

# STATE OF COLORADO

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

Terrance L. Farina, Chair  
Raymond T. Baker, Vice Chair  
Joel Farkas  
Richard L. Garcia  
Dean L. Quamme  
Richard L. Ramirez  
Edward A. Robinson  
Greg C. Stevinson  
James M. Stewart  
Judy Weaver



Bill Owens  
Governor

Jenna D. Langer  
Executive Director

## Colorado Commission on Higher Education Agenda

**October 5, 2006**

10:00 a.m.

Mesa State College

Krey/Zeigal Room - Campbell College Center  
1100 North Avenue, Grand Junction, CO 81501

- I. Opening Business
  - A. Attendance
  - B. Election of Commission Chair
  - C. Approval of Minutes for the August 4, 2006 Commission Meeting
  - D. Reports by the Chair, Commissioners, Commission Subcommittees and Advisory Committee Members
  - E. Public Comment
  
- II. Presentations
  - A. 2007-2008 CCHE Budget and Higher Education Finance Study (Lindner)
  - B. Financial Aid Reform Update (Lindner)
  
- III. Action Items
  - A. New and Continuing State Funded Capital Projects FY 07-08 (Lindner/Carlson)
  - B. Ft. Lewis College 2005 Facilities Master Plan (Lindner)
  - C. Advanced Technology Grants Policy (Karakoulakis)
  - D. Modifications to Academic Affairs Policy I-P: Teacher Education Policy (Gianneschi)
  - E. Degree Authorization Act - Colorado University of Commerce, Rivendell College, and Ministries Training System (Church of God) (Gianneschi)
  - F. Extension of Authorization to Operate in Colorado Under the Degree Authorization Act: American Pathways University; Colorado International University; Sumner School of Health Sciences; and Yorktown University
  - G. Commission Meeting Schedule For Calendar Year 2007 (Langer)
  
- IV. Informational Items
  - A. Surplus Property Report (Karakoulakis)
  - B. Transfer Report
  - C. Discontinuance of Advertising Bachelor's Degree Program Offered by the Art Institute of Colorado and of Teacher Education Programs Offered by Johnson and Wales University (Gianneschi)
  - D. Report on Out-Of-State/Out-of Country Instruction (Gianneschi)
  - E. Colorado Education Alignment Council Report, Executive Summary

**MINUTES OF THE  
COLORADO COMMISSION ON HIGHER EDUCATION  
Meeting August 4, 2006**

Chairperson Terry Farina called the meeting to order at 12:10 p.m.

Commissioners Terry Farina, Ray Baker, Joel Farkas, Richard Garcia, Dean Quamme, Richard Ramirez, Edward Robinson, Greg Stevinson, James Stewart and Judy Weaver attended. Commission Staff members attending were Executive Director Jenna Langer, Matt Gianneschi, Diane Lindner, and Mary Lou Lawrence. No Advisory Council Members attended.

Commissioners Stewart and Quamme motioned to approve the June 1, 2006 minutes and Commissioner Robinson seconded the motion. The minutes were passed unanimously. Commissioner Farkas motioned to approve the June 13, 2006 minutes and Commissioner Weaver seconded the motion. The minutes were passed unanimously.

Commissioner Stewart stated that the University of Colorado at Colorado Springs contracted with the ENT Federal Credit Union for one, all purpose card to be used by students for every facet of college life. He advocated other institutions should consider a similar card for the benefit of students.

**PRESENTATION BY HANK BROWN, PRESIDENT OF THE UNIVERSITY OF COLORADO SYSTEM**

President Brown thanked the Commission for working with CU. He stated, for the past 5 years, there has been a disproportional reduction in state funding of graduate programs while enrollment increased 25%. Concurrently, there were errors in cost of living calculations for research financial aid students. During this time, CU used its reserves to cover the reduced funding, reduced mandated costs as much as feasible and obtained research grants. Now, the reserves are depleted and CU's Health Science Center is in severe financial trouble. When additional state money became available, it was applied to the COF stipend rather than to Fee for Service contracts which fund graduate programs. Graduate students are incurring larger student loan debts and some are entering fields that do not pay salaries commensurate with the loan debt incurred. In some instance, there is a federal government limit in the amount of financial awarded to graduate students. President Brown noted graduates of programs at the Health Sciences Center benefit Colorado and its economy. He further stated that 2/3 of the states provided graduate financial aid. Graduate students need financial aid as much as undergraduate students need the aid.

**CONSENT ITEMS**

- Teacher Education Program Proposals in Special Education: University of Northern Colorado
- Teacher Education Endorsement Program Proposals in Linguistically Diverse Education: Colorado State University at Pueblo and Regis University/College
- Teacher Education Program Proposal in Special Education Generalist: Adams State College

**MINUTES OF THE  
COLORADO COMMISSION ON HIGHER EDUCATION  
Meeting August 4, 2006**

Commissioners Quamme and Farkas moved to approve these consent items and Commissioner Weaver seconded the motion. These consent items were unanimously approved.

- **HB06S-1023 Policies**

Ms. Langer noted that changes to tuition policies have been statutorily mandated pursuant to legislation passed during the special session and the changes concern validation of immigration status and documents to verify same. Waivers were available pending identification of valid documents to prove status. Additionally, she stated that Section N of the proposed policies needed additional revision and withdrew it from consideration.

Commissioner Stewart moved to approve the policies as amended and Commissioners Farina and Quamme seconded the motion. The consent item was unanimously approved.

The meeting was adjourned at 1:00 p.m.

**TOPIC: FINANCIAL AID REFORM UPDATE**

**PREPARED BY: DIANE LINDNER**

**I. SUMMARY**

This discussion item presents an update related to the 2007-2008 Student Financial Aid Reform. It provides an update on the current analysis of the model including the components, implementation, institutional feedback, and timelines.

**II. BACKGROUND**

At the August Commission retreat, the commission and staff discussed the Stable Financial Aid Incentive Program including potential components of the program and pros and cons of each. The underlying assumption of the program is that the most effective long term outcomes can be achieved if the State creates an environment of incentives for institutions to achieve specified outcomes than it is for the State to operate a centralized stipend program. In other words, dollars follow results. Staff also outlined the specific Commission issues that need to be addressed to meet the goals of the reform and how program addressed each area. As a result of the discussion, staff moved forward with further analysis of the program and explored possible implementation strategies.

**III. STAFF ANALYSIS**

Since we last met, Staff presented the new financial aid program and received positive feedback at both the Financial Aid advisory committee and the CFO meeting. From these meetings, staff, in collaboration with the institutions, developed a comprehensive financial aid program with various components aimed at dealing with the needs and issues of the state.

**Program Components**

**I. Need Based Grant**

The program proposes allocation need grant dollars to each institution based on the number of level 1 students. Institutions would receive a flat payment amount from the state for each level 1 student enrolled. Payments will differentiate between 2yr, 4yr and research institutions to address the differences in cost. The payment per student would be based on average, actual cost of attendance at a 2 yr, 4 yr and research institution as reported by institution in the financial aid files.

Using FY 05 numbers, the average Cost of Attendance per year by type of institution and the

number of level 1 FTE are as follows:

#### COA

- Community Colleges - \$ 9,992
- Four-Year Institutions - \$ 11,961 (19.71% above the CC average)
- Research Institutions - \$ 12,656 (26.66% above the CC average)

#### LEVEL 1 FTE

- Community Colleges – 21,581
- Four-Year Institutions – 20,746
- Research Institutions – 11,934

The COA averages are used to determine the dollar amounts that students will receive. For example, using the Community Colleges as a base, a student at a four year institution will receive 19.71% more than a student at a CC and a student attending a research institution will receive 26.66% more than a CC student. Essentially, you inflate the grant amount based on the percentage of COA above the CC average. By using a weighted average for cost of attendance, the methodology does not reward institutions for high tuition increases while it does recognize that each type of institution has varying costs. Using FY 07 undergraduate Need based grant allocation of approximately 43 million, the Commission would provide \$705 to Community Colleges, \$844 to 4yr institutions and \$893 to Research institutions for each resident level 1 student. The amount would change correspondingly based upon the appropriation level.

#### **Critical Careers Funding for Graduate Students**

It is clear from discussions with the Commission, that having a financial aid piece for graduate studies is important for the state. Thus, and in conjunction with the institutions, staff has moved forward with concept of funding critical careers linked to new the National Science and Mathematics Access to Retain Talent Grant Program (SMART grant) and including Health Care Careers and Colorado specific critical careers, at the graduate level. We have received positive feedback from the institutions regarding this component.

#### **Graduation Bonus**

The last part of the program is to provide institutions with a financial bonus for each level 1 student who graduates with a certificate or undergraduate degree. Funds for the graduating bonus will be split into a separate pot and give proportionately to the institutions based on the number of graduates. These dollars will be used for financial aid purposes as determined by each institution.

Using FY 05 numbers, the following outlines the number level 1 graduates by type of institution

- Community Colleges – 1,559
- Four-Year Institutions – 1,212

- Research Institutions – 1,134

Using a graduation bonus of approximately \$500 per student, the graduation bonus pot would be approximately 2 million dollars.

The graduation bonus piece of the program provides institutions with financial bonuses for graduating under-represented students. As a result, this will help the state to address the last step in the Colorado paradox, which is to get enrolled students to graduate and the Commission's concerned with "front loading" of student aid as it encourages institutions to balance aid "packaging" in order to maintain student retention all the way through graduation.

### **Implementation**

One concern brought forward by the institutions is the cost (to the institution) associated with the implementation of the entire program in the first year. If the program is implemented for all level 1 students in the first year, it is going to cost the schools in the form of institutional aid. For example, this program provides a flat amount per student, roughly \$900. However, what if the student is a junior and is already receiving \$5,000 in state need based grants. The institution would be forced to make up the difference between the \$900 and the \$5000 or the student could see a serious reduction in their grant from one year to the next. Essentially, we are stealing from one student and giving it to another student. The solution to this concern is to implement the program over 4yrs. In the first year, only incoming freshman would receive the flat grant amount— paid for by new financial aid dollars from the legislature. The remaining dollars would be allocated based on the flat amount per student but the institution would be free to award them under current guidelines. This would continue each year until all previous awarded students were grandfathered out.

### **Timeline**

The following is our timeline for meeting with the various committees

August Meetings (FA advisory, Commission)

- Basic theoretical understanding of the program
  - Including all possible components and the impact of each on the overall program.

September Meetings (FA advisory, CFO, CEO)

- Discuss components in depth and options for potential methodologies

October Meetings (FA advisory, CFO, CEO)

- Finalize methodology and components of program for Presentation at November Commission meeting.

## **II. Additional Components Discussed**

### **Work-Study**

Work-study funds, and their use in the program, have become a divisive issue with the institutions. At the commission retreat, we discussed the possibility of rolling 70% of the work study funds into the need based allocation to increase the grant amount. Staff received strong opposition from every institution. Institutions are strongly in favor of maintaining work study separately from the new financial aid program. However, there are still options for “truing up” the current allocation methodology on the table.

**TOPIC: NEW AND CONTINUING STATE FUNDED CAPITAL PROJECTS,  
FY 07-08**

**PREPARED BY: DIANE LINDNER/ANDREW CARLSON**

## **I. SUMMARY**

The Commission reviewed and prioritized a total of 41 new or continuing state funded capital construction requests for fiscal year 2007-08. This total includes the Certificates of Participation (COPs) bond payments for the UCDHSC Fitzsimons Campus and nine continuation projects that were funded by the General Assembly for fiscal year 2006-07. The remaining 31 requests included a combination of new projects or projects that were submitted in the past and either not funded or only partially funded. For example, the CU System resubmitted the Ketchum Arts and Sciences Building Capital Renewal project, which was vetoed by the Governor last year, and Pueblo Community College resubmitted a project to renovate their main academic building, which was approved by the Commission but never funded due to the economic recession.

Total fiscal year 2007-08 Capital Construction Funds Exempt (CCFE or General Fund) costs for the nine continuation projects are \$85,265,160 and out-year CCFE costs through fiscal year 2011-12 total \$82,181,587. Total fiscal year 2007-08 CCFE costs for the 40 total projects submitted (not including the COP payments) are \$209,337,686, while out year costs for all of the projects are \$244,591,920.

The Subcommittee on Capital Assets met on September 11, 2006 and Section IV of this agenda item describes their recommendation to the full Commission.

## **II. BACKGROUND**

The General Assembly funded 15 projects at a fiscal year 2006-07 cost of approximately \$35 million CCFE.

