Study**

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
	Mathematics, Secondary	Mathematics
	Science, Secondary	Biology
		Chemistry
		Physics
Social Studies, Secondary	History	
	Political Science	

The aggressive pursuit and securing of grant monies for program development in technology use and education is particularly strong as evidenced by the strength of the teacher candidates and graduates in this regard. The program website is well developed and a strong program tool for applicants, candidates, and faculty.

The admissions system is proficiency-based and assures that students are prepared to begin their professional studies. The newly developed Teacher Education Information Management System (TEIMS) is a comprehensive system to collect and portray student information for students, faculty, and staff. The admissions criteria are clear, consistently communicated, and are consistent with the role and mission of the university.

The screening and counseling of candidates has good data support, strong interaction with the Arts & Sciences faculty, and a productive relationship with Pueblo Community College and

other regional schools for transfer students. The plan is strong for counseling and advising, but the implementation is still in need of work, as noted in the recommendations below.

Coursework and field work are well integrated and well aligned to the Colorado Model Content and Performance Standards. In particular, the *Diverse Learners* course is quite strong with graduates reporting that this course is “pivotal” in their classroom success. The team did make suggestions for greater emphasis on classroom management throughout the program of studies and more candidate exposure to district curriculum packages.

The field experience component meets state standards with a variety of field placements throughout the program. The site team did recommend improving district interaction and implementing written procedures with each placement site, as noted below. Assessment of candidates occurs at three points in the program with clearly defined rubrics for evaluation, and meets state standards. As noted in the site report, more consistency in the evaluations, across faculty, is recommended by the site review team.

The review team identified the following areas that need further attention:

- Program Resources: The significant reliance on grant funding for program development and staffing begs the question of the program’s long-term sustainability. The intent to reallocate funds while continuing to identify and secure new grant money will partially address the resource question, however CCHE requests that CSU-Pueblo provide a plan outlining how it will transition the program from grant monies to university support over the next three years.
- Student Advising: Student advising is inconsistent, despite a well-defined plan. Some students were pleased with the advising they received, while others indicated that they had to be “strong self-advocates” or received inconsistent responses to questions, sometimes from the same instructor. The site team recommends that CSU-Pueblo submit a plan to CCHE outlining how it will address advising inconsistencies.
- Relationships with School Districts: It is unclear how schools and mentor teachers are to know what their responsibilities are when hosting teacher candidates and student teachers. To clarify the expectations between CSU-Pueblo and partnership schools, the Commission requires that the program develop and implement specific memoranda of understanding between the teacher preparation program and partnership schools that outline the goals of student placement, incorporating the elements already defined by the Teacher Education Program.
- There is no regular and formal process for districts to communicate with the leadership of the teacher preparation program. CCHE recommends that the teacher

preparation program establish a formal advisory committee with a defined structure of meetings involving program and district administration to continually cooperate on goals for student teaching, early field experiences, and curriculum goals for teacher graduates.

- All teacher education preparation degree programs must have no more than 126 credit hours. Any degree programs with more than 126 credit hours must be brought into alignment with Commission policy by July 1, 2004.

The candor of the faculty and administration during the site review was particularly appreciated by the site review team members. The program faculty appreciated the function of the review to evaluate programs and provide an objective perspective to identify areas for improvement.

The details of these recommendations as well as the timetable for submitting a plan to address them can be found in the site report.

IV. STAFF RECOMMENDATION

That the Commission reauthorize Colorado State University at Pueblo to offer teacher education programs in K-12 Art, K-12 Music, K-12 Physical Education, Elementary Education, Secondary English, Secondary Mathematics, Secondary Science, Secondary Social Studies, and Secondary Foreign Language-Spanish.

As with all state approved teacher education degree programs, any of the degree programs leading to the licensure authorizations listed above may not exceed 126 credit hours and must be brought within the 126 hour requirement by July 1, 2004.

A plan to address the Commission recommendations must be submitted to staff no later than January 15, 2005.

The next state review of the CSU-Pueblo teacher preparation program will occur in February 2009.

STATUTORY AUTHORITY

C.R.S. 23-1-121(4)(a)(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.

BACK-UP DOCUMENTATION

The following related documents are available from CCHE's Chief Academic Officer.

- Report of On-site Review Team
- Letter from the Colorado Department of Higher Education

TOPIC: WESTERN STATE COLLEGE TEACHER EDUCATION PROGRAM PROPOSALS

PREPARED BY: JETT CONNER

I. SUMMARY

Western State College (WSC) is seeking approval for its teacher education licensure endorsement preparation programs at the post-baccalaureate level. WSC is also seeking approval at the undergraduate level for education licensure in Special Education: Generalist and Linguistically Diverse Education.

The Colorado Department of Education (CDE) has reviewed WSC's proposals and has determined that all aforementioned programs have been built on Colorado State Board of Education-adopted standards. Accordingly, the CDE has recommended to the CCHE that these program proposals for teacher education licensure be approved.

II. BACKGROUND

WSC is proposing a 12-month, primarily online teacher preparation program, designed mainly for second career professionals already holding the bachelor's degree, or higher. The licensure program is designed to meet the needs of candidates in Western's regional service area, as well as other locations, and is being developed for post-baccalaureate students pursuing the aforementioned endorsements. Candidates in the program will have a 12-month placement in K-12 classrooms in their local communities.

The endorsement areas are:

- Elementary Education;
- Secondary Education (all State Board-approved content areas);
- K-12 Education (Physical Education, Art, and Music);
- Special Education: Generalist;
- Linguistically Diverse Education.

In addition, at the undergraduate level, the following endorsements are proposed:

- Special Education: Generalist;
- Linguistically Diverse Education.

Post-Baccalaureate Program: Admission Requirements

Candidates must successfully complete the following requirements before admission to the Post-Baccalaureate Program:

1. Hold a bachelor's degree, or higher, from an accepted institution of higher education;
2. Have completed a successful transcript review verifying content knowledge and degree;
3. Have passed the appropriate CSBE-approved content area exam. (Students must also pass the CSBE-approved Special Education: Generalist exam to be recommended for licensure);
4. Accept internship placements, as approved by WSC program faculty; and,
5. For Linguistically Diverse Education candidates, must demonstrate background knowledge of other languages and cultures, and participate in various aspects of professional development in the area of English-language development.

Undergraduate Linguistically Diverse Education: Admission Requirements

WSC requires that undergraduate students shall:

1. Have completed EDUC 105 and 175, with a GPA of 2.5, or higher;
2. Hold a cumulative GPA of 2.65, or higher;
3. Complete and document 50-clock hours of working with students;
4. Submit fingerprints for a background check;
5. Pass the Academic Profile, with a score of 441, or higher;
6. Demonstrate proficiency in the use and application of Technology;
7. Complete and submit the Pretest Program Survey;
8. Demonstrate background knowledge of other languages and cultures;
9. Participate in various aspects of professional development in the area of English language development.

Undergraduate Special Education: Generalist: Admission Requirements

WSC requires that undergraduate students shall:

1. Have completed EDUC 105 and 175, with a GPA of 2.5, or higher;
2. Hold a cumulative GPA of 2.65, or higher;
3. Complete and document 50-clock hours working with students;
4. Submit fingerprints for a background check;
5. Pass the Academic Profile, with a score of 441, or higher;
6. Have demonstrated proficiency in the use and application(s) of Technology;
7. Complete and submit the Pretest Program Survey.

III. STAFF ANALYSIS

Staff asked for further clarification about the required 800 credit hours field experience requirement for the online post-baccalaureate program endorsements. Western responded that the 800 hours requirement will be met by requiring students to do field experience three days a week for the entire school year.

Staff notes that the Colorado State Board of Education unanimously accepted the CDE staff's recommendations to approve the content of the WSC teacher licensing endorsement preparation programs (Attachment A).

IV. STAFF RECOMMENDATION

That the Commission approve Western State College's proposals for each endorsement area for post-baccalaureate and undergraduate teacher education licensure preparation programs.

STATUTORY AUTHORITY

C.R.S. 23-1-121 (d)(e). A requirement that each teacher candidate complete during the course of teacher preparation program a minimum of eight hundred hours of supervised field-based experience that relates to predetermined learning standards. 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.**

C.R.S. 22-2-109(3). On or before July 1, 2000, the state board of education by rule shall adopt performance-based teacher licensure standards, which at a minimum shall include a requirement that each candidate for a provisional teacher license shall have and be able to demonstrate the following skills:

- (a) The ability to align instructional objectives with adopted student learning standards;
- (b) The ability to teach in a manner that addresses individual student needs and enables the student to improve his or her performance;
- (c) Proficiency in measuring and monitoring each student's progress toward achieving learning standards;
- (d) The ability to adjust instructional practices and methods when necessary to stimulate or enhance student progress;
- (e) The ability to engage parents as learning partners to promote student learning;
- (f) The ability to integrate technology into instruction at the grade level for which the teacher

expects to be endorsed;

- (g) The ability to assess student performance;
- (h) The ability to demonstrate a high level of content area knowledge and professional competencies in the areas identified by rule of the state board pursuant to section 22-60.5-203.

BACK-UP MATERIALS

A letter from the Colorado Department of Education is on file in the office of the Chief Academic Officer.

TOPIC: APPROVAL OF PROGRAMS OF EMPHASIS FOR THE ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE DEGREES

PREPARED BY: BILL KUEPPER AND JETT CONNER

I. SUMMARY

This agenda item presents revisions to the Associate of Arts (A.A.) and Associate of Science (A.S.) degree programs, so that each can be better designed to articulate with specific four-year degree programs, especially those with majors covered by statewide articulation agreements.

In June, 2003, the Commission approved revisions to the A.A. degree program that redesigned graduation requirements to meet the goals of the Student Bill of Rights (CRS 23-1-125). Those revisions permitted the A.A. degree to be offered with or without a program “distinction.” However, the revised language left unclear what exactly constitutes a program distinction. CCHE staff believes that

- a “program of emphasis” is a more appropriate designation;
- it should be made clear what differentiates a program with an emphasis from one without an emphasis. Essentially, this agenda item will permit variations in the common core requirements for specific A.A. or A.S. degrees designed for statewide articulation purposes;
- programs of emphasis are appropriate for both community college transfer degrees, the A.A. and the A.S.

II. BACKGROUND

Following the Student Bill of Rights legislation, revisions to the A.A. degree were made and adopted by the Commission based on three key changes:

1. A common core, based on state guaranteed general education courses approved for statewide transfer, was adopted for the A.A. degree.
2. The same common core requirements applied to all A.A. degree-seeking students, regardless of their prospective four-year degree program interests.
3. The Student Bill of Rights legislation limited the A.A. and A.S. degrees to 60 credit hour graduation requirements.

New statewide articulation agreements were developed, some based on the 60 + 60 model (i.e., a student with a 60 credit hour A.A. degree could transfer into a four-degree program

and complete the major in no more than 60 additional credit hours). However, in order to make the statewide articulation agreements work, specific core courses would have to be completed as part of the community college student's A.A. degree, and these might vary from the common core requirements of a general A.A. degree.