Nine of these projects had out-year costs and are included in the project priority list for fiscal year 2007-08 discussed in this agenda item. In addition, Commission staff received, reviewed, and approved the following project requests for fiscal year 2007-08:

- Three requests for waivers from the program plan requirements;
- 20 new program plans; and
- Eleven program plan amendments.

**III. STAFF ANALYSIS**

CCHE staff reviewed program plans and developed a methodology to rank order the projects. The nine continuation projects were placed at the top of the priority list ([Attachment A](#)) in the same order in which the Commission approved them last year. For the non-continuation projects, staff first considered governing board priority and then both the health and life safety issues addressed in the program plan and the programmatic improvements that could be realized with the project. Based on these factors, Commission staff developed the prioritization list provided in Section IV of this agenda item. The list was approved by the Subcommittee on Capital Assets at their meeting on September 11, 2006. The Subcommittee decided to divide the list into two sections with projects totaling approximately \$120 million of expected funding for the current request year and prioritizing the remaining projects on the list by governing board priority, health and life safety concerns, and projects significantly improving academic quality.

The following chart provides the current and out-year costs for all projects on the prioritized list:

	<i><b>Total</b></i>	<i><b>Prior Appropriations</b></i>	<i><b>FY 07-08</b></i>	<i><b>FY 08-09</b></i>	<i><b>FY 09-10</b></i>	<i><b>FY 10-11</b></i>	<i><b>FY 11-12</b></i>
CCFE	\$485,914,214	\$31,984,611	\$206,303,867	\$180,678,402	\$42,228,635	\$23,818,702	\$900,000
CFE	\$221,634,338	\$48,129,724	\$40,117,784	\$100,214,851	\$30,971,979	\$1,650,000	\$550,000
CF	\$5,600,000	\$3,000,000	\$0	\$0	\$0	\$1,300,000	\$1,300,000
FF	\$4,134,240	\$234,240	\$1,300,000	\$1,300,000	\$1,300,000	\$0	\$0
TF	\$717,282,792	\$83,348,575	\$247,721,651	\$282,193,253	\$74,500,614	\$26,768,702	\$2,750,000

CCFE: Capital Construction Funds Exempt; CFE: Cash Funds Exempt; CF: Cash Funds; FF: Federal Funds; TF: Total Funds

One of the continuation projects on the priority list, the Science/Engineering Building at UCCS, received a \$2 million CCFE appropriation in the Long Bill for fiscal year 2006-07. The appropriation footnote read:

It is the intent of the General Assembly that the State Controller restrict these funds pending notification by the Capital Development Committee and the Joint Budget Committee that the Department of Higher Education, Colorado Commission on Higher Education has approved the program plan amendment for the project.

Because the CU System did not submit this request to CCHE timely last year, Commission staff did not have adequate time to review the request and, therefore, the project was not included on the priority list approved by the Commission at the November 2005 meeting. The CU System then went directly to the Legislature with the funding request and the project was included in the Long Bill. Given the fact that the Legislature and the Governor considered this project important enough to remain in the Long Bill, Commission staff recommend the Commission approve the program plan amendment and release the \$2 million appropriation.

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

**That the Commission approve the program plan amendment for the UCCS Science/Engineering Building and notify the Capital Development Committee and the Joint Budget Committee that the project and the \$2 million CCFE appropriation for fiscal year 2006-07 has been approved.**

**That the Commission approve the following requests for waivers from program planning:**

- **Otero Junior College: Wellness Center**
- **Otero Junior College: Wireless Campus**
- **Lamar Community College: Telephony Project**

**That the Commission approve the following new program plans:**

- **ASC: Plachy Hall Lecture Hall Addition/Renovation**
- **ASC: IT & Security Plan Update**
- **ASC: Richardson Hall Renovation & Addition**
- **FRCC: One-Stop Student Services Center/  
Instructional Facilities Renovation**
- **FRCC: IP Telephone (phone system replacements –  
College Wide)**
- **MCC: Info Tech & Connectivity – Campus Wide**
- **TSJC: Joint IT Infrastructure Request (with  
Otero and Lamar CC)**
- **CSM: Hall of Justice Demolition and Classroom  
Improvements**
- **CSM: Brown Hall Addition – Phase 1 of 3**
- **CSU: Shepardson Building Renovation and  
Expansion, Phase 1 of 3**
- **CSU: Animal Sciences Building Renovation and  
Expansion**
- **FLC: Gymnasium Renovation/Expansion – North**
- **MSC: Saunders Multi-Use Facility**
- **UCB: Systems Biotechnology Building**
- **UCCS: Renovation of Existing Science Building**
- **UNC: Michener Library – Lower Level**
- **UNC: Bishop Lehr Demolition**
- **WSC: Taylor Hall Renovation**
- **CHS: Ute Indian Museum Gallery Expansion**
- **CHS: C&TSRR – Locomotive Rehab**

**That the Commission approve the following program plan amendments to modify previously approved program plans:**

- **AHEC:** Science Building Addition/Renovation
- **AHEC:** South Classroom Addition/Renovation
- **LCC:** Horse Training Mgt Facilities Remodel
- **PCC:** Academic Building – Learning Center
- **PPCC:** Phase II – Breckenridge & Physical Plant
- **FLC:** Berndt Hall Reconstruction Bio/Ag/Forestry
- **MSC:** Business Building
- **UCB:** Ekeley Renovation
- **UCB:** Ketchum Building Renewal
- **WSC:** Kelley Hall Renovation

**That the Commission approve the following priority list divided in two sections based on anticipated funding level of \$120 million and prioritized based on status as a continuation project, governing board priority, health and life safety issues, and programmatic improvements addressed in the project:**

**Level 1 Projects**

1. **CSU – Pueblo:** HPER Building Remodel (Continuation Project)
  2. **UCB:** Visual Arts Complex (Continuation Project)
  3. **CHS:** Cumbres and Toltec Track Upgrade (Continuation Project)
  4. **LCC:** Horse Training Management Facilities Remodel (Continuation Project)
  5. **CSU:** Diagnostic Medicine Center (Continuation Project)
  6. **AHEC:** Science Building (Continuation Project)
  7. **MSC:** Business Building (Continuation Project)
  8. **WSC:** Kelley Hall Renovation (Continuation Project)
  9. **UCCS:** Science/Engineering Building (Continuation Project)
  10. **FLC:** Berndt Hall Reconstruction
  11. **FRCC:** IP Telephony Project
  12. **LCC:** Telephony Project
  13. **MCC:** Info Tech and Connectivity Campus Wide
  14. **ASC:** Plachy Hall Renovation and Addition
  15. **CSM:** Hall of Justice Demolition and Classroom Improvements
  16. **WSC:** Taylor Hall Renovation
-

**Projects above line fall within expected funding of \$120 million for fiscal year 2007-08.**

- |                  |  |
|------------------|--|
| <b>17. MSC</b>   | <b>Saunders Multi-Use Facility</b>                       |
| <b>18. CSU:</b>  | <b>Clark Building Revitalization</b>                     |
| <b>19. UCB:</b>  | <b>Ekeley Renovation</b>                                 |
| <b>20. UNC:</b>  | <b>Michener Library Lower Level</b>                      |
| <b>21. AHEC:</b> | <b>South Classroom Addition/Renovation</b>               |
| <b>22. CHS:</b>  | <b>Ute Indian Museum Gallery Expansion</b>               |
| <b>23. CSU:</b>  | <b>Shepardson Building Renovation and Expansion</b>      |
| <b>24. UNC:</b>  | <b>Bishop Lehr Demolition 8/08</b>                       |
| <b>25. CSM:</b>  | <b>Brown Hall Addition</b>                               |
| <b>26. UCB:</b>  | <b>Ketchum Arts and Sciences Capital Renewal</b>         |
| <b>27. FLC:</b>  | <b>Whalen Gymnasium Renovation/Expansion – North</b>     |
| <b>28. FRCC:</b> | <b>One-Stop Shop Student Service Center</b>              |
| <b>29. ASC:</b>  | <b>IT and Security Plan Update</b>                       |
| <b>30. CHS:</b>  | <b>Cumbres and Toltec Locomotive Rehab</b>               |
| <b>31. AHEC:</b> | <b>Arts Building</b>                                     |
| <b>32. ASC:</b>  | <b>Richardson Hall Renovation and Addition</b>           |
| <b>33. CSU:</b>  | <b>Animal Sciences Building Renovation and Expansion</b> |
| <b>34. PCC:</b>  | <b>Academic Building – Learning Center</b>               |
| <b>35. PPCC:</b> | <b>Phase II – Breckinridge and Physical Plant</b>        |
| <b>36. TSJC:</b> | <b>Joint IT Infrastructure Request (w/ LCC and OJC)</b>  |
| <b>37. UCCS:</b> | <b>Renovation of Existing Science Building</b>           |
| <b>38. UCB:</b>  | <b>Systems Biotechnology Building</b>                    |
| <b>39. OJC:</b>  | <b>Wellness Center</b>                                   |
| <b>40. OJC:</b>  | <b>Wireless Campus</b>                                   |

**That the Commission include the UCDHSC COP payment required by statute for fiscal year 2007-08 in the list of capital projects provided to the Capital Development Committee.**

### **STATUTORY AUTHORITY**

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

### **ATTACHMENTS**

**[ATTACHMENT A](#): State Funded New and Continuation Projects FY 2008-2008**

**Colorado Commission on Higher Education**  
**State Funded New and Continuation Projects FY 2007-2008**  
**CCHE Priority Recommendations**

CCHE Priority			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
<i>Colorado State University-Pueblo</i>									
<b>1</b>	H.P.E.R. Building Remodel - December 2007 Campus Priority #1	CCFE	\$11,214,498	\$10,326,598	\$887,900	\$0	\$0	\$0	\$0
		CFE	\$1,500,352	\$1,500,352	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$12,714,850	\$11,826,950	\$887,900	\$0	\$0	\$0	\$0
<i>University of Colorado-Boulder</i>									
<b>2</b>	Visual Arts Complex System Priority #1	CCFE	\$17,517,657	\$2,236,422	\$9,168,742	\$6,112,494	\$0	\$0	\$0
		CFE	\$38,631,796	\$4,931,994	\$20,219,881	\$13,479,921	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$56,149,453	\$7,168,416	\$29,388,623	\$19,592,415	\$0	\$0	\$0
<i>CUMBRES &amp; TOLTEC RAILROAD COMMISSION</i>									
<b>3</b>	TRACK UPGRADE Priority #1	CCFE	\$6,750,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$0
		CFE	\$6,750,000	\$800,000	\$1,350,000	\$1,350,000	\$1,350,000	\$1,350,000	\$550,000
		CF	\$2,600,000	\$0	\$0	\$0	\$0	\$1,300,000	\$1,300,000
		FF	\$3,900,000	\$0	\$1,300,000	\$1,300,000	\$1,300,000	\$0	\$0
		TF	\$20,000,000	\$2,150,000	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$1,850,000
<i>Lamar Community College</i>									
<b>4</b>	Horse Training Management Facilities Remodel 2008 System Priority #1	CCFE	\$1,937,810	\$178,380	\$1,759,430	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$1,937,810	\$178,380	\$1,759,430	\$0	\$0	\$0	\$0
<i>Colorado State University</i>									
<b>5</b>	Diagnostic Medicine Center Campus Priority #1	CCFE	\$35,077,048	\$3,500,000	\$19,420,741	\$12,156,308	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$35,077,048	\$3,500,000	\$19,420,741	\$12,156,308	\$0	\$0	\$0
<i>Auraria Higher Education Center</i>									
<b>6</b>	Science Building Addition/Renovation Campus Priority #1	CCFE	\$85,179,761	\$2,429,100	\$29,887,876	\$33,672,575	\$9,643,508	\$9,546,702	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$3,000,000	\$3,000,000	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$88,179,761	\$5,429,100	\$29,887,876	\$33,672,575	\$9,643,508	\$9,546,702	\$0

CCHE Priority			<b>Prior</b>						
		<i>Total</i>	<i>Appropriations</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>	<i>FY 11-12</i>	
<i>Mesa State College</i>									
7	Business Building	CCFE	\$14,805,501	\$7,000,000	\$7,805,501	\$0	\$0	\$0	\$0
	Campus Priority #5	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$14,805,501	\$7,000,000	\$7,805,501	\$0	\$0	\$0	\$0
<i>Trustees of Western State College</i>									
8	Kelley Hall Renovation	CCFE	\$4,334,103	\$349,133	\$3,984,970	\$0	\$0	\$0	\$0
	Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$4,334,103	\$349,133	\$3,984,970	\$0	\$0	\$0	\$0
<i>University of Colorado-Colorado Springs</i>									
9	Science/Engineering Building Phase 1	CCFE	\$21,169,322	\$3,169,322	\$11,000,000	\$7,000,000	\$0	\$0	\$0
	System Priority #2	CFE	\$32,000,000	\$32,000,000	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$53,169,322	\$35,169,322	\$11,000,000	\$7,000,000	\$0	\$0	\$0
<i>Fort Lewis College</i>									
10	Berndt Hall Reconstruction Bio/Ag/Forestry	CCFE	\$11,581,604	\$851,668	\$10,147,414	\$582,522	\$0	\$0	\$0
	Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$11,581,604	\$851,668	\$10,147,414	\$582,522	\$0	\$0	\$0
<i>Front Range Community College</i>									
11	IP Telephony (phone system replacements) - College Wide	CCFE	\$1,305,712	\$0	\$1,305,712	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	System Priority #2	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$1,305,712	\$0	\$1,305,712	\$0	\$0	\$0	\$0
<i>Lamar Community College</i>									
12	LCC Telephony Project	CCFE	\$490,355	\$0	\$490,355	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	System Priority #3	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$490,355	\$0	\$490,355	\$0	\$0	\$0	\$0

CCHE Priority			<b>Prior</b>						
		<i>Total</i>	<i>Appropriations</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>	<i>FY 11-12</i>	
<i>Morgan Community College</i>									
13	Info Tech & Connectivity Campus Wide System Priority #4	CCFE	\$1,690,300	\$244,045	\$1,446,255	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$1,690,300	\$244,045	\$1,446,255	\$0	\$0	\$0	\$0
<i>Adams State College</i>									
14	Plachy Renovation and Addition Campus Priority #1	CCFE	\$5,194,709	\$0	\$5,194,709	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$5,194,709	\$0	\$5,194,709	\$0	\$0	\$0	\$0
<i>Colorado School of Mines</i>									
15	Hall of Justice Demolition and Classroom Improvements Campus Priority #1	CCFE	\$6,357,842	\$0	\$6,357,842	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$6,357,842	\$0	\$6,357,842	\$0	\$0	\$0	\$0
<i>Western State College*</i>									
16	Taylor Hall Renovation Campus Priority #2	CCFE	\$19,309,263	\$0	\$3,800,875	\$14,614,638	\$893,750	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$19,309,263	\$0	\$3,800,875	\$14,614,638	\$893,750	\$0	\$0
<b>* Priorities #1-16 fall within \$120 million in total FY07-08 CCFE</b>									
<i>Mesa State College</i>									
17	Saunders Multi-Use Facility Campus Priority #1	CCFE	\$19,103,451	\$0	\$19,103,451	\$0	\$0	\$0	\$0
		CFE	\$12,735,634	\$7,805,196	\$4,930,438	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$31,839,085	\$7,805,196	\$24,033,889	\$0	\$0	\$0	\$0
<i>Colorado State University</i>									
18	Clark Building Revitalization Campus Priority #2	CCFE	\$6,000,000	\$0	\$6,000,000	\$0	\$0	\$0	\$0
		CFE	\$2,000,000	\$0	\$2,000,000	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$8,000,000	\$0	\$8,000,000	\$0	\$0	\$0	\$0

CCHE Priority			<b>Prior</b>					
		<i>Total</i>	<i>Appropriations</i>	<i>FY 07-08</i>	<i>FY 08-09</i>	<i>FY 09-10</i>	<i>FY 10-11</i>	<i>FY 11-12</i>
<i>University of Colorado- Boulder</i>								
19	Ekeley Renovation	CCFE	\$13,371,072	\$0	\$2,567,767	\$10,803,305	\$0	\$0
	System Priority #3	CFE	\$1,485,678	\$0	\$285,308	\$1,200,370	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$14,856,750	\$0	\$2,853,075	\$12,003,675	\$0	\$0
<i>University of Northern Colorado</i>								
20	Michener Library Lower Level	CCFE	\$9,402,358	\$0	\$9,402,358	\$0	\$0	\$0
	Campus Priority #1	CFE	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$9,402,358	\$0	\$9,402,358	\$0	\$0	\$0
<i>Auraria Higher Education Center</i>								
21	South Classroom Addition/Renovation	CCFE	\$38,893,000	\$0	\$3,771,000	\$13,900,000	\$13,900,000	\$7,322,000
	Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$38,893,000	\$0	\$3,771,000	\$13,900,000	\$13,900,000	\$7,322,000
<i>Colorado Historical Society</i>								
22	Ute Indian Museum Gallery Expansion	CCFE	\$1,841,355	\$0	\$1,841,355	\$0	\$0	\$0
	Priority #2	CFE	\$361,200	\$261,200	\$100,000	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$234,240	\$234,240	\$0	\$0	\$0	\$0
		TF	\$2,436,795	\$495,440	\$1,941,355	\$0	\$0	\$0
<i>Colorado State University</i>								
23	Shepardson Building Renovation and Expansion 1 of 3	CCFE	\$8,000,000	\$0	\$3,723,225	\$4,276,775	\$0	\$0
	Campus Priority #8	CFE	\$20,500,000	\$0	\$0	\$0	\$20,500,000	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$28,500,000	\$0	\$3,723,225	\$4,276,775	\$20,500,000	\$0
<i>University of Northern Colorado</i>								
24	Bishop Lehr Demolition 8/08	CCFE	\$1,161,875	\$0	\$1,161,875	\$0	\$0	\$0
	Campus Priority #2	CFE	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$1,161,875	\$0	\$1,161,875	\$0	\$0	\$0

CCHE Priority					FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
			Total	Prior Appropriations					
<i>Colorado School of Mines</i>									
25	Brown Hall Addition - Phase 1 of 3 Campus Priority #2	CCFE	\$28,235,437	\$0	\$3,414,516	\$19,769,945	\$5,050,976	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$28,235,437	\$0	\$3,414,516	\$19,769,945	\$5,050,976	\$0	\$0
<i>University of Colorado- Boulder</i>									
26	Ketchum Arts & Sciences Capital Renewal System Priority #4	CCFE	\$8,875,077	\$0	\$991,016	\$7,884,062	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$8,875,077	\$0	\$991,016	\$7,884,062	\$0	\$0	\$0
<i>Fort Lewis College</i>									
27	Whalen Gymnasium Renovation/Expansion - North Campus Priority #2	CCFE	\$17,688,834	\$0	\$2,087,872	\$14,646,726	\$954,236	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$17,688,834	\$0	\$2,087,872	\$14,646,726	\$954,236	\$0	\$0
<i>Front Range Community College</i>									
28	One-Stop Student Service Center/Instructional Facilities Renovation - Westminster Campus System Priority #7	CCFE	\$4,648,976	\$0	\$4,648,976	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$4,648,976	\$0	\$4,648,976	\$0	\$0	\$0	\$0
<i>Adams State College</i>									
29	IT & Security Plan Update Campus Priority #2	CCFE	\$2,073,135	\$0	\$2,073,135	\$0	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$2,073,135	\$0	\$2,073,135	\$0	\$0	\$0	\$0
<i>CUMBRES &amp; TOLTEC RAILROAD COMMISSION</i>									
30	LOCOMOTIVE REHAB Priority #2	CCFE	\$2,450,000	\$0	\$450,000	\$250,000	\$250,000	\$600,000	\$900,000
		CFE	\$2,050,000	\$800,000	\$450,000	\$250,000	\$250,000	\$300,000	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$4,500,000	\$800,000	\$900,000	\$500,000	\$500,000	\$900,000	\$900,000

CCHE Priority			<b>Total</b>	<b>Prior Appropriations</b>	<b>FY 07-08</b>	<b>FY 08-09</b>	<b>FY 09-10</b>	<b>FY 10-11</b>	<b>FY 11-12</b>
<i>Auraria Higher Education Center</i>									
31	Arts Building	CCFE	\$9,841,555	\$349,943	\$6,777,545	\$2,714,067	\$0	\$0	\$0
	Campus Priority #4	CFE	\$30,982	\$30,982	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$9,872,537	\$380,925	\$6,777,545	\$2,714,067	\$0	\$0	\$0
<i>Adams State College</i>									
32	Richardson Hall Renovation & Addition	CCFE	\$11,006,200	\$0	\$11,006,200	\$0	\$0	\$0	\$0
	Campus Priority #3	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$11,006,200	\$0	\$11,006,200	\$0	\$0	\$0	\$0
<i>Colorado State University</i>									
33	Animal Sciences Building Renovation and Expansion	CCFE	\$4,200,000	\$0	\$4,200,000	\$0	\$0	\$0	\$0
	Campus Priority #10	CFE	\$13,304,563	\$0	\$1,145,527	\$9,986,050	\$2,172,986	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$17,504,563	\$0	\$5,345,527	\$9,986,050	\$2,172,986	\$0	\$0
<i>Pueblo Community College</i>									
34	Academic Building - Learning Center	CCFE	\$2,687,210	\$0	\$2,687,210	\$0	\$0	\$0	\$0
	System Priority #8	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$2,687,210	\$0	\$2,687,210	\$0	\$0	\$0	\$0
<i>Pikes Peak Community College</i>									
35	Phase II - Breckenridge & Physical Plant - June 2010: Industrial &	CCFE	\$11,885,197	\$0	\$915,774	\$7,457,994	\$3,511,429	\$0	\$0
	System Priority #9	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$11,885,197	\$0	\$915,774	\$7,457,994	\$3,511,429		
<i>Trinidad State Junior College</i>									
36	Joint IT InfraStructure Request (with Lamar and Otero)	CCFE	\$767,492	\$0	\$767,492	\$0	\$0	\$0	\$0
	System Priority #10	CFE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$767,492	\$0	\$767,492	\$0	\$0	\$0	\$0

CCHE Priority			Prior Appropriations	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12
	<i>University of Colorado- Colorado Springs</i>		<i>Total</i>					
37	Renovation of Existing Science Building System Priority #5	CCFE	\$16,500,000	\$0	\$1,500,000	\$5,000,000	\$5,000,000	\$5,000,000
		CFE	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$16,500,000	\$0	\$1,500,000	\$5,000,000	\$5,000,000	\$5,000,000
	<i>University of Colorado- Boulder</i>							
38	Systems Biotechnology Building System Priority #6	CCFE	\$22,570,867	\$0	\$2,409,140	\$18,486,991	\$1,674,736	\$0
		CFE	\$90,284,133	\$0	\$9,636,630	\$73,948,510	\$6,698,993	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$112,855,000	\$0	\$12,045,770	\$92,435,501	\$8,373,729	\$0
	<i>Otero Junior College</i>							
39	OJC Wellness Center System Priority #11	CCFE	\$498,120	\$0	\$498,120	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$498,120	\$0	\$498,120	\$0	\$0	\$0
	<i>Otero Junior College</i>							
40	OJC Wireless Campus System Priority #12	CCFE	\$297,518	\$0	\$297,518	\$0	\$0	\$0
		CFE	\$0	\$0	\$0	\$0	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$297,518	\$0	\$297,518	\$0	\$0	\$0
<b>Totals</b>		CCFE	\$485,914,214	\$31,984,611	\$206,303,867	\$180,678,402	\$42,228,635	\$23,818,702
		CFE	\$221,634,338	\$48,129,724	\$40,117,784	\$100,214,851	\$30,971,979	\$1,650,000
		CF	\$5,600,000	\$3,000,000	\$0	\$0	\$0	\$1,300,000
		FF	\$4,134,240	\$234,240	\$1,300,000	\$1,300,000	\$0	\$0
		TF	\$717,282,792	\$83,348,575	\$247,721,651	\$282,193,253	\$74,500,614	\$26,768,702

*University of Colorado at Denver & Health Sciences Center*

COP Payments\*\*

No System Priority Assigned

CCFE	\$33,290,365	\$6,727,003	\$5,990,687	\$5,142,688	\$5,142,063	\$5,143,213	\$5,144,713
CFE	\$52,557,014	\$13,401,989	\$7,155,026	\$8,000,000	\$8,000,000	\$8,000,000	\$8,000,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$85,847,379	\$20,128,992	\$13,145,713	\$13,142,688	\$13,142,063	\$13,143,213	\$13,144,713

\*\* Statutory COP payment five-year outlook

**TOPIC: FORT LEWIS COLLEGE 2005 FACILITIES MASTER PLAN**

**PREPARED BY: DIANE LINDNER / RYAN STUBBS**

**I. SUMMARY**

Formal approval of the 2005 Facilities Master Plan by the Fort Lewis College Board of Trustees occurred on February 21, 2006. A major objective of this master plan is to produce a non-static document that allows for a continuous planning process and bridges the gap between academic planning, facilities planning and budget planning.