Since the Commission approved a revised community college common core curriculum in June 2003, the community colleges have expressed concern that they would be unable to offer the A.A. degree to a student who might be subject to different core requirements than those in the common core, because of specific articulation agreements.

III. STAFF ANALYSIS

CCHE staff believes that varying some elements of the common core curriculum in order to meet specified course requirements in statewide transfer articulation agreements is appropriate. To that end, staff recommends that the following policy language should apply to both the A.A. and A.S. degrees.

- An A.A. or A.S. degree without a program emphasis is designed to transfer into liberal arts and sciences programs.
- An A.A. or A.S. degree with a program emphasis is designed to transfer into a specific four-year degree program aligned with a Statewide Articulation Agreement.
- Specific course requirements and credit hour limits specified for the Colorado State-Guaranteed common core approved for an A.A. or A.S. degree with a program emphasis may vary from the requirements approved for the A.A. or A.S. degree without a program emphasis.

NOTE: The catalog description for an A.A. degree with a program emphasis in Teacher Preparation transfer programs must indicate that a baccalaureate degree is required for teacher preparation and licensure in Colorado.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the revised Associate of Arts and Associate of Science policy changes.

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 the quality of and requirements that pertain to general education courses are comparable and transferable statewide.

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

- (a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;
- (b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;
- (c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;
- (d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;
- (e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education.

TOPIC: DEPARTMENT EXECUTIVE OFFICE/CCHE EXEMPTION FROM CERTAIN STATE REGULATIONS

PREPARED BY: RICHARD W. SCHWEIGERT

I. SUMMARY

The Colorado General Assembly passed, and the Governor has signed, HB04-1009 that allows institutions and the Colorado Commission on Higher Education to opt out of certain state services. The purpose of the legislation is to provide flexibility to CCHE governing boards and the CCHE by allowing them to exempt themselves from Risk Management, State Fleet, and State Procurement regulations. The legislation allows these agencies to be exempted with “formal action” from the areas listed above.

II. BACKGROUND

Over the course of time, the General Assembly has required state entities to participate in centralized services provided by the Department of Personnel and Administration (DPA). These services include the State Fleet Management program, the State Risk Management program, and the State Procurement program.

While these centralized services have proven valuable, they have also created barriers to allowing some state agencies to obtain the most cost effective goods and services available. Included in this problem are higher education institutions and the executive office-CCHE.

These barriers stop agencies from taking advantage of private sector strategies that allow companies to maximize the acquisition of goods and services in short time frames. They also do not recognize the valuable contributions that companies provide to the state free of charge. In addition, they create a barrier to local support by requiring agencies to buy from companies who may not be in the local community.

While the centralized agencies in DPA have done a good job, CCHE staff believes the Commission can do better in one area, procurement. The acquisition of computers, software, office supplies, etc. if managed to our needs, would save money.

III. STAFF ANALYSIS

Since the recently passed legislation allows CCHE to be exempted from State services, staff believes there is an advantage to opting out of State Procurement. CCHE is too small to opt out of State Fleet or Risk Management so we are not recommending the Commission do that at this time.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission adopt, by formal action, the following resolution:

**Colorado Commission on Higher Education
Resolution to Opt Out of the State Procurement
Code and Program**

Whereas: the Colorado General Assembly has passed House Bill 04-1009 allowing the Colorado Commission on Higher Education (CCHE) to elect to opt out of the State Procurement Code/program; and

Whereas: CCHE believes that it is advantageous for the agency to opt out of the State Procurement Code/program; and

Whereas: CCHE believes that opting out of the State Procurement Code/program will allow the agency to formulate better relationships with the local community; and

Whereas: CCHE will still have a fair and open process for people to do business with the Commission:

Now therefore, be it resolved that:

The Colorado Commission on Higher Education hereby formally adopts this resolution opting out of the State Procurement Code/program in accordance with 24-101-105 Colorado Revised Statutes. In addition, the Colorado Commission on Higher Education directs staff to promulgate the necessary rules to provide for an alternative procurement system.

Raymond T. Baker, Chair

Date

STATUTORY AUTHORITY

The statutory authority for the implementation of this policy is found in 24-101-105,
C.R.S.

TOPIC: FY 2005 FINANCIAL AID ALLOCATIONS

PREPARED BY: BRIDGET MULLEN AND DIANE LINDNER

I. SUMMARY

Annually, the Colorado Commission on Higher Education is responsible for approving the allocation for state-funded student financial aid programs. This agenda item presents the allocation methodology and the recommendations for FY 2005 need-based, merit-based and work-study allocations. FY 2004 was the first year that the Commission allocated a decrease in financial aid to institutions rather than allocating new funds. The \$15 million decrease in allocations in 2004 was due to statewide budget reductions resulting in general fund financial aid appropriation reductions.

During the 2004 legislative session, the general assembly made no changes to the FY 2005 allocation in total, however need-based aid, merit-based aid and work-study were reduced to offset necessary increases for the Native Americans Tuition Assistance and LAW/FIRE Dependant Tuition Assistance programs. Also, onetime federal assistance funds allocated to need-based aid programs in FY 2004 totaling \$2 million will not be available in FY 2005.

The table below reports the FY 2005 appropriations by program type and compares them to the previous fiscal year. Approximately sixty percent of the FY 2005 appropriation goes toward need-based aid programs, including the Governor’s Opportunity Scholarship (GOS).

FY 2004 and FY 2005 General Fund Financial Aid Appropriations

Year	Need	GOS	Merit	Work-Study	Federal Match	Native American	Law/Fire Tuition	Total State Aid
FY 2004	40,002,682	8,000,000	6,877,309	15,030,062	2,076,350	6,046,330	108,021	78,140,754
FY 2005	37,935,202	8,000,000	6,434,287	15,003,374	2,076,350	6,477,140	214,401	76,140,754
\$ Change	(2,067,480)	0	(443,022)	(26,688)	0	430,810	106,380	(2,000,000)
% Change	-5.2%	0.0%	-6.4%	-0.2%	0.0%	7.1%	98.5%	-2.6%

The methodology traditionally used by the Commission to allocate financial aid to institutions is student-driven. It directs need-based aid to institutions for distribution to low income students. Specifically, the allocation to each institution is driven by the total need of their resident students. Merit-based aid is allocated as a proportion of resident student headcount although as part of a major policy change by the Commission, the methodology for distributing merit aid will change next year to an FTE basis. The categorical programs,

including Native American Tuition Assistance, and Law, Fire, POW grants are administered by CCHE. The Native American Tuition Assistance program (Fort Lewis College) and Law/POW grants are entitlements that go directly to eligible students. The Native American Tuition Assistance Program pays actual costs for the prior year.

II. BACKGROUND

The Commission's financial aid policy is designed to achieve four goals:

- Maximize the amount of financial aid funds available for Colorado residents.
- Direct state need-based dollars to those with the least ability to pay.
- Direct merit dollars to students who demonstrate academic achievement.
- Recognize the importance of student responsibility in paying for higher education costs through work-study.

Prior to the recent reductions in financial aid, the need-based allocation model used calculated need of resident Level 1 students to allocate need-based dollars. Level 1 students are the neediest students in Colorado and meet the Commission's priority guidelines directing aid to students who are at 150% of Pell eligibility, which is generally zero to \$40,000 in income. For merit allocations, the model directs funds so that each institution may award scholarships to four percent of its resident, degree-seeking undergraduate students and two percent of resident graduate students. It uses the percent of resident undergraduate need to allocate work-study. In the past, to ensure that enrolled students were not disenfranchised by a reduction in aid due to changes in student enrollment and student demographics, institutions maintained their "base" award from the previous year. However due to the budget reductions for FY 2005, an institution's base funding cannot be maintained. For FY 2005, staff is recommending funding allocations that reduce aid proportionately for institutions, allowing institutions to have some amount of stability in their student awarding process.

III. STAFF ANALYSIS

1. Need-Based Financial Aid

Historically, the need-based aid allocation was based on the prior year allocation of funds, which accounted for total need of enrolled resident students with the least ability to pay (defined in CCHE policy as Level 1). Student need is the difference between a student's cost of attendance and their expected family contribution. In previous years, 100 percent of an institution's previous year allocation was held harmless, and only institutions with student need in excess of their allocation would receive additional funding. **For FY 2005, staff is recommending a deviation from past practices due**

to the reduction in need-based aid and to reduce institution's need-based aid allocation proportionately. Staff also recommends maintaining the deviation from current policy that the Commission granted institutions in 2004, to allow institutions to award a minimum of \$1,000 per grant to students rather than the Commission's policy restricting award minimums to \$1,500. This policy adjustment allows institutions to spread the money over more of the student population, somewhat mitigating the impact of the reductions in financial aid. The change in policy should be reviewed again prior to the beginning of FY 2006.

2. Merit-Based Financial Aid

For FY 2005, merit-aid was reduced by \$443,022 and due to the significant reduction in the previous year, staff is recommending that the Commission deviate from the policy's merit allocation methodology and reduce each institution proportionately by the legislative reduction of 6.4% percent. Please note that beginning in FY 2006, the new Commission merit policy will be implemented, changing the methodology to one that is based on FTE as opposed to headcount.

Also, a policy change that is effective for 2004-2005 allows only resident graduate students to receive merit aid; this policy change is part of the merit policy revisions approved by the Commission in March 2004.

3. Work-Study Financial Aid

Policy states that need-based aid and work-study dollars will be allocated using the same methodology. Typically, the work-study allocation is distributed based on the need of resident undergraduate students at each institution. For FY 2005, **staff recommends reducing each institution's work-study allocation proportionately by 0.18%.**

4. Categorical Financial Aid programs were increased between 2004 and 2005 to reflect actual utilization of these programs. The loan and other federal match programs remained stable, the Native American Tuition Assistance program and Law/POW grants are entitlements that go directly to eligible students. Below is a table detailing these categorical financial aid appropriations.

**Summary of Categorical Programs
2004 - 2005**

Type	Required Federal Match	Law/Fire	Native American
2004	\$2,076,350	\$108,021	\$6,046,330
2005	\$2,076,350	\$214,401	\$6,477,140

- **Governor's Opportunity Scholarship:** No additional funds were appropriated for the GOS program. The allocation for FY 2005 remains at \$8 million. **Staff is recommending no change in funding at the institutional level. Institutions will receive the same level of GOS funding as reported from the FY 2004 Fiscal Report of Expenditures.**
- **Colorado Leveraging Educational Assistance Partnership (CLEAP):** The amount of the state and federal share of CLEAP remained at 99.2% of prior year levels. Staff recommends that the CLEAP allocations be based upon Commission-developed need criteria stating that a student must have "substantial need" as evidenced by a minimum need of \$900 after PELL is considered.
- **Supplemental Leveraging Educational Assistance Partnership (SLEAP):** The SLEAP program decreased by \$32,544; staff recommends the decrease be spread among schools evenly by the amount of the reductions (3%).