The plan has three major sections including existing conditions, future plans and reference information. The existing conditions and reference information identify a campus that is somewhat restricted by its topography being located on top of a plateau, but also realizes these restrictions can be an asset. Given the limited space available to grow and to maintain a unique campus identity; building locations, densities and growth plans must be well thought out and realistic. Over the past few years FLC has experienced a slight decline in enrollment numbers. This is attributable to various factors including the decision by FLC to increase selectivity. Notwithstanding the recent enrollment declines, the College believes that greater selectivity will lead to higher overall retention rates and an improved image. The College's Strategic Plan has established an enrollment goal of 5000 students by the year 2014 and has specific action items to be implemented towards the realization of this goal. The space needs included with the Facilities Master Plan are based upon the enrollment goal established by the Strategic Plan.

The FLC Facilities Master Plan identifies programmatic needs for a renovated student union, a long range housing plan, improvements to the current library, a pedestrian and bikeway plan, improved science facilities, improved recreational facilities and improved media arts and theater facilities as top priorities. The master plan and current 5-year capital plans do align with these prioritized needs. A key element of this plan creates a pedestrian spine that aligns programming and facilities in the campus core. These plans call for a new theater location and a new student union on opposite ends of the spine anchoring a continuum of academic functions.

Fort Lewis College currently has the following state funded projects listed on its five year capital construction plan.

1. Berndt Hall Reconstruction- Bio/Ag/Forestry: \$11,581,604 total CCFE or state funds, 29,030 gross square feet (gsf);

2. Gymnasium Renovation/Expansion North: \$17,688,834 total CCFE or state funds, 28,612 gsf;
3. Berndt Hall Reconstruction- Geology/Physics/Engineering \$8,906,190 total CCFE or state funds, 36,700 gsf;
4. Road Improvements: \$4,567,100 total CCFE or state funds;
5. Gymnasium Renovation/Expansion South: \$5,168,152 total CCFE or state funds; 25,140 gsf.

Current funding requests for FY07-8 include \$10,147,414 in state funds for the Berndt Hall Bio/Ag/Forestry building and \$2,087,872 in state funds for the Whalen Gymnasium Expansion/Renovation North.

The implementation plan identifies the following funding options to help pay for the plan.

1. Capital Appropriations;
2. Issuance of Certificates of Participation;
3. Sale and Lease Back of Capital Assets;
4. Auxiliary Revenue Bonds;
5. Enterprise Bonding for Academic Facilities; and,
6. Privatizations.

## **IL BACKGROUND**

### **Statutory Role and Mission; Vision Statement**

*23-52-101 (1) There is hereby established a college at Durango, to be known as Fort Lewis college, which shall be a public liberal arts college, with selective admission standards with a historic and continuing commitment to Native American education. In addition, the college may offer professional programs and a limited number of graduate programs to serve regional needs. The center of southwest studies provides a valuable regional, national, and international resource.*

Vision: The premier western public liberal arts college in the United States

Mission: Founded on and continuing a sacred trust with Native Americans, Fort Lewis College offers accessible, high quality, baccalaureate liberal arts education to a diverse student population, preparing citizens to make contributions for the common good in an increasingly complex world.

### **History**

Fort Lewis College began as a military post that symbolically separated Native American Culture from the expanding European-American culture in the then isolated

southwestern region of Colorado. In 1891, Fort Lewis evolved into a Native American boarding school. Since 1962, the college has operated as a wholly undergraduate, state-supported, liberal arts college. Since 1911 the college has enrolled qualified Native American students tuition free. A junior college A&M program was added to the existing high school curriculum in 1925. The high school curriculum was discontinued in 1933 and the college offered two year programs as a branch of Colorado State University. In 1956, Fort Lewis moved to its permanent location overlooking Durango, received its first North Central accreditation as a Junior college in 1958, and introduced the first seven majors of its new baccalaureate program in 1962. Today, only the 2-year agricultural program exists from the college's A&M roots.

### **III. STAFF ANALYSIS**

#### **Goals and Master Plan**

The Fort Lewis College Facilities Master Plan contains an extensive list of goals and objectives (49 goals under 7 different categories). Although the length of this list is reflective of the collaborative master planning process with input from students, staff, administration and members of the local community, the list of goals could be condensed and focused under major themes. Given the extensive list of objectives, this analysis will focus on the plan's ability to meet general issue goals.

The College has developed the following goals and objectives for its Master

#### Plan: *General Issues*

- Develop an integrated planning process to include programming and academic planning, budget planning, staffing, resources, and facilities;
- Assure all physical plans are programmatically driven. Assure the facilities prioritization process aligns with academic plans;
- Establish a plan that can support up to approximately 5000 full time equivalent students;
- Increase student retention and recruitment by providing amenities that balance the high cost of living in the Durango community;
- Minimize the environmental impact of Fort Lewis College and promote a greater awareness of the physical environment; and
- Sustainable strategies shall be incorporated to reduce energy consumption, reduce maintenance, operating and capital cost, and help increase student comfort, performance and employee productivity. Use the appropriate US Green Buildings Council's Leadership LEED program as design guidance for physical improvements.

Under the *Planning at FLC* section of the facilities master plan, the issue of the planning process is addressed. The process is illustrated in a flow chart that depicts both a top-

down and a bottom-up approach that receives input from students, faculty, staff, Trustees, the Foundation, the state, chair managers, the community and others.

The physical plans in this master plan are programmatically driven. This is evidenced through plans to create a pedestrian spine that links students to program specific facilities. Building uses such as sciences, arts, and student services become specific in different areas of the spine.

The plan does include space projections based on sound campus planning variables for 5000 FTEs. Tables and charts are given showing existing space in comparison to needed space and deficit by facility types.

In the plan, additional recreational fields and a new student union are both parts of the Facility Master Plan. These uses should help facilitate a vibrant atmosphere.

It is unclear how this plan will help balance the high cost of living in Durango for faculty. Possibly, housing plans will include faculty housing that will offer below market rates.

The plan does not call for an expansion of the existing campus boundaries and also does not call for unreasonable or unrealistic enrollment growth. The plan also focuses on preserving open space and creating greater densities of campus buildings in places that are appropriate.

The plan calls for the efficient use of water on campus to promote its goal of sustainability. Whenever possible, the campus will use water tolerant species and native landscape materials. Although specific plans for LEED standards are not outlined in the plan, we can assume that efforts will be made to create green buildings as capital construction projects are brought to reality.

The college has established four strategic directions in their academic/strategic plan entitled *A Plan for Action 2006-2011*. These directions are stated as:

1. *Improving our liberal arts education by structuring new, quality undergraduate learning experiences, resulting in an enhanced College reputation and sustained quality enrollment growth*
2. *Improving Service to the local community and the state through increased involvement and outreach*
3. *Increasing private and public sector financial support, with a particular focus on fundraising, grants, sponsored research and partnering opportunities*
4. *Enhancing the work environment and campus climate*

Under strategic direction number one, facilities are mentioned with a call for the foundational action to, "renovate and/or construct academic facilities to address currently identified deficiencies as cited in the Fort Lewis Facility Master Plan, as well

as to accommodate planned growth, with particular emphasis on the sciences, media communications, performing arts and the library."

Specific actions identified are:

- Phase-in new residence halls that are modern examples of living-learning centers; possibly privatized. This action should positively impact student enrollment and retention; and
- Design and plan for a new College Union Building. This action should positively impact student retention.

Space Planning

Fort Lewis College space projections show a current deficit of 166,640 gross square feet (gsf) at current student levels. The current largest space deficits are in housing, general use and lab space. The plan identifies housing and science facilities as prioritized needs. Science facilities are currently being renovated in the number one campus facility priority, Berndt Hall. Although specific housing plans have yet to be made, a site for additional housing has been identified within the master plan and a cash funded Residence Hall Replacement project is listed on the five-year capital improvements plan as the number eight priority. Also, the *Space Projections Model* in the program plan reference information shows that based upon Fall 2003 enrollment levels, there is a deficiency of 58,765 GSF in housing space. At an enrollment level of 5000 students, the model projects that 118,670 GSF of additional housing space will be needed.

Current Space Needs

Space Summary	000's Unclssfd	100's Classrms	200's Labs	300's Office	400's Study/Stk	500's Special Use	600's General	700's Shop/Stg	800's Health	900's Housing	TOTAL GSF
Existing Space	348,189	44,735	80,073	89,381	41,095	56,221	118,995	37,781	1,757	258,659	1,076,885
Space Needs	356,046	39,086	108,535	105,255	46,480	73,595	151,979	41,970	3,155	317,424	1,243,525
Leased Space											
(Deficit)/Surplus	(7,857)	5,649	(28,462)	(15,874)	(5,385)	(17,374)	(32,984)	(4,189)	(1,398)	(58,765)	(166,640)

Projected Space Needs at 5000 FTE

Space Summary	000's Unclssfd	100's Classrms	200's Labs	300's Office	400's Study/Stk	500's Special Use	600's General	700's Shop/Stg	800's Health	900's Housing	TOTAL GSF
Existing Space	348,189	44,735	80,073	89,381	41,095	56,221	118,995	37,781	1,757	258,659	1,076,885
Space Needs	410,890	46,462	129,017	125,119	56,890	70,851	167,017	47,883	3,750	377,329	1,435,208
Leased Space											
(Deficit)/Surplus	(62,701)	(1,727)	(48,945)	(35,738)	(15,795)	(14,630)	(48,022)	(10,102)	(1,993)	(118,670)	(358,322)

Projecting future space needs based on current facilities and space needed at 5000 FTEs given current modeling yields the same categories with the highest needs. Given these projections and modeling, Fort Lewis College will need 1,435,208 gsf of facility space to accommodate 5000 FTE students. This currently puts them at a deficit of 358,322 gsf. FLC responded to a CCHE staff question inquiring about total gsf at planned build out saying that future plan building footprint maps indicate that this amount of square footage is available on the current campus.

Technology Planning

The facility master plan also includes a technology master plan for 2005-2006. The college has been developing technology master plans on an annual basis since the 1993-94 academic year. The plan identifies planning history, mission, planning principles, environmental scan, recent initiatives and accomplishments, establishes priorities and identifies major goals, strategies and activities.

For fall 2004, there were 610 student-accessible computers in public labs, departmental labs, and computer classrooms. With an FTE enrollment of 3,823, this is an FTE-student to-computer ratio of 6.27:1. Data from a US News and World Report survey indicates that Fort Lewis College ranks fourth out of eighteen members reporting this data for 2003. Also, 85% of 329 students responding to a campus Residence Hall survey in fall 2005 said they own their own computer. In a student opinion survey, computer services received the second highest satisfaction rating.

The technology master plan outlines six major goals, eight strategies that align with those goals and multiple activities to accomplish each strategy. This strategic planning which is updated on an annual basis is a proactive way to meet future campus technology needs. Results and progress from previous plans evidence the positive benefits of the college's technology planning process.

Building Conditions and Possible Demolitions

Fort Lewis College performs physical audits on its buildings and grounds

approximately every three years.

Overall, academic facilities are in relatively good shape. The facilities audit shows twelve buildings in with Facilities Conditions Indexes (FCIs) below 60. Estimated renewal cost for restoring all buildings to and FCI of 100 would be \$52,079,504. The campus has placed a priority on the quality of academic facilities over the past two decades. Because of this, residential and other auxiliary facilities are in need of repair and in some cases replacement.

### Conclusion

The 2005 Fort Lewis College Facilities Master Plan allows for a great deal of flexibility, which should allow for the college to deal with future fiscal changes. The most specific planning in terms of land use indicated in the document pertains to creating a pedestrian spine anchored by major auxiliary buildings. The facilities along this spine would be comprised of academic uses transitioning from discipline to discipline. The plan identifies a renovated student union, a long range housing plan, improvements to the current library, a pedestrian and bikeway plan, improved science facilities, improved recreational facilities and improved media arts and theater facilities as top priorities.

Overall growth plans for Fort Lewis College are reasonable and space planning models indicate that the existing campus should be able to accommodate the academic/strategic plan of 5000 FTE students by 2014. FLC thoroughly and sufficiently answered all questions posed by CCHE staff regarding the master plan.

Also omitted from the program plan are detailed utility plans. FLC has indicated that utility plans were omitted from the online publication of the document and that build out of the master plan will require utility upgrades on a case by case basis.

## **IV. STAFF RECOMMENDATION**

Staff recommends that the Commission approve *Fort Lewis College Facility Master Plan Fall 2005*.

## **STATUTORY AUTHORITY**

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

(3) The commission shall review and approve master planning and program planning for all capital construction projects of institutions of higher education on state-owned or

state-controlled land, regardless of source of funds, and no capital construction shall commence except in accordance with and approved master plan, program plan, and physical plan.

(4) The commission shall ensure conformity of facilities master planning with approved educational master plans and facility program plans with approved facilities master plans.

**TOPIC: ADVANCE TECHNOLOGY FUND GRANTS**

**PREPARED BY: JOHN KARAKOULAKIS**

## **I. SUMMARY**

The Colorado Commission on Higher Education's Technology Advancement Grant (TAG) is intended to fund research, development or technology transfer to develop or implement waste diversion, or recycling strategies, including the use of waste tires. As well as other environmental research, development or technology transfer for materials or projects of any kind. The funds are intended to help spur new innovation within these fields by utilizing Colorado's institutions of higher education and partnerships with the private sector.

Funds are being made available for TAG from the state's advance technology fund, which is financed by the waste tire recycling fee. Legislation passed by the General Assembly and signed by the Governor that went into effect on July 1, 2006, redefined the criteria for expending money from the advanced technology fund and required CCHE to administer it.

In past years, the advance technology fund was able to finance a variety of projects across many different technological and scientific disciplines. Under the new statutory requirements, the scope of these grants will focus on waste diversion, recycling and research and development of environmental applications.

## **II. STAFF ANALYSIS**

**1. Policy:** The Commission on Higher Education shall issue project awards for research, development or technology transfer to individuals or public or private entities in the State of Colorado seeking to develop or implement waste tire diversion strategies including the use of waste tires for noise mitigation along state highways, or environmental research, development or technology transfer for materials or projects of any kind. CCHE shall issue a request for proposals that reflects the priorities and criteria set forth in this policy. Staff shall review or contract for the review of the proposals and make recommendations to the Commission for approval for funding of grant proposals within the amount of funds appropriated for this program by the General Assembly.

**2. Priorities:** The following priorities are established for the consideration of project proposals:

1. Projects utilizing research involvement from Colorado higher education institutions.

2. Projects that encourage cooperation among the institutions of higher education, local communities and other governmental entities.
3. Projects that encourage public-private cooperation between entities involved in recycling, waste diversion or environmental research and development.
4. Projects that are perceived to have high potential for success beyond the pilot project proposed.
5. Projects with industry involvement in the research to facilitate technology transfer.
6. Projects that have the potential to take waste diversion and recycling research in Colorado in a significantly new direction.
7. Projects involving environmentally harmful materials.
8. Projects that divert or recycle major contributors to Colorado's waste stream.
9. Projects that involve recycling tires, including using tires for noise mitigation.
10. Projects that increase effectiveness of TAG funding through efficiency and avoidance of duplication of existing research, development or infrastructure.
11. Projects with committed federal funds.

**3. Criteria:** Projects judged to be of the highest overall merit according to the following criteria will be selected for funding:

**1. Technological Innovation and Overall Quality:**

The degree of innovation and relevance to introducing useful technology transfer, research, or development to fields cited. The overall quality of the proposal in regard to the merit of the proposed tasks and the ability to complete them.

**2. Viable Results and Implementation:**

Projects that are perceived to have a high potential for success beyond initial funding. Projects that involve research or development in environmental remediation of hazardous materials, divert or recycle major contributors to Colorado's waste stream, or involve new approaches to diverting or recycling tires.

**3. Experience and Qualifications:**

The qualifications of the applicants to complete the proposed project based on relevant past experience and abilities.

**4. Benefits and Economic Impact:**

Potential for economic growth of emerging businesses or research results that can be useful and will have a significant impact to the State of Colorado.

**III. STAFF RECOMMENDATION**

**That the Commission approve TAG policy, priorities and criteria described herein.**

### **STATUTORY AUTHORITY**

Authorization for the expenditure of these funds is found in 23-1-106.5 (9) (b) C.R.S., as follows:

**23-1-106.5. Duties and powers of the commission with regard to advanced technology - fund created.** (9) (b) The commission shall expend moneys in the advanced technology fund to finance research, development, and technology transfer with regard to waste diversion and recycling strategies or environmental alternatives by providing research funding and technology transfer capital to individuals or public or private entities seeking to develop or implement waste diversion or recycling projects for materials or products of any kind, including, without limitation, strategies pertaining to waste tires, Including the use of waste tires for noise mitigation along state highways as prioritized by the Department of Transportation pursuant to section 43-2-402 (5) (b), C.R.S., or for environmental, research, development, and technology transfer programs in the state for materials and products of any kind. The commission shall adopt a policy for the expenditure of such moneys, which shall contain priorities and the criteria for providing research funding and technology transfer.

### **ATTACHMENTS**

1. [2006 TAG Request for Proposals Packet](#)

# STATE OF COLORADO

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

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Raymond T. Baker, Vice Chair  
Joel Farkas  
Richard L. Garcia  
Dean L. Quamme  
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Judy Weaver



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Bill Owens  
Governor

Jenna D. Langer  
Executive Director

## **Request for Proposals**

### **Colorado Commission on Higher Education Technology Assistance Program**

#### **To: Academic Researchers and Colorado Entrepreneurs**

The Colorado Commission on Higher Education (CCHE) will be granting project awards for research, development or technology transfer to individuals or public or private entities in the State of Colorado seeking to develop or implement waste diversion, or recycling strategies, including the use of waste tires, or other environmental research, development or technology transfer for materials or projects of any kind.

**Period of Performance/Funding: 12 months**  
**Proposal Deadline: December 5, 2007**

The objective of this grant is to fund projects that will create new solutions and enhance existing processes in waste diversion, recycling or other environmentally sound methods for materials of any kind through either public or private entities or a partnership of the two. Projects that are perceived to have a high potential for successful technology transfer or attainable economic or environmental benefits to the State of Colorado are highly encouraged.

Criteria and guidelines for proposal submissions are attached. If you know of a colleague who may be interested in this program, please forward this to them or contact CCHE at (303) 866-2723 for additional copies.

[Attachment 2](#): Technology Advancement Grant, Request for Proposals

**TOPIC:                   MODIFICATIONS TO ACADEMIC AFFAIRS POLICY I - P:  
TEACHER EDUCATION POLICY**

**PREPARED BY:       MATT GIANNESCHI AND DAVID WHALEY**

## **I.       SUMMARY**

In March 2000, the Commission approved the new Teacher Education Policy in response to HB 99-154, the statute from which, 23-1-121 C.R.S., charged CCHE with adopting policies for the review and authorization of teacher education programs in Colorado. In January 2004, these policies were amended to replace “dates language and policy initiatives specifically associated with the process of program reauthorization...” In October 2004, this policy was again modified to clarify Commission actions and subsequent conditions of authorization, probation, or discontinuance.

In spite of these noteworthy and appropriate changes, questions persisted among teacher education administrators at public and private colleges and universities concerning the functionality and intent of the Teacher Education Policy. The policy modifications proposed herein address many of the questions raised by public and private institutions of higher education and comply with other recently adopted CCHE academic affairs policies, such as Policy V: Policy and Procedures for the Approval of New Academic Programs in Public Institutions of Higher Education in Colorado Operating under a Performance Contract.

In conclusion, the goals of the revisions found in the attached policy are to make parallel CCHE policies and C.R.S. directives and to improve clarity concerning the review and authorization processes for teacher education programs found in CCHE Academic Affairs policy Section I: P (Teacher Education).

## **II.       BACKGROUND**

The changes proposed herein were primarily developed to better clarify the intent of enacted legislation, to accurately reflect the role of the Colorado Department of Education in the program review process, and to amend existing protocol for the review of teacher education programs at private institutions of higher education. In addition, staff eliminated duplicitous and obsolete language from the policy.

The policy modifications were initially drafted in fall 2005 by Commission staff. These were then shared with staff from the teacher educator licensing unit of the Colorado Department of Education. Thereafter, in winter 2006, Commission staff shared and solicited feedback to the proposed changes from the Academic Council as well as the Colorado Council of Deans of Education (CCODE), an ad-hoc council comprised of senior administrators of approved teacher education programs in Colorado. Though Commission staff received no objections to the proposed changes, both the Academic Council and CCODE provided valuable feedback concerning the changes proposed in the policy. CCHE staff incorporated many of the amendments proposed by the Academic Council and CCODE. Finally, Commission staff shared

the final version of proposed changes with the Academic Council and CCODE in September 2006.

All members of the Academic Council and CCODE endorsed the proposed changes to the policy.

### **III. STAFF ANALYSIS**

Substantive modifications to the existing Teacher Education Policy include the following:

1. Identifying where in state statute a particular policy standard or criterion occurs.
2. Creating a separate and statutorily accurate approval process for teacher education programs at private institutions (see section 6.00).
3. Eliminating the approval process previously found in Appendix A. As reported by teacher education administrators and CCHE staff, this section contained information that was both confusing to educators and inconsistent with statute.
4. Distinguishing a “teacher education program,” a program of study that leads to licensure, from an “approved teacher education unit,” a department, college, or university that has been reviewed and approved to offer teacher education programs (see section 3.03).
5. Clarifying the role and relationship in the review and approval process for teacher education programs by the Colorado Commission on Higher Education and the State Board of Education.
6. Deleting section 7.01.08 Protocol for Review of Teacher Education Programs. It was determined that this section, which described the selection and training of site visit team members, was not germane to state policy.
7. Adding section 4.08, which requires the meeting of performance criteria related to teacher education found in performance contracts with the department of higher education to the overall performance criteria that are used to evaluate programs and units.

### **IV. STAFF RECOMMENDATION**

**Staff recommends that the Commission approve and adopt the amended language to CCHE Academic Affairs policy I:P described herein and found in Addendum A of this document.**

### **STATUTORY AUTHORITY**

The Teacher Education Policy is based on section 23-1-121, C.R.S. that states:

*On or before July 1, 2000, the Commission shall adopt policies establishing the requirements for teacher education programs offered by institutions of higher*

*education. The Commission shall work in cooperation with the State Board of Education in developing the requirements for teacher education programs. At a minimum the requirements shall ensure that each teacher education program may be completed within four academic years, is designed on a performance-based model, and addresses the statutory criteria.*

**Addendum A**

## SECTION I

### PART P TEACHER EDUCATION POLICY

#### **1.00 Introduction**

This policy describes the performance-based teacher education model adopted in Colorado. It outlines the criteria and procedures for review and approval of schools, colleges, and departments of teacher education (hereafter listed as “units” of teacher education) and for teacher education programs offered. The “unit of teacher education” encompasses all elements of teacher education at any particular college or university while “program(s)” of teacher education define the individual academic programs leading to specific teacher education endorsement areas (e.g. English, social studies, mathematics, tech ed, etc.) offered by a unit.

This document lists the statutory criteria and the corresponding performance measures that new and existing units of teacher education must meet to qualify teacher candidates for state licensure and against which adopted standards and performance measures are evaluated. The policy also describes the review and accountability processes for Colorado’s units of teacher education.

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

#### **2.00 Statutory Authority**

The CCHE Teacher Education Policy is based on section 23-1-121 C.R.S. that states:

On or before July 1, 2000, the Commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education. At minimum the requirements shall ensure that each teacher preparation program may be completed within four academic years, is designed on a performance-based model, and addresses the statutory criteria.

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

##### 3.01 Policy Goals

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

- 3.01.01 Establishes the requirements for units of teacher education, including all teacher education programs [23-1-121 (2) C.R.S.].

- 3.01.02 Specifies the process and protocol for a statewide review of all units of teacher education at public colleges and universities with current approval.
- 3.01.03 Requires a periodic review of teacher education units, at least once every five years [section 23-1-121 (4) (a) (II) C.R.S.].
- 3.01.04 Implements procedures for collecting and reviewing evaluative data of teacher education units.
- 3.01.05 Specifies a process for collaborating with the governing boards to define the information to be included in the annual report to the education committees of the General Assembly.
- 3.01.06 Requires an annual report on the requirements and effectiveness of teacher education to the legislative education committees each January [23-1-121 (6) C.R.S.].