IV. STAFF RECOMMENDATION

That the Commission approves the allocation model and corresponding allocations for FY 2005 ([Attachment A](#)).

STATUTORY AUTHORITY

Authorization for these appropriations is found in 23-3.3-102 and 23-3.5-103 C.R.S., as follows:

23-3.3 (Part 1) establishes definitions such as "in-state student" for the Commission to use in its authority to provide financial aid and authorizes the Commission to establish a program of financial assistance including determining eligible schools for participation, program disbursement parameters and audit requirements.

(Part 2) authorizes and provides definitions for eligibility for tuition assistance programs for dependents of prisoners of war, military personnel missing in action and other specified law enforcement personnel including national guardsman and firefighters killed or disabled while acting to preserve public peace, health and safety. Provides for tuition and room and board assistance.

(Part 3) provides authorization for the federal loan match program.

(Part 4) establishes the requirements for the Colorado work-study program for qualifying students in good standing with the institution in which they are enrolled. Defines employment and institutional eligibility.

(Part 5) mandates that the Commission use appropriated funds (after providing funding for parts 2 and 3) to provide "... other programs of financial assistance based upon financial need, merit, talent, or other criteria..."

23-3.5 authorizes the State of Colorado (Commission) to provide assistance to in-state students using available state and federal appropriations and defines the types of institutions eligible to participate in these assistance programs. Institutions included are public, private and proprietary providing specified, accredited programs that are not sectarian in nature.

FY 2005 Financial Aid Allocations

Institution	Need	Merit	Work-Study	GOS	CLEAP	SLEAP	Loan Match	Total
Public Four-Year Institutions								
Adams State College	791,842	95,157	342,492	253,388	45,039	138,487	2,082	1,668,487
Colorado School of Mines	634,036	219,907	368,232	215,974	47,953	-	14,585	1,500,687
Colorado State University	3,461,214	866,179	1,480,661	797,180	190,130	85,918	62,315	6,943,597
Colorado State University - Pueblo	1,463,200	149,862	641,201	608,275	81,287	39,961	36,324	3,020,110
Fort Lewis College	564,000	134,115	244,396	198,307	6,779	38,852	10,346	1,196,795
Mesa State College	1,349,030	159,185	615,193	368,780	51,969	30,480	7,369	2,582,006
Metropolitan State College of Denver	3,772,741	527,225	1,777,789	472,325	122,088	101,197	58,293	6,831,658
University of Colorado - Boulder	2,912,022	887,435	1,335,955	363,533	195,833	107,206	19,975	5,821,959
University of Colorado - Colorado Springs	1,142,208	250,448	524,994	641,819	45,397	20,496	19,339	2,644,701
University of Colorado - Denver	1,784,094	380,055	609,045	559,422	51,176	55,927	19,155	3,458,874
University of Colorado - Health Sciences Center	808,296	85,180	38,225	-	12,732	-	47,400	991,833
University of Northern Colorado	1,872,521	401,806	859,176	988,235	111,748	281,299	7,925	4,522,710
Western State College	420,398	101,367	204,669	101,646	33,581	13,458	-	875,119
Public Two-Year Institutions								
Aims Community College	667,016	138,489	237,015	-	35,825	-	-	1,078,345
Arapahoe Community College	560,135	153,991	253,033	57,415	32,493	-	-	1,057,067
Colorado Mountain College	291,744	72,534	94,257	15,000	17,933	-	-	491,468
Colorado Northwestern Community College	165,726	25,309	63,698	29,422	10,153	-	8,628	302,936
Community College of Aurora	490,846	108,031	214,035	94,934	5,582	-	-	913,428
Community College of Denver	1,483,536	175,414	632,122	152,411	34,604	-	-	2,478,087
Front Range Community College	1,525,314	285,067	683,909	190,062	62,851	-	-	2,747,203
Lamar Community College	223,221	24,721	96,423	85,839	6,721	-	-	436,925
Morgan Community College	247,396	32,401	104,972	39,572	4,122	-	-	428,463
Northeastern Junior College	354,639	62,958	140,858	66,808	8,331	-	-	633,594
Otero Junior College	411,022	39,744	173,311	76,500	13,475	-	-	714,052
Pikes Peak Community College	1,613,920	210,252	710,685	451,675	68,217	-	-	3,054,749
Pueblo Community College	1,354,711	115,336	548,645	120,326	43,358	-	-	2,182,376
Red Rocks Community College	625,358	163,175	262,766	23,542	21,091	-	-	1,095,932
Trinidad State Junior College	732,040	49,960	296,763	311,361	22,425	-	-	1,412,549

FY 2005 Financial Aid Allocations

Institution	Need	Merit	Work-Study	GOS	CLEAP	SLEAP	Loan Match	Total
Area Vocational Schools								
Delta-Montrose	118,757	10,813	-	-	-	-	-	129,570
Emily Griffith	89,349	-	36,938	-	-	-	-	126,287
San Juan	101,118	10,813	35,120	28,567	4,850	-	-	180,468
TH Pickens	101,293	12,976	23,448	-	3,422	-	-	141,139
Non-Profit Private Institutions								
Colorado College	285,516	39,849	134,240	95,573	8,178	5,453	29,366	598,175
Denver University	1,225,919	233,926	420,840	263,779	23,443	25,528	119,093	2,312,528
Regis University	1,101,496	210,608	395,914	281,962	19,430	15,714	7,536	2,032,660
For-Profit Private Institutions								
Americana Beauty College	55,996	-	-	-	-	-	-	55,996
Blair Junior College	432,404	-	-	-	-	-	-	432,404
Colorado Institute of Art	499,361	-	249,199	-	-	-	40,498	789,058
Colorado Technical University	343,830	-	-	-	-	-	5,577	349,407
Concorde Career Institute	184,580	-	-	-	-	-	-	184,580
Denver Automotive and Diesel	12,087	-	-	-	-	-	-	12,087
Devry	335,218	-	-	-	-	-	-	335,218
Glenwood Beauty Academy	16,859	-	-	-	-	-	-	16,859
Heritage College	12,087	-	-	-	-	-	-	12,087
Intellitec Careers in Medical Technology	201,446	-	-	-	-	-	-	201,446
Intellitec College	101,873	-	-	-	-	-	-	101,873
Intellitec College - Grand Junction	60,360	-	-	-	-	-	-	60,360
International Beauty Academy	53,422	-	-	-	-	-	-	53,422
Johnson and Wales	12,087	-	-	-	-	-	-	12,087
Parks Junior College	511,510	-	45,517	-	-	-	-	557,027
Remington	12,087	-	-	-	-	-	-	12,087
Rocky Mountain College of Art and Design	90,210	-	107,636	46,367	-	-	-	244,213
Westwood College of Aviation	135,202	-	-	-	-	-	1,766	136,968
Westwood College of Technology	118,907	-	-	-	-	-	9,625	128,532
TOTAL	37,935,200	6,434,288	15,003,372	7,999,999	1,442,216	959,976	527,197	70,302,252

TOPIC: 2004-2005 TUITION INCREASES

PREPARED BY: RICHARD SCHWEIGERT

I. SUMMARY

This agenda item presents staff analysis to the Commission regarding proposed FY 2005 resident tuition increases.

II. BACKGROUND

When establishing tuition rates, it is important for governing boards to set rates that provide a balance between access and participation while generating revenues to maintain and enhance the quality of education. At the same time, given the reduction in state support to institutions of higher education over the past several fiscal years, institutions have used significant tuition increases to keep their overall revenue from drastically declining. Additionally, tuition increases historically generate cash funds under the state's TABOR revenue limits and this thus limits the amount they can increase. As institutions become enterprises under TABOR, they will have additional flexibility regarding tuition.

III. STAFF ANALYSIS

For FY 2005, the General Assembly approved a footnote in the Long Appropriations Bill allowing a 1.1% tuition *revenue* increase for all Governing Boards or a 8.0% tuition *revenue* increase for governing boards of institutions designated as an enterprise. In response to the 8.0% allowable tuition revenue increase, the Governor vetoed Footnote 53, stating that:

“ . . . the footnote contains language that allows higher education institutions or a group of institutions that receive enterprise status to increase tuition by up to 8.0 percent. Given that non-enterprise status institutions will be funded at 1.1 percent, an 8.0 percent tuition increase is an unreasonable burden on students at enterprise status institutions. However, attaining enterprise status should allow for some flexibility in tuition setting. As a result, although I am vetoing this footnote, I did not veto the spending authority allowed in Section 16 of this Act. Instead, **I am directing the Colorado Commission on Higher Education to consult with the Governing Boards of higher education institutions that obtain enterprise status to prepare a tuition plan that is reasonable and fair for their institutions and students.**”

The Governor directed the Commission on Higher Education to recommend a tuition plan for enterprise institutions that is fair to the students yet provides additional tuition flexibility to the governing boards and institutions.

Current statute dictates that governing boards shall fix tuition in accordance with the level of

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cash fund appropriations and performance expectations set by the General Assembly (23-1-104 (2) (b)) for higher education pursuant to 23-1-103.5. However, the performance expectation or 8% set by the General Assembly has been vetoed.

Because the performance expectations were vetoed, the Commission has the duty to follow the directions of the Governor. His power to veto items in the Long Appropriations Bill is provided by the Constitution of the State of Colorado. He has exercised that right and asked the Commission to formulate an alternate tuition plan. In response to the Governor's veto message, the Executive Director has consulted with institutions on an alternate plan. Based upon those discussions, the Executive Director recommends the following plan for the University of Colorado, which is the only system or group of institutions anticipated to obtain enterprise status under TABOR.

IV. STAFF RECOMMENDATION

The recommendation for the University of Colorado is for an increase for undergraduate resident tuition in the Arts and Sciences of 6.1% and all others of 8.1%, plus tuition differentials for business and engineering. The respective increases are listed in [appendix A](#).

These recommendations are similar to proposals adopted by the Commission in the two previous years, and allow the CU system flexibility to raise revenues up to the levels recommended in this write-up. Further, it is recommended that graduate programs be allowed to increase as requested by the system during the decision item process, including the Law School proposal. However, staff is recommending that the Quality for Colorado tuition differential, or a fee with the same effect, not be continued as an initiative since numerous other tuition differentials are being approved. Approval of this differential would result in a double-digit tuition increase and place an undue burden on students. **The overall weighted average tuition increase for undergraduate students would be 8.3%.** Additionally, upon becoming an enterprise under TABOR, CU faces a \$4.5m technical adjustment to deal with a General Fund impact. Staff recommends approval of the tuition technical adjustment amount in [appendix A](#).

In addition to the current tuition proposal, the School of Nursing of the University of Colorado Health Sciences Center requests a waiver of the requirement in the CCHE Policies Section VI, Part C, Tuition, Fees and Student Aid part 3.08.03 "all sections of the same course offering must have the same course fee charged for all sections. The School of Nursing is proposing a fee differential and would like to collect an additional \$100 per course if the course information is delivered on-line or through interactive television. This fee differential would affect approximately 60 courses and generate an additional \$88,800 in fee revenue. Currently, the same course may be offered in classroom, via the Internet or broadcast over interactive television to provide access to distance education for no additional fee. Staff does not recommend granting a waiver for differential course fees for the School of Nursing.