### 3.02 Principles

CCHE Teacher Education Policy is based on the following principles:

- 3.02.01 Educator preparation is a shared enterprise among the Colorado Commission on Higher Education, the Colorado State Board of Education (SBE), institutions of higher education, and school districts. In this context, the Colorado Commission on Higher Education has responsibility for the review and approval of units of teacher education designed to prepare teachers, while the Colorado State Board of Education is authorized to develop the professional content standards for teacher education programs and to license the completers of approved teacher education programs.
- 3.02.02 Units of teacher education are evaluated on the criteria listed in Section 4.00 of this policy.

### 3.03 Terminology

An Approved Teacher Education Unit is a department, college, or university that has been reviewed and approved pursuant to this policy and the provisions of C.R.S. 23-1-121.

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

Colorado Model Content Standards are the specific statements of what a P-12 student should know or be able to do in specified academic areas.

Field-based Experiences are where teacher candidates apply content and professional knowledge in authentic school settings under the supervision of teachers and college or university faculty. Field-based training may include a variety of experiences associated with teaching in supervised settings—classroom observations,

assisting licensed teachers in school settings, practica, student teaching and internships—or integrating all experiences under a partner school model.

Student teaching is a field-based experience in which teacher candidates further develop and demonstrate their competence over an extended period of time under the supervision of a match-up or cooperating teacher. Field experiences, including student teaching, must account for a minimum of 800 clock hours accumulated throughout the program of study in entry-level (initial) teacher education programs.

Field experiences in programs leading to additional endorsements for previously licensed teachers may vary in length.

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

Entry-level teacher education programs, also known as initial teacher licensure programs, include baccalaureate degrees, post-baccalaureate programs, alternative teacher programs, and teacher-in-residence programs. Under C.R.S. 23-1-121, CCHE approves teacher education programs at the baccalaureate and post-baccalaureate levels.

Licensure refers to the system and criteria that authorizes individuals to teach in Colorado public schools. The Colorado State Board of Education is the entity authorized to license teacher education candidates following recommendation from the Colorado Department of Education.

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

Performance-based Model refers to a system that evaluates a teacher education unit against the performance standards as defined and adopted by the Commission and the professional knowledge content standards adopted by the Colorado State Board of Education. Section 4.00 of this policy specifies the performance criteria that apply to the approval or review of a teacher education units. Teacher education units that fail to meet the performance criteria will not be approved, will be placed on probation, or will be discontinued.

Post-Baccalaureate Teacher Education is for those candidates pursuing initial or advanced teacher education who already possess an undergraduate degree (e.g. Bachelor of Arts [BA] or Bachelor of Science [BS]). These programs of study are subject to all CCHE performance criteria excluding the requirement that the program must be completed in four academic years (see 4.01).

Teacher Candidate is a person who is participating in an approved teacher education program in order to meet the requirements for licensure in the state of Colorado.

Teacher Education Program, as defined in statute, represents a CCHE-approved program of study with a defined curriculum in a public institution of higher education that leads to licensure in a particular grade level or content area (e.g. mathematics, sciences, etc.). In the context of this policy, a teacher education program must

include the curricular components consistent with an undergraduate degree program, including general education and a major in a content area, as well as professional knowledge (e.g. passing the appropriate PLACE or Praxis II assessment) and field-based experiences. .

#### **4.00 Criteria for a Performance-Based Teacher Education Units or Programs**

The Commission shall use performance-based measures specified in section 23-1-121 C.R.S. to review and approve baccalaureate and post-baccalaureate teacher education units and programs within units, including proposals for new programs. The approved sequence of coursework and field experiences will be evaluated on evidence supporting a performance-based model. Recommendation for approval by the State Board of Education (see 4.06) is a necessary precondition for Commission approval. In its review, the Commission will evaluate whether units requesting teacher education approval meet criteria described in sections 4.01 through 4.07.

- 4.01 Public institutions shall ensure that undergraduate teacher education programs may be completed in four academic years and are designed and implemented in accordance with the higher education Quality Assurance Act [23-1-121 (2) C.R.S.].
- 4.02 Each program will demonstrate that it has a comprehensive admissions system including screening and counseling for students considering becoming teacher candidates [23-1-121 (2) (a) C.R.S.].
- 4.03 Each unit or program will demonstrate that it has ongoing screening and counseling of teacher candidates by practicing teachers or college and university faculty members [23-1-121 (2) (b) C.R.S.].
- 4.04 Each program will demonstrate that its programs contain course work and field-based training integrates theory and practice and educates teacher candidates in methodologies, practices, and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Model Content Standards [23-1-121 (2) (c) C.R.S.].
- 4.05 The curriculum of each program will ensure that each teacher education candidate enrolled in a program leading to initial endorsement completes a minimum of 800 hours of supervised field based experience that relate to approved standards and measures; in the case of additional endorsements for previously licensed teachers, the minimum number of hours of supervised field based experiences will vary [23-1-121 (2) (d) C.R.S.].
- 4.06 Each unit will document that, prior to graduation, its teacher education candidates demonstrate content skills required for licensure, as determined by the Colorado Department of Education [23-1-121 (2) (e) C.R.S.].
- 4.07 Each unit will provide ongoing and comprehensive assessments including the evaluation of each teacher candidate's subject matter and professional knowledge and ability to apply the professional knowledge base [23-1-121 (2) (f) C.R.S.].
- 4.08 Each unit will demonstrate that its programs meet the performance criteria related to teacher education found in its governing board's performance contract with the department of higher education [23-5-129 (2) (a) C.R.S.].

## **5.00 Approval Process for New Teacher Education Programs**

A unit of teacher education that chooses to offer a new teacher education program shall submit a proposal to both the State Board of Education and Commission. The Commission, in conjunction with the State Board of Education, shall review each teacher education program proposal submitted by an institution of higher education. The State Board of Education will first review the proposal for alignment with state teacher education content standards and teacher performance-based standards and then submit to the Commission its recommendation regarding approval

5.01 CCHE will follow its existing approval process, described in section 4.00, to review teacher education program proposals.

5.01.01 The following types of teacher education programs must comply with this process:

- New undergraduate teacher education programs,
- New post-baccalaureate teacher education programs,
- Modifications to CCHE-approved degree programs leading to teacher licensure, and
- Adding teacher licensure to existing, CCHE-approved degree programs

5.01.02 Public institutions with approved teacher education units do not require additional approval to offer these programs as cash-funded programs, provided such programs follow CCHE Extended Studies policies and are identical to those programs eligible for state funding.

5.02 The State Board of Education is responsible to review for approval the content of each teacher education program prior to its consideration for approval by the Commission. The State Board of Education will review the proposal to determine if the program's content is designed and implemented in a manner that is in compliance with section 22-2-109 (5) (a) C.R.S.

5.02.01 If the State Board of Education confirms that the content portion of the teacher education program is in compliance with its adopted content standards, CCHE shall review the proposal using the performance-based measures specified in Section 4.00 of this policy and present a recommendation to the Commission.

5.02.02 If the State Board of Education does not recommend CCHE consideration because the program content does not meet the SBE standards, CCHE will not take further action to approve the request.

## **6.00 Approval Process for New Teacher Education Programs (Private Institutions)**

Any private institution of higher education authorized pursuant to the CCHE Degree Authorization Act that chooses to offer a new teacher education program shall submit

a proposal to the State Board of Education requesting its approval. The State Board of Education will review the proposal and, if approved, submit a recommendation of approval to the Commission.

- 6.01 Following the regulations provided in 23-1-121 (5) C.R.S., the Commission will take action, upon receipt of approval by the State Board of Education that the teacher education program is designed and implemented in a manner that will enable a teacher candidate to meet the requirements specified in 22-2-190 (3) C.R.S. and 22-60.5- 106 C.R.S.
  - 6.01.01 Commission action on a teacher education program authorized by the State Board of Education will be limited to confirming that the program contains the requirement of a minimum of 800 hours of supervised field-based experience [23-1-121 (5) (b) C.R.S.].
  - 6.01.02 If the program has been approved by the State Board of Education pursuant to 22-2-109 (5) C.R.S. and contains the requirement of a minimum of 800 hours of field-based experience, then CCHE staff will recommend approval to the Commission.

## **7.00 Processes for the Five-Year Site Review of Units of Teacher Education**

This section describes the review process for units of teacher education.

- 7.01 The reauthorization review of approved units of teacher education at public colleges and universities will be conducted by CCHE in collaboration with the Colorado State Board of Education every five years by pre-arranged schedule. The review process consists of seven steps, including (1) scheduling the site visit, (2) institutional submission of evidence supporting the performance criteria, (3) review of submitted evidence prior to the site visit, (4) a site visit by the review team, (5) written notification of approval recommendations to the institutions by the CDE and CCHE, (6) an appeals process, and (7) formal action by the SBE and the Commission.
  - 7.01.01 The institution will formally request a site visit and indicate the programs that are approved to meet the criteria specified in this policy. CCHE and CDE will confirm the dates and provide a description of the materials the institution needs to submit prior to the site visit.
  - 7.01.02 The institution will submit materials documenting how its unit and programs meet the criteria specified in Section 4.00.
  - 7.01.03 The review team will review the submitted evidence prior to the site visit to identify the unit and programs' strengths and areas for improvement or missing information needed to document the performance criteria defined in this policy.
  - 7.01.04 The review team will conduct an on-site review focusing on the results of the preliminary review and the performance criteria that are best evaluated on-site. The site visit will consist of an entrance interview, unit and program review, and an exit interview.

7.01.05 CCHE and CDE will prepare a written report with recommendations using the findings of the joint review team and formally share a written report with the college or university's teacher education administration, the provost or chief academic officer, and the governing board within 60 days of the conclusion of the site visit.

7.01.05.01 The institution shall respond to any errors of fact in the report within 30 days and also respond with any supplemental information requested.

7.01.05.01 An institution may submit a rejoinder to address the findings or, if necessary, request a second visit to address the findings of the review panel. If there is no request for a second visit, the final report of the on-site review will be presented to the State Board of Education and the Commission.

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

7.01.05.04.02 The staff may recommend **probation or termination** of a teacher education preparation program that does not meet the performance criteria adopted by the Commission or the professional content standards adopted by the State Board of Education or both.

(a) If the Commission places a program on probation based upon the recommendation of the State Board of Education, the Commission shall consult with the State Board of Education in determining whether the program should be reapproved or whether the program should be terminated.

(b) Any teacher preparation program placed on probation shall not accept new students until staff recommends that the teacher preparation be removed from probationary status and the Commission acts affirmatively. The length of the probationary status shall not exceed one year.

(b.1.) If after one year on probation the teacher preparation program fails to correct any of its deficiencies with regard to the performance criteria adopted by the Commission or the professional content standards adopted by the State Board of Education or both, the Commission shall order termination of the teacher preparation program.

(c) If the Commission determines that a teacher preparation program should be terminated, the teacher preparation program must not accept new

students and must terminate within four years of the said determination.

7.01.06 Within 30 days of the Commission's action, a governing board may appeal a recommendation of probation or discontinuance of a teacher education unit.

7.01.06.01 To initiate an appeal, the governing board shall submit a written request that identifies the unit and cites the reasons why it is contesting the recommendation. This material will be included in the agenda materials.

7.01.06.02 The representative of the governing board filing an appeal shall have an opportunity to testify at the Commission meeting at which the site report is presented.

7.01.07 The Commission will act on the teacher education approval recommendations, including any units that appealed the staff recommendation. Unit approval requires six affirmative Commission votes. The Commission's action is binding.

7.01.07.01 If the Commission votes to discontinue a teacher education unit, the decision is effective immediately. The institution may not admit, re-admit, or enroll new students effective on the date of the Commission vote.

7.01.07.02 Teacher candidates enrolled in a discontinued unit at the time of the Commission action may complete their programs of study under the original graduation requirements. Under state statute, these teacher candidates have a maximum of four years to complete the graduation and licensure requirements. The institution shall advise students who do not appear to be able to complete the requirements into a degree program approved for teacher preparation.

7.02 Process for Discontinuing a Program by Institution Decision

7.02.01 Any institution wishing to discontinue an approved teacher education program must submit notification to CCHE in writing indicating the program to be discontinued, the reasons for the decision, and a timeframe for ending the program. If students are still completing the program, a plan for moving them to completion of the program or into another degree plan must be described.

## **8.00 Data Reporting and Accountability**

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

8.02 CCHE will collaborate with the governing boards to specify the information and the approach for conducting the evaluation of teacher education programs that will be

provided in the annual report to the education committees of the General Assembly.

8.03 CCHE will submit an annual report on the performance, quality, and effectiveness of teacher education units and programs to the house and senate education committees.

8.04 CCHE and CDE will facilitate the sharing of data between the agencies regarding the key performance criteria found in 23-1-121 (6) C.R.S.

**TOPIC:                   DEGREE AUTHORIZATION ACT – COLORADO UNIVERSITY  
OF COMMERCE, RIVENDELL COLLEGE, AND MINISTRIES  
TRAINING SYSTEM (CHURCH OF GOD)**

**PREPARED BY:       MATT GIANNESCHI AND MATT MCKEEVER**

**I.       SUMMARY**

The Commission has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act. Commission policies and procedures have been developed to include an application process for any institutions wishing to begin operation in Colorado. Institutions meeting the applicable requirements will be granted authority to operate upon the Commission's approval.

Colorado University of Commerce has requested authorization as a private, for-profit college or university offering programs in Commerce at the diploma (postsecondary), associate, and bachelor's degree levels. Staff has conducted the required review of the institution's application materials and finds that the institution meets the requirements for preliminary state authorization. Colorado University of Commerce, as a newly-established institution, is not yet accredited by an accrediting agency recognized by the U.S. Department of Education. The preliminary state authorization is provided as a means for newly-established institutions to begin the accreditation process by allowing a period of six months in which to begin a relationship with an approved national or regional accrediting body. The institution understands that it is prohibited from accepting students, offering instruction, awarding credits toward a degree, or awarding a degree until it is granted Category II authorization status.

Rivendell College has requested authorization as a private, for-profit college or university offering liberal arts programs at the associates, bachelors, and masters degree levels. Staff has conducted the required review of the institution's application materials and finds that the institution meets the requirements for preliminary state authorization. Rivendell College, as a newly-established institution, is not yet accredited by an accrediting agency recognized by the U.S. Department of Education. The preliminary state authorization is provided as a means for newly-established institutions to begin the accreditation process by allowing a period of six months in which to begin a relationship with an approved national or regional accrediting body. The institution understands that it is prohibited from accepting students, offering instruction, awarding credits toward a degree, or awarding a degree until it is granted Category II authorization status.

Ministry Training System, an agency of the General Conference of the Church of God, has submitted materials that satisfactorily demonstrate the institutions fulfillment of the requirements found in the Degree Authorization Act for operation in the state of Colorado.

## **II. BACKGROUND**

The Colorado Commission on Higher Education has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, which authorizes certain types of institutions to offer degrees and/or degree credits. These are: (1) Colorado publicly-supported colleges and universities; (2) properly accredited private colleges and universities; (3) postsecondary seminaries and bible colleges; and (4) private occupational schools authorized by the Division of Private Occupational School. Persons or unauthorized organizations that violate the provisions of the statute are subject to legal penalties.

All private colleges and universities, out of state public colleges and universities, and seminaries or bible colleges are required to register with the Colorado Commission on Higher Education and to meet criteria found in CCHE Policy Section I Part J, Degree Authorization Act, in order to be granted authorization to offer degrees within Colorado. Such authorization must be received by the institution prior to offering any program of instruction, academic credits, or degrees; opening a place of business; soliciting students or enrollees; or offering educational support services.

The Commission administers the Degree Authorization Act by determining an institution's eligibility to operate pursuant to statute and CCHE policy.

To apply for preliminary state authorization, an organization must provide to the Commission full documentation that demonstrates fulfillment of each of the criteria below:

1. Familiarity with accreditation and state authorization policies and procedures;
2. Statement of mission;
3. Institutional organization;
4. Degrees and academic programs;
5. Admission policies; and
6. Financial resources.

In the case of a seminary or bible college, an institution must qualify both as a "bona fide religious institution" and as an "institution of postsecondary education." To qualify as a postsecondary educational institution, as distinguished from an institution operating at the secondary level, it shall require for admission at least a high school diploma or its equivalent. Additionally, to qualify as a bona fide religious institution, an institution must meet each of the following criteria:

1. Be a nonprofit institution owned, controlled, and operated and maintained by a bone fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.
2. Limit the educational program to the principles of that church or denomination, and the diploma or degree is limited to evidence of completion of that

education. Institutions operating under this degree authorization shall not award degrees in any area of physical science or medicine.

3. Only grant degrees or diplomas in areas of study that contain, on their face, in the written description of the title of the degree or diploma being conferred, a reference to the theological or religious aspect of the degree's subject area (See Section 3.01.04).
4. Not market, offer, or grant degrees or diplomas that are represented as being linked to a church or denomination, but which, in reality, are degrees in secular areas of study.
5. Have obtained exemption from property taxation under state law and shall have submitted a copy of the certificate of this exemption to the Commission (See Section 3.01.02).

### **III. STAFF ANALYSIS**

Colorado University of Commerce A representative from the Colorado University of Commerce has met with Commission staff as required by the Degree Authorization Act and has formally applied for authorization to offer diploma, associate's and bachelor's degree programs in Commerce. CCHE staff determined that the Colorado University of Commerce meets the requirements for preliminary state authorization.

Rivendell College A representative from the Rivendell College has met with Commission staff as required by the Degree Authorization Act and has formally applied for authorization to offer liberal arts programs at the associate's, bachelor's, and master's degree level. CCHE staff determined that the Rivendell College meets the requirements for preliminary state authorization.

Ministry Training Systems has applied for authorization to offer Orientation Program for Lay Pastor Certificate and a Diploma of Pastoral Studies. Ministry Training Systems has submitted all information required by the Degree Authorization Act Appendix B: Declaration of Religious Authorization. Through this documentation the institution has demonstrated that it meets all the qualification listed in CCHE policy.

### **IV. STAFF RECOMMENDATION**

That the Commission grant Preliminary Authorization to the Colorado University of Commerce and Rivendell College for a period of six months, during which time the institutions must satisfactorily complete preliminary steps toward accreditation as required by a regional or other approved accrediting association, and, that the Commission approves Ministry Training Systems

to operate in the state of Colorado as a Bible and Seminary College under the Degree Authorization Act.

**V. SUPPLEMENTAL INFORMATION**

Copies of all relevant statute, policy, and the Colorado University of Commerce application materials are on file in the Academic Affairs Office.

**STATUTORY AUTHORITY**

23-1-121 C.R.S.  
23-2-101 C.R.S.

**TOPIC: EXTENSION OF AUTHORIZATION TO OPERATE IN COLORADO UNDER THE DEGREE AUTHORIZATION ACT: AMERICAN PATHWAYS UNIVERSITY; COLORADO INTERNATIONAL UNIVERSITY; SUMNER SCHOOL OF HEALTH SCIENCES; AND YORKTOWN UNIVERSITY**

**PREPARED BY: MATT GIANNESCHI AND MATT MCKEEVER**

**I. SUMMARY**

The Commission has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act. Commission policies and procedures have been developed to include an application process for any institutions wishing to begin operation in Colorado. Institutions meeting the applicable requirements will be granted authority to operate upon the Commission's approval.

Institutions that are authorized to operate on a Preliminary or Category II basis are required to demonstrate satisfactory progress toward accreditation within policy imposed time limits. A six month time limit is imposed on Preliminary authorization, and a two-year time limit is imposed on Category II authorization. Occasionally, a school that is authorized with Preliminary or Category II authorization requests an extension to the authorized time limits.

American Pathways University, Colorado International University, Sumner College of Health Sciences, and Yorktown University all requested and were granted extensions to their current authorization.

**II. BACKGROUND**

Upon Preliminary authorization, institutions have six months to demonstrate eligibility for accreditation. At the time of the demonstration of eligibility, an institution is able to apply for Category II authorization. Category II authorization is good for a period of two years during which an institution is allowed to offer instruction, enroll students, and award credits towards a degree as long as it maintains reasonable and timely progress towards accreditation. At times, the accreditation process takes longer than two years to complete. In the past, the Commission has granted extensions to institutions that are able to demonstrate reasonable and timely progress was being made in the accreditation process.

### **III. ACTIONS AUTHORIZED BY THE EXECUTIVE DIRECTOR**

American Pathways University requested an extension of its Category II authorization that expired on May 13, 2006. The extension was granted on May 25, 2006 and is valid through December 30, 2006.

Colorado International University requested an extension of its Preliminary authorization that expired on May 16, 2006. The extension was granted on June 15, 2006 and is valid through December 31, 2006.

Sumner College of Health Sciences requested an extension of its Preliminary authorization that expired April 7, 2006. The extension was granted on August 9, 2006 and is valid through December 31, 2006.

Yorktown University requested an extension of its Category II authorization that expires in November, 2006. The extension was granted on September 11, 2006 and is valid through November, 2007.

### **STATUTORY AUTHORITY**

23-1-121 C.R.S.  
23-2-101 C.R.S.

**TOPIC: COMMISSION MEETING SCHEDULE FOR CALENDAR YEAR  
2007**

**PREPARED BY: JENNA LANGER**

**I. SUMMARY**

Colorado Statutes and Colorado Commission on Higher Education By-Laws direct Commissioners to adopt a meeting schedule for the subsequent year at the October Commission meeting.

Commission staff recommends the approval of the 2007 Colorado Commission on Higher Education Meeting Schedule that is attached.

**II. BACKGROUND**

The Commission meetings are held on campuses of institutions of higher education and the schedule is designed to encourage public participation and knowledge of the diversity of schools within the Colorado System of Higher Education.

**III. STAFF RECOMMENDATION**

Staff recommends that the Commission approves the [attached](#) 2007 Colorado Commission on Higher Education Meeting Schedule.

**STATUTORY AUTHORITY**

C.R.S. § 23-1-110

# STATE OF COLORADO

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

Terrance L. Farina, Chair  
Raymond T. Baker, Vice Chair  
Judith Altenberg  
Joel Farkas  
Richard L. Garcia  
Dean L. Quamme  
Richard L. Ramirez  
Edward A. Robinson  
Greg C. Stevinson  
James M. Stewart  
Judy Weaver



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Bill Owens  
Governor

Jenna D. Langer  
Executive Director

## **Colorado Commission on Higher Education Proposed 2007 Meeting Schedule**

January 4, 2007	Cancelled
February 1, 2007	University of Colorado
March 1, 2007	Colorado State University
April 5, 2007	Metropolitan State College
May 3, 2007	Community College System
June 7, 2007	Ft. Lewis College
August 2-3, 2007	Retreat, to be determined
October 4, 2007	Adams State College
November 1, 2007	Mesa State College

**TOPIC: SURPLUS PROPERTY AGREEMENT**

**PREPARED BY: JOHN KARAKOULAKIS**

## **I. SUMMARY**

HB06-1075 called on the Correctional Industries' Advisory Committee and the Department of Higher Education to develop a process governing the waiver of institutions of higher education, by campus, from the state surplus property procedures for items that the Advisory Committee and the Department of Higher Education determine to be unique and of interest to institutions of higher education. This process was to be completed by September 1, 2006.

The legislation intended to address the discrepancies within the state surplus property system among institutions of higher education. For many years institutions have operated under differing assumptions as to how the surplus system applied to them and how it worked. By statute, all state entities except the Department of Transportation, but including all institutions of higher education, are required to dispose of their surplus property through the Department of Corrections' Correctional Industries.

CCHE worked with the Department of Corrections to create a plan in which all institutions of higher education would participate within the surplus property system as required by statute, while addressing the reasons why institutions were not using the system.

## **II. STAFF ANALYSIS**

CCHE staff held several meetings with representatives from the Department of Corrections and institutions of higher education. These meetings revealed that in general, schools that were not using the state surplus property system did so because of geography, responsiveness, or existing systems in place that were more efficient.

Taking the school's varied concerns into account CCHE worked with Corrections to develop a proposal that: defines the type of property that can be automatically waived by schools; waives pick-up and handling fees; creates a profit sharing program entitling schools to 88% of the money from resale after expenses; requires Correctional Industries to explain to schools the system and insure timely responsiveness; creates an off-site waiver program for CU, CSU and two western slope schools to continue their surplus property operations in exchange for 12% of revenue after expenses.

This proposal was submitted to the Correctional Industries Advisory Committee by September 1, 2006, and agreed upon. This plan is a good compromise of the interests involved and will allow all institutions of higher education to fully comply with the

statute. The next step will entail rule making with the Department of Corrections, which is scheduled to occur the first week of November.