Staff recommends that other institutions (since they will not obtain enterprise status this year) be allowed a 1.1% tuition revenue increase. In order to provide some flexibility to these

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institutions, staff recommends that the Commission allow these non-enterprise status institutions to adjust their “full-time window.” Institutions currently charge students who, for example, enroll between 10 and 18 credit hours the same tuition rate. Staff is recommending that the Commission allow institutions to change that window by 1 credit hour. For the example above, full-time for tuition purposes would be students enrolled between 11 and 18 credit hours. Even with this change, the institutions must stay within the 1.1% tuition revenue limit in the Long bill.

Motion

That the Commission adopts the tuition plan for higher education as presented in [Appendix A](#) and the above write-up.

STATUTORY AUTHORITY

The Commission’s authority for this item is found in 23-1-105, C.R.S.

FY 2005 Proposed Tuition Plan for Institutions

Institution	FY 2004 Tuition	FY 2005 Total Tuition Increases**	FY 2005 Proposed Tuition	% Change	Estimated % of UG Students in Each Category	Weighted Average	FY 2005 Enterprise Adjustment
University of Colorado - Boulder							
Res. UG A&S	3,192	194.71	3,387	6.1%	64.0%	3.9%	95.76
Res UG Business	4,764	685.88	5,450	11.4%	13.0%	1.5%	142.92
Res UG Engineering	3,852	612.01	4,464	15.8%	13.0%	2.1%	115.56
Res UG Other	3,264	264.38	3,528	8.1%	10.0%	0.8%	97.92
					Total	8.3%	
University of Colorado Colorado Springs							
Res. UG A&S	3,024	184.46	3,208	6.1%	63.0%	3.8%	90.72
Res UG Bus & Eng	3,296	266.98	3,563	8.1%	25.0%	2.0%	98.88
Res UG Nursing	4,500	436.50	4,937	9.7%	12.0%	1.2%	135.00
					Total	7.0%	
University of Colorado - Denver							
Res. UG Lower Division	3,028	184.71	3,213	6.1%	52%	3.2%	90.84
Res UG Upper Division	3,300	267.30	3,567	8.1%	48%	3.9%	99.00
					Total	7.1%	
University of Colorado Health Sciences Center							
Res UG Nursing	5,730	452.00	6,182	7.9%		7.9%	171.90

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Colorado State University*	2,908	31.99	2,940	1.1%
Colorado State University-Pueblo*	2,289	25.18	2,314	1.1%
Fort Lewis College*	2,020	22.22	2,042	1.1%
Adams State College*	1,798	19.78	1,818	1.1%
Mesa State College*	1,855	20.41	1,875	1.1%
Metropolitan State College of Denver*	2,021	22.23	2,043	1.1%
Western State College*	1,783	19.61	1,803	1.1%
Colorado School of Mines*	5,700	62.70	5,763	1.1%
University of Northern Colorado*	2,520	27.72	2,548	1.1%
Community Colleges of Colorado*	1,585	17.44	1,602	1.1%

* 1.1% Tuition increase does not reflect an increase of charges for an additional credit hour

** Total Tuition Increases includes base increases between 5.0% and 7.0%, inflation adjustment, and tuition differentials.

Appendix A

FY 2005 Proposed Tuition Plan for Institutions

Institution	FY 2004 Tuition	FY 2005 Total Tuition Increases**	FY 2005 Proposed Tuition	% Change	Estimated % of UG Students in Each Category	Weighted Average	FY 2005 Enterprise Adjustment
University of Colorado - Boulder							
Res. UG A&S	3,192	194.71	3,387	6.1%	64.0%	3.9%	95.76
Res UG Business	4,764	685.88	5,450	11.4%	13.0%	1.5%	142.92
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Res UG Upper Division	3,300	267.30	3,567	8.1%	48%	3.9%	99.00
					Total	7.1%	
University of Colorado							

Health Sciences Center						
Res UG Nursing	5,730	452.00	6,182	7.9%		7.9%
Colorado State University*	2,908	31.99	2,940	1.1%		
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* 1.1% Tuition increase does not reflect an increase of charges for an additional credit hour

**Total Tuition Increases includes base increases between 5.0% and 7.0%, inflation adjustment, and tuition differentials.

171.90

TOPIC: CAPITAL CONSTRUCTION

PREPARED BY: JOAN JOHNSON

I. SUMMARY AND BACKGROUND

Since October, 2001, capital construction and controlled maintenance projects funded with state general fund money have been few and far between. In fact, several projects that received funding approval for the 2001-02 FY ultimately lost their funding because they either had not spent 25% of the appropriated funds or were included in the FY 02 Long Bill in case money was available in March 2002, which ultimately it was not. Since all this occurred, only one project, the Green Center Decontamination Project at the School of Mines, has received any general fund money (except for the COP projects at the Health Sciences Center in 2003). CCHE sent forward to the Capital Development Committee (CDC) nine state-funded capital projects for FY 04-05. The CDC sent all nine on to the JBC, which funded one – the Green Center.

For two years, CCHE has requested the governing boards to only submit health and life/safety projects for general fund support. The boards have been conscientious about doing this. Although the outlook for increased capital funds in FY 05-06 remains tight, there are certain events that could take place (passage of a ballot issue in November) that might make some funds available for capital construction. CCHE should therefore re-affirm its policy to the governing boards that they:

1. Only send in health and life/safety projects for general fund support;
2. Include in their five-year plans an alternative source of funding for all general funded projects;
3. Explore the feasibility of a student facility fee to be used first for controlled maintenance projects and, second, for capital construction projects

II. STAFF ANALYSIS

Because of the history and background stated above, all higher education governing boards should begin looking in earnest for alternative sources of funds for both capital construction and controlled maintenance. Higher education is different from other state agencies because it has access to alternative sources of funds that other agencies do not have.

Additionally, higher education institutions, whether or not they are enterprises under SB 04-189 and SB 04-252, are still required to have **ALL** projects (**regardless of the source of funds**) approved through CCHE, CDC and JBC. State-funded projects then have to be approved by the entire Legislature via the Long Bill.

The CCHE Task Force on Alternative Methods of Funding both Capital Construction and Controlled Maintenance has met twice this year and has plans to meet throughout the summer and fall. It is anticipated this group will have recommendations for CCHE and, if necessary, the Legislature for the 2005 session.

The University of Colorado at Boulder is the first institution to use the process provided for in CCHE's policies to ask students to approve a facilities' fee. A few weeks ago, the student government at Boulder approved such a fee. The fee is set at \$100 for the first year, \$200 in the next year, \$300 in the following year and, in the fourth year, it increases to \$400 a year for the next 16 years to pay off four projects: the Law School, the Business School, the ATLAS Project and a campus-wide IT Infrastructure project. All projects received CCHE and legislative approval.

Many other institutions around the country routinely assess a facilities' fee that is used for both capital and controlled maintenance projects. Even if there is general fund money available for the FY 05-06 year, at least \$28 million may be needed to start paying off the bonds for the Fitzsimons projects and the new prison, if the state wins the lawsuit that has been filed against the bill. That \$28 million will be shown as a "no choice" project at the top of the capital list and will get funded before anything else.

III. STAFF RECOMMENDATION

That the Commission recommend the following to the Governing Boards of Colorado Higher Education:

- 1. That the only capital construction projects forwarded to CCHE for possible inclusion on a priority list for the General Assembly to be funded with general fund money shall be those concerning health and life/safety;**
- 2. That projects included on Five-Year Plans include alternative sources of funding for all general-funded projects;**
- 3. That each governing board begin exploring the feasibility of a student facility fee to be used first for controlled maintenance of existing buildings and, secondly, for capital construction projects.**

STATUTORY AUTHORITY

The statutory authority for this recommendation can be found in 23-1-106 (C.R.S.). Using fees for capital construction and/or controlled maintenance is also in Commission-approved Policies and Procedures VI-C-5, 3.07, which was approved on October 4, 2001.

TOPIC: NEWLY APPROVED DEGREE PROGRAMS AND PROGRAM NAME CHANGES

PREPARED BY: 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 shifting 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: Colorado School of Mines
Program Title: Professional Master of Petroleum Reservoir Systems (CIP 40.0601 Seq 00)
2. Institution: Colorado School of Mines
Program Title: Professional Master of Mineral Exploration and Mining Geosciences (CIP 40.0601 Seq 01)
3. Institution: Colorado School of Mines
Program Title: Professional Master of Environmental Chemistry (CIP 14.1401)

B. Degree Program Name Change

1. Institution: Colorado School of Mines
Current Degree Program Title: Master of Science in Chemical and Petroleum-Refining Engineering (MS)

Revised Degree Program Title: Master of Science in Chemical Engineering (MS)

Approved by: Trustees of the Colorado School of Mines

Rationale: The revised degree title is now more appropriate for the options within the program.

Scope of Proposed Change: The name change will not affect the curricular options currently available in the program.

Proposed Action by the Executive Director: Approve the degree title change as requested, effective immediately.

2. Institution: Colorado School of Mines

Current Degree Program Title: Doctor of Philosophy in Chemical and Petroleum-Refining Engineering (PhD)

Revised Degree Program Title: Doctor of Philosophy in Chemical Engineering (PhD)

Approved by: Trustees of the Colorado School of Mines

Rationale: The revised degree title is now more appropriate for the options within the program.

Scope of Proposed Change: The name change will not affect the curricular options currently available in the program.

Proposed Action by the Executive Director: Approve the degree title change as requested, effective immediately.

3. Institution: University of Colorado-Colorado Springs

Current Degree Program Title: Bachelor of Science Health Cares Services (BS)

Revised Degree Program Title: Bachelor of Science Health Care Science (BS)

Approved by: Regents of the University of Colorado

Rationale: The revised degree title now is more appropriate for the options within the degree and also is a more contemporary title.

Scope of Proposed Change: Options within the degree are: health care management, nutrition, sports health and wellness promotion, and forensic health care.

Proposed Action by the Executive Director: Approve the degree title change as requested, effective immediately.

4. Institution: University of Colorado-Colorado Springs
- Current Degree Program Title: Bachelor of Arts in Fine Arts (BA)
- Revised Degree Program Title: Bachelor of Arts in Visual and Performing Arts (BA)
- Approved by: Regents of the University of Colorado

Rationale: The revised degree title is now more appropriate for the options within the program.

Scope of Proposed Change: Options within the degree include concentration in either studio art or art history.

Proposed Action by the Executive Director: Approve the degree title change as requested, effective immediately.

5. Institution: University of Colorado-Denver
- Current Degree Program Title: Master of Arts in Biology (MA)
- Revised Degree Program Title: Master of Science in Biology (MS)
- Approved by: Regents of the University of Colorado

Rationale: The revised title better reflects the nature of the degree and provides a more favorable connotation to prospective students and potential employers of graduates of the program.

Scope of Proposed Change: The name change will not affect the curricular options currently available in the program.

Proposed Action by the Executive Director: Approve the degree title change as requested, effective immediately.

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: REPORT ON OUT-OF-STATE INSTRUCTION

PREPARED BY: ANDREW BRECKEL III

I. SUMMARY

The Commission holds statutory responsibility to approve instruction offered out-of-state beyond the seven contiguous states. By action of the Commission in 1986 the Executive Director may act for the Commission to approve or deny requests from governing boards for approval of courses and programs to be offered by their institutions. This agenda item includes instruction that the Executive Director has certified as meeting the criteria for out-of-state delivery. These programs are sponsored by the Metropolitan State College of Denver Board of Trustees, the Board of Trustees of Adams State College and the Board of Trustees of Western State College.

II. ACTION

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

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.

- **HIS 390W Topographical Studies of Ancient Rome from Primary Sources**
The dates for this course are May 22 through June 5, 2004 in Rome, Italy.

The Board of Trustees of Adams State College has submitted a request for an out-of-state instructional program to be delivered by Adams State College in **Greentown, Indiana; Dayton, Ohio; Fresno, California; Columbus, Ohio; Indianapolis, Indiana; Marietta, Georgia; Beaufort, South Carolina; Pittsburgh, Pennsylvania and Bristol, Connecticut.**

- **ED 589: Effective Teaching Strategies Seminar**
The dates for this course are April 30, 2004 (Indiana) and April 28 or 29, 2004 (Ohio).
- **ED 589: Data Teams Seminar**
The dates for this course are May 18, 2004 (California), April 28, 2004 (Ohio), and June 5, 2004 (Indiana).
- **ED 589: Data-Driven Decision Making Seminar**

The dates for this course are May 20 or 21, 2004 (Ohio), June 4, 2004 (Indiana), and June 10 or 11, 2004 (Georgia).

- **ED 589: Data-Driven Decision Making & Data Teams Certification Training**
The dates for this course are June 7-9, 2004 (South Carolina) and June 14-16, 2004 (California).
- **ED 589: Making Standards Work Series Seminar**
The dates for this course are March 26 – June 24, 2004 (Pennsylvania) and June 22-24, 2004 (Connecticut).

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

- **ART397: The Art and Architecture of Italy**
The dates of this program are May 30 – June 28, 2004 in Florence, Italy.
- **BIOL397/ENVS397/RECR397: Galapagos/Ecuadorian Rainforest Exploration**
The dates of this program are May 19 –June 8, 2004 in a variety of sites in Galapagos and the Ecuadorian Rainforest.
- **Spanish490: Workshop in Mexico, Civilization and Culture of Mexico**
- **Spanish490: Workshop in Mexico, Language and History**
The dates of this program are May 30 – June 26, 2004 in Puebla, Mexico.
- **ANTH469: Anthropology Field School**
The dates of this program are May 17 – June 9, 2004 in Southwest United States and Northern Mexico.

III. 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: STATEWIDE REPORT ON RACIAL AND ETHNIC
COMPOSITION OF STUDENTS AND FACULTY**

**PREPARED BY: JULIE CARNAHAN, JIM JACOBS AND SONIA SCHAIBLE-
BRANDON**

I. SUMMARY

The racial and ethnic composition of students and faculty is an important issue for these institutions. Recruitment and retention of underrepresented students requires leadership by institution presidents, vice presidents, and deans. Efforts must be proactive and sustained over a long period to build critical masses of students and faculty from underrepresented groups.

This item addresses the aspect of the Commission's policy pertaining to a series of underrepresented student measures prescribed in the policy. Among its key points are:

- Access to higher education by students reported as Asian, Black, Hispanic, or Native American are affected by their performance in high school.
- Participation levels in higher education by students from underrepresented populations have been relatively stable between fall 2000 and fall 2003. Gains, though modest at times, are being made and documented for various student levels as well as faculty and staff.
- Governing boards and institutions have taken a variety of actions and initiatives to increase student access and success. Many participate in a number of federally funded and institutionally funded programs that seek to improve awareness of college opportunities. Other initiatives include greater emphasis on providing academic advising, tutoring, mentoring and early intervention for those students who were under prepared for college level work. These initiatives will help to increase retention rates and, ultimately, graduation rates for these students.

II. BACKGROUND

Beginning in 1999, CCHE's Quality Indicator System (QIS) measured the retention and graduation rates for minority students. The 2002 report compared retention and graduation data with the QIS data to give Commissioners a broader picture of how underrepresented students fared once they started in the higher education system.

This year, the report includes quantitative data on a statewide level and descriptive information on an institution level. All of the statewide level information covered in this

report is also collected for each institution. Information on retention, graduation and transfer rates is also collected for each institution.

Most data are presented on a multi-year basis for comparison purposes, with CCHE's Student Unit Record Data System (SURDS) being the primary data source.

III. STAFF ANALYSIS

Representation in Colorado's public higher education system is highly dependent on the population that exists in Colorado public high schools. We take into consideration the number of students from underrepresented groups enrolled and graduated from Colorado's public high schools when assessing the proportional representation within higher education of the same groups. It is important to note that we do not consider the Colorado public high school numbers absolute benchmarks, but relative points of comparison for discussion purposes.

A. Colorado Public High School Enrollments /Graduates by Race/Ethnicity:

Tables 1 & 2 show the number of students who are **enrolled** in Colorado public high schools and the number who **graduated** from Colorado public high schools.

Table 1. COLORADO PUBLIC HIGH SCHOOL ENROLLMENTS BY RACE/ETHNICITY

Race/Ethnicity	Students Enrolled in Fall --							
	2000		2001		2002		2003	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Asian	20,932	2.9	22,131	3.0	22,810	3.0	23,558	3.1
Black, Non-Hispanic	40,156	5.6	42,361	5.7	43,034	5.7	44,085	5.8
Hispanic	159,581	22.1	172,940	23.3	182,826	24.3	191,976	25.3
Native American	8,258	1.1	8,710	1.2	8,950	1.2	8,996	1.2
Subtotal	228,927	31.7	246,142	33.2	257,620	34.3	268,615	35.5
White, Non-Hispanic	494,214	68.3	496,003	66.8	494,242	65.7	489,053	64.5
Total	723,141	100.0	742,145	100.0	751,862	100.0	757,668	100.0

Table 2. COLORADO PUBLIC HIGH SCHOOL GRADUATES BY RACE/ETHNICITY

Race/Ethnicity	Graduates in --							
	2000		2001		2002		2003	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Asian	1,288	3.3	1,250	3.2	1,442	3.5	1,397	3.3
Black, Non-Hispanic	1,693	4.3	1,681	4.3	1,798	4.4	1,849	4.4
Hispanic	5,172	13.3	5,321	13.6	5,700	14.0	6,270	14.8
Native American	321	0.8	305	0.8	314	0.8	368	0.9
Subtotal	8,474	21.8	8,557	21.8	9,254	22.7	9,884	23.3
White, Non-Hispanic	30,450	78.2	30,684	78.2	31,506	77.3	32,495	76.7
Total	38,924	100.0	39,241	100.0	40,760	100.0	42,379	100.0

Source: Colorado Department of Education; totals include alternative schools.

The number of students enrolled in each race/ethnicity category has remained relatively steady over the last four years. When looking at graduation rates it appears the graduation rate for Asian students is slightly higher than the percentage of students enrolled, 3.3% compared to 3.1%. Black non-Hispanic students and Native American students have a slightly lower graduation rate than of students enrolled, 4.4% compared to 5.8%, and 0.9% compared to 1.2%, respectively.

Hispanic students make up 25.3% of the enrolled students, but only 14.8% of the students who graduate. However, there has been a slight improvement in graduation rates of Hispanic students over the last four years, moving from a rate of 13.3% to a rate of 14.8%.

B. In-State Entering Undergraduates

Table 3 documents the number of undergraduates entering Colorado public higher education for the first time over four consecutive fall terms.

**Table 3. IN-STATE FIRST-TIME ENTERING UNDERGRADUATE HEADCOUNT BY RACE/ETHNICITY
COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Student Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --							
		2000		2001		2002		2003**	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State First-time Entering Undergraduate*	Asian	1,136	3.7	1,162	3.4	1,288	3.7	1,251	3.6
	Black, Non-Hispanic	1,146	3.7	1,206	3.6	1,390	4.0	1,304	3.8
	Hispanic	4,444	14.4	4,914	14.5	5,093	14.6	4,783	13.9
	Native American	515	1.7	636	1.9	583	1.7	610	1.8
	Subtotal	7,241	23.5	7,918	23.4	8,354	24.0	7,947	23.2
	White, Non-Hispanic	22,135	71.9	24,175	71.3	25,100	72.1	24,652	71.9
	NR Alien	173	0.6	344	1.0	74	0.2	277	0.8
	Unknown	1,253	4.1	1,459	4.3	1,307	3.8	1,425	4.2
	Level Total	30,802	100.0	33,896	100.0	34,834	100.0	34,301	100.0

*Excludes students enrolled exclusively in Extended Studies Program. Source: SURDS Enrollment File, selected fall terms.

**Changes in data definitions may affect populations examined, thus populations in 2003 may not be comparable with previous years.

Note: The reader is cautioned about interpretation of the data when table cells contain small numbers; conclusions may be misleading due to the disproportionate impact a single case may have.

Overall proportions of students from specific racial/ethnic groups have remained relatively stable, compared with fall 2000. As indicated in Table 3, there was a slight decrease in the number of first-time entering undergraduates Hispanics after a three-year increase, from 14.4% to 13.9%. Part of the decrease could be explained in the increase in percentage of Non-Resident Alien and Unknown categories. The increases in these two categories suggest some students are opting out of indicating their race/ethnicity on application forms. Also, it is important to note that definitional changes in “first time” student were implemented in 2003 making comparisons between this year and the three previous years problematic.

Colorado's higher education institutions' ability to attract underrepresented populations closely reflects the number of those students who actually graduate from high school. While the number of high school graduates who matriculate into higher education is positive, higher education is missing out on attracting those students who enroll in high school but never graduate. This difference is most noticeable for Hispanic students who represent 25.3% of students enrolled in public high school but represent only 14.8% of students who graduate.

C. In-State Enrollments by Level

Table 4 shows in-State Enrollment by level. It is important to point out that the decrease in Black non-Hispanics and Hispanic first time entering student percentages (see Table 3) is not seen in the overall student enrollment percentages (see Table 4). Black non-Hispanic numbers are up slightly while Hispanic enrollments are steady at 12.2%, which suggests that older students in these two groups may be re-enrolling in higher education.

At the graduate level, the number of minority students continues to remain steady, with a slight increase for Hispanic students, from 5.9% to 6.3% over the last four years.

**Table 4. STUDENT HEADCOUNT BY RACE/ETHNICITY
COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --							
		2000		2001		2002		2003	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	5,532	3.5	5,655	3.6	6,067	3.6	6,260	3.6
	Black, Non-Hispanic	5,713	3.6	5,844	3.7	6,467	3.9	6,867	4.0
	Hispanic	18,857	12.0	19,220	12.1	20,457	12.2	21,154	12.2
	Native American	2,556	1.6	2,573	1.6	2,696	1.6	2,789	1.6
	Minority Subtotal	32,658	20.9	33,292	20.9	35,687	21.4	37,070	21.4
	White, Non-Hispanic	117,308	74.9	118,401	74.4	123,877	74.1	127,232	73.5
	NR Alien	447	0.3	651	0.4	408	0.2	861	0.5
	Unknown	6,110	3.9	6,694	4.2	7,152	4.3	7,880	4.6
	Level Total	156,523	100.0	159,038	100.0	167,124	100.0	173,043	100.0
In-State Graduate/First Professional*	Asian	658	4.1	679	4.1	745	4.3	746	4.1
	Black, Non-Hispanic	320	2.0	358	2.2	337	1.9	369	2.0
	Hispanic	942	5.9	961	5.9	1,051	6.0	1,146	6.3
	Native American	150	0.9	147	0.9	159	0.9	152	0.8
	Minority Subtotal	2,070	13.0	2,145	13.1	2,292	13.1	2,413	13.3
	White, Non-Hispanic	12,892	80.7	13,161	80.4	14,011	80.0	14,444	79.5
	NR Alien	2	0.0	7	0.0	188	1.1	160	0.9
	Unknown	1,007	6.3	1,065	6.5	1,032	5.9	1,152	6.3
	Level Total	15,971	100.0	16,378	100.0	17,523	100.0	18,169	100.0
In-State Total*	Asian	6,190	3.6	6,334	3.6	6,812	3.7	7,006	3.7
	Black, Non-Hispanic	6,033	3.5	6,202	3.5	6,804	3.7	7,236	3.8
	Hispanic	19,799	11.5	20,181	11.5	21,508	11.6	22,300	11.7
	Native American	2,706	1.6	2,720	1.6	2,855	1.5	2,941	1.5
	Minority Subtotal	34,728	20.1	35,437	20.2	37,979	20.6	39,483	20.6
	White, Non-Hispanic	130,200	75.5	131,562	75.0	137,888	74.7	141,676	74.1
	NR Alien	449	0.3	658	0.4	596	0.3	1,021	0.5
	Unknown	7,117	4.1	7,759	4.4	8,184	4.4	9,032	4.7
	Level Total	172,494	100.0	175,416	100.0	184,647	100.0	191,212	100.0

D. Degrees and Certificates Awarded to In-State Undergraduate Students

Table 5 shows the number of degrees and certificates awarded to in-state students by race/ethnicity. Of the 15,519 awards granted at all undergraduate levels in FY2003, students from underrepresented groups received 18.0 % of the total.

Asian, Black, Hispanic, and Native American students received 21.1% of certificates awarded and 22.0% of Associate degrees. This same group received 15.9% of all Baccalaureate degrees. The number of Certificates, Associate degrees and Baccalaureate degrees has gone up across the categories for minority students even though the proportional total has decreased slightly.

Table 5. DEGREES/CERTIFICATES AWARDED TO IN-STATE UNDERGRADUATE STUDENTS BY AWARD LEVEL AND RACE/ETHNICITY

Award Level	Recipient Race/Ethnicity	In-State Degrees and Certificates Awarded in Fiscal Year--							
		2000		2001		2002		2003	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level
Certificate	Asian	79	2.4	98	2.7	75	1.8	98	2.0
	Black, Non-Hispanic	114	3.5	130	3.6	156	3.8	192	4.0
	Hispanic	534	16.2	508	14.2	575	14.2	657	13.6
	Native American	41	1.2	54	1.5	56	1.4	71	1.5
	Subtotal	768	23.4	790	22.1	862	21.2	1,018	21.1
	White, Non-Hispanic	2,427	73.8	2,671	74.7	3,063	75.5	3,636	75.5
	NR Alien	3	0.1	11	0.3	12	0.3	14	0.3
	Unknown	90	2.7	105	2.9	120	3.0	149	3.1
	Level Total	3,288	100.0	3,577	100.0	4,057	100.0	4,817	100.0
Associate	Asian	131	2.9	125	2.7	103	2.3	130	2.7
	Black, Non-Hispanic	155	3.5	204	4.4	211	4.6	210	4.3
	Hispanic	540	12.1	594	12.9	596	13.0	653	13.4
	Native American	57	1.3	53	1.1	57	1.2	78	1.6
	Subtotal	883	19.7	976	21.1	967	21.1	1,071	22.0
	White, Non-Hispanic	3,522	78.7	3,555	76.9	3,498	76.5	3,668	75.2
	NR Alien	8	0.2	7	0.2	6	0.1	14	0.3
	Unknown	65	1.5	82	1.8	104	2.3	125	2.6
	Level Total	4,478	100.0	4,620	100.0	4,575	100.0	4,878	100.0
Baccalaureate	Asian	626	4.3	594	4.1	606	4.0	604	3.9
	Black, Non-Hispanic	335	2.3	385	2.7	360	2.4	404	2.6
	Hispanic	1,113	7.6	1,215	8.4	1,269	8.4	1,223	7.9
	Native American	232	1.6	202	1.4	229	1.5	232	1.5
	Subtotal	2,306	15.7	2,396	16.6	2,464	16.4	2,463	15.9
	White, Non-Hispanic	11,938	81.4	11,561	80.1	12,036	80.1	12,480	80.4
	NR Alien	0	0.0	3	0.0	11	0.1	19	0.1
	Unknown	428	2.9	476	3.3	512	3.4	557	3.6
	Level Total	14,672	100.0	14,436	100.0	15,023	100.0	15,519	100.0

E. Degrees Awarded to In-State Graduate Students

Table 6 looks at the graduate level where the percentage of awards granted to underrepresented populations varies more from year-to-year as the degree level

moves upward. Master's degrees awarded to minority students have been steady, in the range of 7.4% to 8.4%, over the past four years. First professional degrees awarded to students of color increased from 18.1% in 2000 to 22.5% in 2003. Asian, Black, Hispanic, and Native American students received 9.0% of all graduate degrees during 2003, and 16.5% of degrees awarded across all levels.

Table 6. DEGREES AWARDED TO IN-STATE GRADUATE STUDENTS BY AWARD LEVEL AND RACE/ETHNICITY

Award Level	Recipient Race/Ethnicity	In-State Degrees and Certificates Awarded in Fiscal Year--							
		2000		2001		2002		2003	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level
Masters	Black, Non-Hispanic	69	1.8	70	1.8	65	1.7	65	1.6
	Hispanic	203	5.4	229	5.9	209	5.6	206	5.0
	Native American	25	0.7	23	0.6	34	0.9	36	0.9
	Subtotal	297	7.9	322	8.4	308	8.2	307	7.4
	White, Non-Hispanic	3,280	87.0	3,293	85.5	3,215	85.5	3,560	85.7
	NR Alien	1	0.0	0	0.0	0	0.0	45	1.1
	Unknown	191	5.1	238	6.2	237	6.3	240	5.8
	Level Total	3,769	100.0	3,853	100.0	3,760	100.0	4,152	100.0
Specialist	Asian	0	0.0	1	2.3	0	0.0	0	0.0
	Black, Non-Hispanic	0	0.0	2	4.5	0	0.0	1	2.2
	Hispanic	1	6.7	5	11.4	5	12.2	5	11.1
	Native American	0	0.0	1	2.3	0	0.0	0	0.0
	Subtotal	1	6.7	9	20.5	5	12.2	6	13.3
	White, Non-Hispanic	14	93.3	33	75.0	34	82.9	38	84.4
	NR Alien	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	0	0.0	2	4.5	2	4.9	1	2.2
Level Total	15	100.0	44	100.0	41	100.0	45	100.0	
First Professional	Asian	29	6.2	41	9.3	35	7.9	53	11.0
	Black, Non-Hispanic	11	2.3	6	1.4	17	3.8	20	4.1
	Hispanic	31	6.6	23	5.2	32	7.2	32	6.6
	Native American	14	3.0	7	1.6	7	1.6	4	0.8
	Subtotal	85	18.1	77	17.4	91	20.5	109	22.5
	White, Non-Hispanic	377	80.2	357	80.8	332	74.9	357	73.8
	NR Alien	0	0.0	0	0.0	0	0.0	1	0.2
	Unknown	8	1.7	8	1.8	20	4.5	17	3.5
Level Total	470	100.0	442	100.0	443	100.0	484	100.0	
Doctorate	Asian	17	3.6	17	3.6	16	3.6	18	3.8
	Black, Non-Hispanic	10	2.1	10	2.1	7	1.6	8	1.7
	Hispanic	22	4.7	10	2.1	8	1.8	13	2.7
	Native American	3	0.6	0	0.0	2	0.5	9	1.9
	Subtotal	52	11.1	37	7.9	33	7.5	48	10.0
	White, Non-Hispanic	387	82.9	409	87.6	378	86.1	391	81.5
	NR Alien	0	0.0	0	0.0	1	0.2	3	0.6
	Unknown	28	6.0	21	4.5	27	6.2	38	7.9
Level Total	467	100.0	467	100.0	439	100.0	480	100.0	
Total In-State-- All Award Levels	Asian	882	3.2	876	3.2	835	2.9	903	3.0
	Black, Non-Hispanic	694	2.6	807	2.9	816	2.9	900	3.0
	Hispanic	2,444	9.0	2,584	9.4	2,694	9.5	2,789	9.2
	Native American	372	1.4	340	1.2	385	1.4	430	1.4
	Subtotal	4,392	16.2	4,607	16.8	4,730	16.7	5,022	16.5
	White, Non-Hispanic	21,945	80.8	21,879	79.7	22,556	79.6	24,130	79.4
	NR Alien	12	0.0	21	0.1	30	0.1	96	0.3
	Unknown	810	3.0	932	3.4	1,022	3.6	1,127	3.7
Grand Total	27,159	100.0	27,439	100.0	28,338	100.0	30,375	100.0	

Note: The reader is cautioned about interpretation of the data when table cells contain small numbers; conclusions may be misleading due to the disproportionate impact. Source: SURDS Degree Files, selected years.

F. Full-Time Faculty and Staff

Table 7 documents the number of full-time faculty, full-time faculty new hires, and full-time staff by race/ethnicity in fall snapshots for 1999, 2001, and 2003. The proportion of full-time faculty from underrepresented groups has remained around 12.0% over the four years represented in these surveys.

Having a clear understanding of this category is difficult because of the significant increase in the proportion of the “unknown” category, which went from 1.1% in 1999 to 8.1% in 2003. The number of unknown faculty went from 100 in 1999 to 789 in 2003. This suggests that faculty may be opting out of indicating their race/ethnicity when filling out personnel information.

**Table 7. RACE/ETHNICITY OF FULL-TIME FACULTY AND STAFF
COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION**

Faculty/Staff Category	Race/Ethnicity	Race/Ethnicity of Faculty and Staff for Fall --					
		1999		2001		2003	
		#	% of Total	#	% of Total	#	% of Total
Full-time Faculty*	Asian	447	4.9	453	4.7	461	4.8
	Black, Non-Hispanic	148	1.6	141	1.5	146	1.5
	Hispanic	462	5.1	463	4.9	488	5.0
	Native American	82	0.9	67	0.7	66	0.7
	Subtotal	1,139	12.6	1,124	11.8	1,161	12.0
	White, Non-Hispanic	7,602	83.9	7,587	79.5	7,341	75.7
	NR Alien	216	2.4	373	3.9	404	4.2
	Unknown	100	1.1	458	4.8	789	8.1
	Total	9,057	100.0	9,542	100.0	9,695	100.0
Full-time Faculty New Hires*	Asian	34	4.5	31	2.5	41	5.8
	Black, Non-Hispanic	10	1.3	19	1.6	16	2.3
	Hispanic	41	5.4	43	3.5	30	4.2
	Native American	9	1.2	7	0.6	0	0.0
	Subtotal	94	12.3	100	8.2	87	12.3
	White, Non-Hispanic	545	71.4	706	58.0	416	58.6
	NR Alien	115	15.1	140	11.5	26	3.7
	Unknown	9	1.2	272	22.3	181	25.5
	Total	763	100.0	1,218	100.0	710	100.0
Full-time Staff	Asian	382	3.0	419	3.1	415	3.2
	Black, Non-Hispanic	500	3.9	484	3.6	459	3.5
	Hispanic	1,882	14.9	1,967	14.7	1,901	14.6
	Native American	155	1.2	154	1.2	142	1.1
	Subtotal	2,919	23.0	3,024	22.6	2,917	22.3
	White, Non-Hispanic	9,435	74.5	9,685	72.5	9,192	70.4
	NR Alien	36	0.3	72	0.5	144	1.1
	Unknown	281	2.2	580	4.3	810	6.2
	Total	12,671	100.0	13,361	100.0	13,063	100.0

Source: IPEDS Fall Staff Surveys, selected years. Faculty data based on line 22 for 1999 and Part A Total Men + Women for 2001 and 2003. New hires based on lines 109 - 111 for 1999 and Part G Full-time Faculty Men + Women for 2001 and 2003. Full-time staff based on line 71 for 1999 and Part B Total Men + Women for 2001 and 2003.

*Includes both instructional and research appointments, both general fund and contract-funded.

Note: The reader is cautioned about interpretation of the data when table cells contain small numbers; conclusions may be misleading due to the disproportionate impact a single case may have.

The proportion of new faculty hires for all minority groups increased slightly in 2003, except for the Native American category which decreased slightly.

full-time faculty new hires are likely impacted by the lack of fiscal resources to hire new faculty because the overall number of new faculty hires went from 1,218 in 2001 to 710 in 2003. This represents a decrease of 41.0% for White, non-Hispanic hires compared to a decrease of 13.0% for underrepresented faculty groups. It appears that despite the significant drop in resources to hire new faculty, institutions are still committed to hiring faculty from underrepresented groups when the funds are available.

The proportion of underrepresented groups among full-time staff has remained steady over the last four years. The percent of white non-Hispanics decreased slightly but this decrease may be explained by the continual increase in the “unknown” category, which has gone from 2.2% in 1999 to 6.2% in 2003.

G. Strategies for Increasing Diversity

Each governing board has submitted a report addressing how each institution will improve access, retention, and completion rates for underrepresented students.

SUMMARIES OF INSTITUTIONAL REPORTS

University of Northern Colorado

Resident minority students comprised 13.4% of UNC’s resident undergraduate enrollment in Fall 2003. This was the second-lowest percentage share of the past five years. Resident minority graduate students totaled 8.8%, a slight decline from the previous year. Minority faculty membership was reported at 11.1% in the fall of 2003, with tenure-track minority faculty listed at 13.4%. Minority executive, administrative and managerial positions accounted for 16.1% of the total.

The university’s cultural centers provide academic and social support for students. These centers participated in 104 recruitment events, interacting with 1,871 potential UNC students. UNC also is involved in many programs to improve student performance and increase retention. It participates in a variety of federal grant programs such as GearUp, which is designed to increase access by underrepresented students, and the McNair Scholars Program – an undergraduate research program to prepare low-income and minority students for enrollment in and completion of doctoral degrees.

Metropolitan State College of Denver

For the fall 2003 semester, 23.3% of Metro State's students were ethnic minorities. In addition, 16.5% of the faculty, 23% of the administrative staff and more than 30% of the classified staff were ethnic minorities. Goals of the 2003/2004 diversity plan were to focus on recruitment, maintaining participant and leadership roles in community and college organizations; continuing the Excel Recruitment program in 14 metropolitan Denver area high schools, continuing to collaborate with the College Assistant Migrant Program, and maintaining agreements with high school Upward Bound programs to guarantee participants admission to MSCD.

To increase retention, the college will work through its Student Support Services Program, which provides academic advising, tutoring, mentoring, study skills instruction, financial aid, career and personal counseling to low-income, or first-generation college students and to students with disabilities. MSCD is also working to improve faculty and staff diversity. It acknowledged that its non-white tenure track faculty declined from 28.6% to 16.5% during the last three to five years.

Fort Lewis College

A new position, Admissions Counselor for Multicultural Recruitment, was created to focus on recruiting traditionally underrepresented populations. The college continues to work with the Venture Scholars Program, a program that identifies high-achieving African American, Hispanic and Native American high school and college students, to encourage careers in science, engineering, mathematics and medicine. Fort Lewis College is the only higher education institution in Colorado to partner with this program, which has 12,000 students nationwide. The school's minority student enrollment totaled 25% in the fall of 2003. Native American students made up 18% of the student population.

Mesa State College

Highlights from the evaluation of various diversity goals: The number of freshmen minority applicants decreased from 554 resident minority applicants in 2002 to 487 in 2003, with 353 admitted and 157 enrolled. Total resident minority enrollment increased from last year. While total resident minority graduations remained constant, QIS data show increased retention efforts appear to be producing gains in the number and percentage of resident and non-resident minority students graduating, and the number in the pipeline. Initiatives have included focusing recruiting on more academically qualified minorities rather than simply on enrolling more students. The campus-wide Peer Tutorial/Mentoring Program continues to provide all students with tutoring and other academic support, social support, and mentoring. Mesa State continues to enroll students from outside the traditional Western Slope counties that have been the school's traditional base.

Adams State College

Adams State has a highly diverse student body with more than one-third (34.6%) minority students. Adams State has adopted six major diversity goals:

- 1) Maintain a diverse student body profile,
- 2) Make vigorous efforts to foster student/graduate success,
- 3) Educate for a diverse world,
- 4) Provide a campus environment that supports diversity,
- 5) Enhance the diversity of the college's faculty/staff, and
- 6) Maintain and enhance the college/K-12 interaction.

Future goals include maintaining and improving the six-year success rate of minority students at levels equal to or above the majority of students on campus. This goal was achieved for the 1995 cohort of minority freshmen. The college is implementing a General Education Assessment Plan to provide information needed for continuous quality improvement of general education.

Western State College

More than 94% of Western State's students come from outside the Gunnison Valley. The goal stated in the 2003 plan was to reach 9.5% minority student enrollment, and to continue to strive for gender balance. The percent of students reporting themselves as minorities increased by 1%, reaching 9.8% over the past year. The percentage of women in the student body in fall 2003 was 44.3%, a 1% decrease from the year before.

Retention of minority students continues to be a struggle and ethnic diversity in the work force is a much more difficult goal. At Western, only 1% of full-time faculty are members of a minority group, while 6.7% of the college work force are minorities. This is a decrease of 1.9% in the faculty and an increase of 0.7% in the total work force. The college continues its goals of increasing enrollment, retention and graduation of minority students and of focusing on diversification of student socio-economic status to reflect the state of Colorado.

Colorado State University – Pueblo

Colorado State University-Pueblo reported undergraduate enrollment of 4,045 at opening census 2002-2003. Minority students accounted for 36%, up from 33% in the fall of 1999. Hispanic students made up the bulk of minority students, representing nearly 28% of total undergraduate enrollment.

CSU-P lists a number of programs in which diversity is important, including the federally-funded Southern Colorado Educational Opportunity Center, which helped more than

2,000 low-income, first-generation potential college students become better informed and prepared about post-secondary education. Also, the College of Science and Mathematics has worked over the past four years to increase the number of minority science and math majors, raising the total from 27.9% to 33.1%. Finally, the student support services program helps low-income students stay in college with tutoring, counseling, advising, and supplemental instruction.

Colorado State University

Total undergraduate, minority student enrollment continued to increase in both real numbers and percentages, rising to 12% for fall 2003. Enrollment of minority master's students, however, declined to 7.6%. The percentage of master's degrees remained steady at about 10%. The number of doctoral degree minority students increased slightly to 86 or about 7%. The small number indicates the need for additional recruitment strategies.

Of the 64 new tenure-track faculty hired in 2003, 24 or 38% were members of under-represented groups. This was somewhat below the pattern of the late 1990s.

Colorado School of Mines

The diversity plan for the Colorado School of Mines includes three campus goals:

- 1) To have a diverse student population where all students feel welcome and comfortable while being offered an extraordinary educational experience;
- 2) To attain a level of faculty and staff diversity that matches the student body; and
- 3) To increase and maintain an environment where all ethnicities and genders feel empowered and that encourages their participation free of discrimination.

The percentage of minority undergraduates at CSM rose from 11.9% in 1992 to 14.3% in 2002. Since 1989, the Minority Engineering Program has worked to recruit, retain and graduate minority students. The MEP works with CSM admissions staff to identify feeder minority schools. Summer programs, challenge programs and other programs for junior and senior high schools have worked to increase minority enrollment and success. While 44% of minority students who entered CSM in 1992 were still there four years later, 60% who arrived in 1998 persisted to their fourth year.

University of Colorado at Boulder

Undergraduate minority student enrollment has remained fairly steady over the past five years, accounting for 13.5% of students. The number of new minority Colorado freshmen was at an all-time high of 593 students, a 30% increase since the fall of 1999. First-year retention rates for minority students entering in the fall of 2001 were 79% as opposed to 83% for all students.

The six-year graduation rate for minority students was 56% compared with the 67% for other freshmen. However, this was an increase of three percentage points in one year and an overall increase from 45% in 1990-91.

CU-Boulder's plan for student access and opportunity has been advanced through a variety of retention, leadership and other programs. The pre-collegiate program has been extended into the middle schools, growing from 300 students to more than 750 6th-to-12th graders. Minority faculty in tenure/tenure-track positions accounted for 14% of such faculty and increased by 41% since 1992.

University of Colorado at Colorado Springs

The number of minority undergraduates was at an all-time high for the 2002 academic year. The percentage, however, declined from 19.4% in 1999 to 18.1% in 2002. Importantly, the percentage of minority freshmen returning for the second year is nearly the same as that found among non-minority freshmen. Both groups reported a persistence rate of 64%.

Currently, female faculty or minority faculty account for 42% of tenured/tenure-track positions. The percentage of minority faculty with the rank of full-professor rose from 9% to 11% in the last year. The proportion of non-tenure-track minority faculty grew from 8% last year to 11% this year. The number of minority faculty serving in administrative positions, such as deans, associate/assistant deans, and assistant vice chancellors, more than doubled in the past year with representation currently at 24%.

University of Colorado at Denver

In the fall of 2002, minority students represented 21% of CU-Denver's total enrollment, up by 10% since 1998. Minority undergraduate enrollment rose by 11.5% for the same period and now makes up 27% of total undergraduate students. Of the 171 first-time, full-time freshmen in the fall of 2001, 75% were enrolled the next year, exceeding the 65% overall for first-time freshmen.

In the fall of 2002, women constituted 34% and minorities 13% of UCD faculty. Minority faculty accounted for 15% of tenured/tenure-track professors and 10% of non-tenure-track positions. In the non-faculty occupational categories, minorities constitute 15% of non-officer administrators, 25% of professionals, and 33% of secretarial/clerical positions.

University of Colorado Health Sciences Center

The School of Dentistry reported an increase in minority students from 15% in 2001 to almost 18% in 2002. A new facility is being built to address the national and local shortage of

orthodontists and to provide low-cost orthodontic care for low-income children. This program is considered a pipeline for minority and low-income children to the health care professions.

The School of Medicine reported minority enrollment at 15%, down from the 16.8% in 2001. Minority enrollment at the School of Nursing declined from 13% in 2001 to 10.4% in 2002. Minority degrees, however, increased from 7.3% to 14.3% for the same period.

The School of Pharmacy reported minority enrollment at 38% in 2002. That percentage was consistent for the past five years. The school is involved in a number of activities with high schools to encourage potential students.

Minority faculty constituted 9% of the total in the fall of 2002, at 10.6% in tenured/tenure-track position and 6.2% in non-tenure-track. Minorities accounted for only 1.6% of administrative position and 5.1% of tenured administrators.

Colorado Community Colleges

Arapahoe Community College

Minority students accounted for 15% of student enrollment in 2002, with Hispanic students representing slightly more than half of that total. The 2000 census reported that minorities made up 10% of the population in ACC's service area.

The Jumpstart pilot program, initiated in 2001, targets full-time students who are new to the college environment. Jumpstart students nearly match degree-seeking and all other new students in the percentage carrying grade point averages above 2.0, and significantly exceed the other groups in retention. Minorities accounted for 15% of full-time staff, representing 9.3% of faculty and 12.3% of administrative, managerial and other professional positions.

Colorado Northwestern Community College

While the minority population was 5.3% in the Rio Blanco County service area and 10.7% in Moffat County, CNCC's minority student share was 8.3% in 2003. This was down slightly from 8.9% in 2002 and 10.6% in 1999. The percentage of minority degree completions declined from 6.7% in 2002 to 5% in 2003. Among CNCC initiatives to enhance diversity is a program to teach Spanish to the medical community and education professionals. Additional Spanish courses are planned for 2004. CNCC has developed a college-prep seminar that provides under-prepared students an opportunity to explore college classes and to take the Accuplacer assessment tool before their freshman year.

Community College of Aurora

Minority students accounted for about 39% of total headcount in 2002. Resident minority students represented 39.2% of resident headcount, an increase from the 37% reported the previous year. Of the minority students who entered CCA in the fall of 2001, 32.6% re-enrolled in the fall of 2002, down slightly from the 33.9% re-enrolled in 2001. Of the minority students who entered CCA in the fall of 1999, 27.7% graduated within three years. This was significantly above the 14.8% graduation rate for those entering in 1998. Minority full-time faculty members rose to 19.2% in 2002, up from 11% in 2001.

Community College of Denver

Minority enrollment at the Community College of Denver totaled 56% in 2002, making it the most ethnically diverse public institution in the state. CCD's minority enrollment exceeds the 29% minority population of the Denver Primary Metropolitan Statistical Area. Only Asian student enrollment declined during the past five years.

A CCD goal is increased retention and completion. The school has created a three-tiered model for student assessment, advising and support services and has created a partnership with the Denver Housing Authority to provide access to education, training and related services to adults. Minority associate degree graduates rose from 41.4% in 1998 to 45.7% in 2002. Minority full-time faculty fell from 24.1% in 1999 to 21.6% in 2001. Total minority full-time staff also declined from 42.3% in 1999 to 36.0% in 2001.

Front Range Community College

Student enrollment percentages from all ethnic groups except Hispanics exceed the census distribution for the institution's service area. While 2000 census data reported Hispanic population for the service area at 19.9%, Hispanics represented 10.3% of FRCC students in 2002-2003. Front Range is working on a number of initiatives to increase minority student support and opportunities including mentoring and scholarships, tutoring, peer support, occupational preparation, a pilot leadership program for high school juniors and seniors and a summer bridge program. FRCC also reports a deficit in the percentage of Hispanic administrative staff and faculty positions. It has identified some activities in terms of staff recruitment.

Lamar Community College

Minority students accounted for 19% of enrollment at Lamar Community College in the fall of 2003. This total was less than the 25% minority population in the LCC service area. The college is working on a number of programs to increase minority enrollment such as free English

as a Second Language (ESL) classes, and working with the Department of Education on an adult literacy grant. While graduation rates for minority students increased, retention rates fell. The college has expanded tutoring services for all students and employs a full-time counselor to encourage transfers to four-year institutions. Minority employees accounted for 13.7% of LCC employees.

Morgan Community College

Morgan Community College reported minority student enrollment in 2003 at 12.6% compared to the 14.6% minority population in the service area. MCC has taken a number of initiatives to increase minority student participation, including working with TRIO on financial aid counseling and retention efforts, faculty student advising, full-time tutor services and special interest programs to recruit minority students into teaching careers in math, science and technology. Minorities accounted for 6.1% of overall MCC staff.

Northeastern Junior College

Northeastern Junior College's minority student enrollment was 9.1% for the 2003 spring semester. This was relatively close to census estimates of population for the service area. The 2000 census reported the Hispanic population at 11.9% for Logan County. NJC is working on improving minority participation through high school visitations, working with high school counselors to identify minority students for the Governor's Opportunity Scholarship and Daniels Opportunity Awards, grants for recruiting low-income students, and outreach with statewide organizations.

Otero Junior College

Otero Junior College reports its service area at about 39% minority at the 2000 census. OJC stated that the 2003 student enrollment shows relatively the same demographic breakdown. OJC also reported minority graduation rates of 44% for FY 03 and 33% for FY 02. These numbers nearly mirror the graduation rate for the student body. The minority retention rate for 2003 was 61.2% compared to 63.4% for all students.

Pikes Peak Community College

Minority student enrollment at Pikes Peak Community College totaled 29.8% in 2003. African American students exceeded Hispanic students, as they respectively comprised 12% and 11.3% of the student body that year. The Pikes Peak region's minority population was 21% at the 2000 census. Campus wide, more than 40% of those enrolled were "first generation" college students.

PPCC has instituted an “early warning system” so that students can receive assistance before mid-terms in any semester. Tutorial services have been expanded. Overall, minority representation in the PPCC work force increased from 15.9% in 2002 to 19.8% in 2003. Faculty minority representation increased from 3.6% in 2002 to 4.1% in 2003.

Pueblo Community College

Unduplicated headcount for minority students for 2002-2003 was 35.4%, a slight gain from the 35% reported the previous year. PCC has a full-service learning center that provides students with study skills assistance, basic skills tutoring and services for students with disabilities. Each instructional dean has developed a retention plan aimed at providing learning opportunities to help students achieve their goals. A call center has been created to identify students not attending classes to be individually contacted.

PCC has an overall minority work force of 27.4%. Minorities comprise 16.5% of faculty, 13% of administrators and 38.9% of classified employees.

Red Rocks Community College

Minority students made up 17.5% of the student body in 2002. In 2003, they accounted for 16.7%. Jefferson County’s minority population that year was 11.8%, according to the Jefferson Economic Council. In the spring of 2003, 16.8% of the RRCC students completing AA, AAS, AGS and Certificate programs were minority.

Programs to increase retention and completion by all students included services in the Learning and Resource Center that provides group tutoring and general tutoring in all levels of mathematics, writing, accounting, computer information and physics. Remedial students had higher completion rates and lower failure rates compared to the outcomes found in learning community research. An internal analysis revealed that Hispanic and Asian employees are underrepresented in both regular and part-time instructor categories.

Trinidad State Junior College

Minority enrollment at Trinidad State Junior College was 46% in 2003, down from 47% in 2001, but higher than the 41.7% reported in 1998. Minority graduation and transfer rates increased from 32.6% in 1998 to 46% in 2003. The minority population in the TSJC service area was 43% in 2003. During 2003, 58% of first-time, full-time students completed or returned the next fall. Fifty-four percent of minority students returned for fall semester or graduated in 2003. Graduation rates among minorities who completed three years rose from 32.6% in 1998 to 41% in 2003. That was a decrease from the 48% who graduated in 2001.

The college employs a coordinator who contacts every at-risk student and provides a detailed assessment of a student's progress every three weeks. This method has resulted in retention of more than 86% percent of at-risk students. An early alert system has also been instituted for advisors to contact students. Minorities comprised 12.2% of faculty in 2003, 26.7% of executive staff, 32% of administrative, managerial and other professional staff and 56.5% of clerical/secretarial staff.

Aims Community College

Aims Community College did not report statistical information. Instead, it described the goals and activities it has undertaken. Among the goals are increase enrollment and persistence of students and underrepresented groups; increase the number of underrepresented faculty and staff; foster a campus environment that respects diversity; build alliances with diverse external communities; and implement strategies to ensure continued evaluation of diversity efforts. Activities include active recruitment of migrant students. Aims is working closely with its neighboring community to focus on Hispanic high school students to acquaint them with health care careers and programs. The goal is to increase enrollment in the growing health care programs at Aims.

Colorado Mountain College

About 23% of Colorado Mountain College's enrollment is minority. In terms of credit hours, minority enrollment accounts for 11%. While total enrollment is close to the more than 25% reported minority population of the district and the service area, enrollment in for-credit courses is considerably less. Efforts to increase that rate include collaboration with high schools to develop programs that promote retention to high school graduation; strengthening student support services to promote retention at the college level; defining bridge curriculum from second language learning to GED to Post-secondary certificate and degrees; and benchmarking faculty and staff demographics as a first step in the plan to diversify faculty and staff.

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, as defined in CCHE policy Section I, Part N - *Service Areas of Colorado Public Institutions of Higher Education*, apply to two-year colleges, area vocational schools (AVS), Adams State College (ASC), and Mesa State College (MSC).

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

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

GUEST INSTITUTION	HOST INSTITUTION	PROGRAM	FTE	TIME PERIOD
LCC	OJC	BIO/CHE/ENG/HIS/MAT/SPE	16	August 2004 – May 2005
NJC	CMC	ST: Foundations of Community Theatre	8	June 9 – June 13, 2004