### **STATUTORY AUTHORITY**

#### **17-24-104. Creation of division of correctional industries and advisory committee - enterprise status of division - duties of committee - sunset review of committee.**

(6) (a) THE ADVISORY COMMITTEE AND THE DEPARTMENT OF HIGHER EDUCATION SHALL, NO LATER THAN SEPTEMBER 1, 2006, COMPLETE THE JOINT DEVELOPMENT OF A PROCESS GOVERNING THE WAIVER OF INSTITUTIONS OF HIGHER EDUCATION, BY CAMPUS, FROM THE SURPLUS STATE PROPERTY PROCEDURES DESCRIBED IN SECTION 17-24-106.6 CONCERNING PROPERTY ITEMS THAT THE ADVISORY COMMITTEE AND DEPARTMENT OF HIGHER EDUCATION JOINTLY DETERMINE ARE UNIQUE AND OF INTEREST TO INSTITUTIONS OF HIGHER EDUCATION.

(b) THE DIRECTOR OF THE DIVISION OF CORRECTIONAL INDUSTRIES SHALL, IN ACCORDANCE WITH SECTION 17-24-106.6 (2), PROMULGATE RULES THAT IMPLEMENT THE WAIVER PROCESS DEVELOPED PURSUANT TO THIS SUBSECTION (6).

### **ATTACHMENTS**

#### **1. [Surplus Property Proposal](#)**

# STATE OF COLORADO

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## COLORADO DEPARTMENT OF CORRECTIONS

2862 S. Circle Drive  
Colorado Springs, CO 80906  
Phone: (719) 579-9580  
FAX: (719) 226-4755  
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Bill Owens  
Governor  
Joe Ortiz  
Executive Director

**August 25, 2006**

### **Surplus Property for Higher Education Proposal**

**Legislative Directive:** HB06-1075 calls on the Correctional Industries Advisory Committee and the Department of Higher Education to develop a process governing the waiver of institutions of higher education, by campus, from the state surplus property procedures for items that the Advisory Committee and the Department of Higher Education determine to be unique and of interest to institutions of higher education. This process shall be completed by September 1, 2006.

**Proposed Plan:** In order to ensure that institutions of higher education are conforming to the statutory requirements of the state's surplus property procedures, described in C.R.S. section 17-24-106.6 and the development of a waiver process for items that are of unique and of special interest as set forth in HB06-1075, we offer the following proposal:

**Automatic Waivers-** Waivers will be automatically granted, by campus, for the following types of property that are deemed unique and of interest to institutions of higher education. A report shall be submitted to the Director of Correctional Industries at the end of each year specifying and accounting for the property that was automatically waived.

- Property purchased with a majority of money from grant funding.
- Property purchased with student tuition and fees.
- Specialized property of which the institution of higher education has expertise and special market knowledge to re-sell more efficiently.

**Waive Pick-up and Handling Fees and Share Profits-** On all other items, institutions of higher education will use the state surplus property system and Correctional Industries will keep 12% of profits on the resale after expenses, the rest of the money will be returned to the institution of higher education. Pick-up and handling fees will no longer apply.

# STATE OF COLORADO

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## COLORADO DEPARTMENT OF CORRECTIONS

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Bill Owens  
Governor  
Joe Ortiz  
Executive Director

**Form 276 Usage and Changes-** Institutions of higher education will use Correctional Industries' Form 276 to declare surplus property and the recommended disposition of surplus property. Correctional Industries will notify institutions of the disposition of their request within 3 business days of it being submitted. Correctional Industries will provide institutions with guidelines for Form 276 waiver criteria and training regarding the process.

### **Colorado Correctional Industries responsibilities will be to-**

- Regulate the volume and disposal of all Higher Education qualified surplus property through the use of Form 276.
- Designate its main surplus property agency's disposal site as 4999 Oakland Street, Denver, CO.
- Authorize CU and CSU as designated off-site surplus property disposal facilities for the Front Range, thereby allowing for the disposal of their surplus property.
- Charge CU and CSU 12% of net revenue (after expenses are deducted) from their re-sale of qualified surplus property, as a cost to be an off-site designated disposal facility.
- Invest the 12% net revenue directly into expanding inmate employment programs.
- Authorize a minimum of two (2) colleges to be designated off-site surplus property disposal facilities for the western slope.
- Accommodate and duly fulfill the States Surplus Property Statute in a more efficient and effective manner by fully incorporating High Education into its surplus property program.

**TOPIC:                   REPORT TO THE COMMISSION ON TRANSFER ENROLLMENT, FY2005**

**PREPARED BY:       JULIE CARNAHAN**

**I.       SUMMARY**

The purpose of the attached report (see Attachment A) is to describe FY2005 transfer activity at Colorado's public colleges and universities. The period of analysis is fall semester 2004 to fall semester 2005. Data in this report are presented in headcount format.

In FY2005, 15,147 transferred into public institutions in Colorado. The number of students who transferred from public two-year institutions in Colorado (5,367, or 35% of the total) was greater than the number of students who transferred from public four-year institutions in Colorado (4,033, or 27%). Five-thousand seven hundred eight students (38%) transferred into public institutions in Colorado from private institutions, out-of-state institutions, or from institutions that were not reported.

Metropolitan State College of Denver received the largest number of transfer students (2,808), with 1,581 transferring from the two-year institutions and 1,227 transferring from the four-year institutions. Conversely, Front Range Community College sent the largest number of students to four-year public institutions (1,333).

The data show some fairly predictable transfer patterns. Students often transfer to institutions within the same geographical region of their former institution. For example, Colorado State University-Pueblo received the majority of its transfer students from Pueblo Community College. Likewise, the University of Colorado at Colorado Springs received the largest number of its transfer students from Pikes Peak Community College, and so on. The data also show that the students who transfer from the state's three large residential universities—the University of Colorado at Boulder, Colorado State University at Fort Collins, and the University of Northern Colorado—end up at the Auraria Campus in Denver, enrolling at either the University of Colorado at Denver Health Sciences Center or Metropolitan State College of Denver.

Attachment A

Originating Institution	Receiving Institution												FISCAL YEAR UG TOTAL
	ASC	CSM	CSU	CSU-P	FLC	MESA	METRO	UCB	UCCS	UCDHSC	UNC	WSC	
<b>Two-Year Public Institutions</b>													
AIMS	0	5	73	0	2	7	30	17	4	7	227	0	372
ACC	9	3	45	11	7	13	311	37	10	142	28	5	621
CMC	0	1	50	4	8	51	35	29	9	26	10	4	227
CNCC	1	0	10	2	4	22	10	0	2	0	2	1	54
CCA	3	0	12	6	2	3	192	13	6	128	17	1	383
CCD	1	2	23	1	1	7	296	12	2	141	16	1	503
FRCC	2	5	421	8	9	14	352	275	17	116	114	8	1,341
LCC	9	0	3	15	1	3	1	1	4	1	3	0	41
MCC	0	0	6	2	0	4	9	0	1	4	12	1	39
NJC	1	0	50	5	0	11	12	4	3	3	45	0	134
OJC	21	1	11	27	0	12	7	5	10	0	10	0	104
PPCC	6	5	41	62	4	2	32	18	403	17	25	10	625
PCC	8	0	8	200	44	6	12	5	8	6	3	6	306
RRCC	3	29	40	2	3	6	272	41	2	101	30	6	535
TSJC	17	0	6	21	1	6	10	5	5	3	7	1	82
													-
<b>Total Transfers from Two-Yr Publ Inst</b>	<b>81</b>	<b>51</b>	<b>799</b>	<b>366</b>	<b>86</b>	<b>167</b>	<b>1,581</b>	<b>462</b>	<b>486</b>	<b>695</b>	<b>549</b>	<b>44</b>	<b>5,367</b>
<b>% of Total Rec'd from Two-Yr Publ Inst</b>	<b>1.5%</b>	<b>1.0%</b>	<b>14.9%</b>	<b>6.8%</b>	<b>1.6%</b>	<b>3.1%</b>	<b>29.5%</b>	<b>8.6%</b>	<b>9.1%</b>	<b>12.9%</b>	<b>10.2%</b>	<b>0.8%</b>	
<b>% of Total Rec'd by Inst</b>	<b>27.7%</b>	<b>35.4%</b>	<b>40.6%</b>	<b>59.8%</b>	<b>20.2%</b>	<b>20.9%</b>	<b>35.5%</b>	<b>24.1%</b>	<b>41.0%</b>	<b>36.4%</b>	<b>45.1%</b>	<b>19.7%</b>	
<b>Four-Year Public Institutions</b>													
ASC	32	0	6	22	2	6	26	9	11	4	8	3	129
CSM	2	1	15	3	0	1	38	7	1	10	2	0	80
CSU	4	3	11	26	10	34	263	68	35	112	74	7	647
CSU-P	6	1	29	2	2	5	32	5	27	6	14	3	132
FLC	3	5	36	9	0	14	61	21	15	17	17	4	202
Mesa	2	2	32	6	3	209	71	24	10	22	29	4	414
Metr	2	9	58	2	14	23	0	66	10	150	50	6	390
UCB	1	0	58	18	7	18	230	134	22	195	21	4	708
UCCS	3	1	43	4	3	9	26	51	56	37	14	1	248
UCDHSC	1	8	48	1	2	4	189	80	2	39	12	0	386
UNC	5	3	104	14	4	19	256	60	37	57	41	7	607
WSC	3	1	14	5	6	17	35	9	16	7	16	0	129
<b>Total Transfers from Four-Yr Publ Inst</b>	<b>64</b>	<b>34</b>	<b>454</b>	<b>112</b>	<b>53</b>	<b>359</b>	<b>1,227</b>	<b>534</b>	<b>242</b>	<b>656</b>	<b>298</b>	<b>39</b>	<b>4,072</b>
<b>% of Total Rec'd from Four-Yr Publ Inst</b>	<b>1.6%</b>	<b>0.8%</b>	<b>11.1%</b>	<b>2.8%</b>	<b>1.3%</b>	<b>8.8%</b>	<b>30.1%</b>	<b>13.1%</b>	<b>5.9%</b>	<b>16.1%</b>	<b>7.3%</b>	<b>1.0%</b>	
<b>% of Total Rec'd by Inst</b>	<b>21.9%</b>	<b>23.6%</b>	<b>23.1%</b>	<b>18.3%</b>	<b>12.4%</b>	<b>44.9%</b>	<b>27.5%</b>	<b>27.9%</b>	<b>20.4%</b>	<b>34.4%</b>	<b>24.5%</b>	<b>17.5%</b>	
Code not reported	2	13	687	114	0	30	115	16	8	7	0	2	994
Out of State/Other Code	145	46	29	20	287	244	1532	903	450	550	370	138	4,714
<b>Total - out-of-state or not reported</b>	<b>147</b>	<b>59</b>	<b>716</b>	<b>134</b>	<b>287</b>	<b>274</b>	<b>1,647</b>	<b>919</b>	<b>458</b>	<b>557</b>	<b>370</b>	<b>140</b>	<b>5,708</b>
<b>% of Total Rec'd by Inst</b>	<b>50.3%</b>	<b>41.0%</b>	<b>36.4%</b>	<b>21.9%</b>	<b>67.4%</b>	<b>34.3%</b>	<b>37.0%</b>	<b>48.0%</b>	<b>38.6%</b>	<b>29.2%</b>	<b>30.4%</b>	<b>62.8%</b>	
<b>TOTAL</b>	<b>292</b>	<b>144</b>	<b>1,969</b>	<b>612</b>	<b>426</b>	<b>800</b>	<b>4,455</b>	<b>1,915</b>	<b>1,186</b>	<b>1,908</b>	<b>1,217</b>	<b>223</b>	<b>15,147</b>
**Two-year institution total based on transfers from public two-year to public four-year institution.													
Institutional totals based on students reported with registration status = transfer (3) and admission status = enrolled (3).													
Source: SURDS Undergraduate Applicant Files for FY2005; September 20,2006; jc/jb/ra													

**TOPIC: DISCONTINUANCE OF TEACHER EDUCATION PROGRAMS OFFERED BY JOHNSON AND WALES UNIVERSITY AND THE BACHELOR OF ADVERTISING DEGREE OFFERED BY THE ART INSTITUTE OF COLORADO**

**PREPARED BY: MATT GIANNESCHI AND MATT MCKEEVER**

**I. SUMMARY**

Together with the Colorado Department of Education, the Colorado Commission on Higher Education has statutory responsibility for the approval of teacher education programs at private institutions authorized to operate in Colorado pursuant to CCHE policy (Degree Authorization Act).

On August 30, 2006, Johnson and Wales University notified CCHE staff that it is discontinuing its undergraduate teacher education programs. JWU plans to discontinue its Bachelor of Science in Business Marketing Education and Bachelor of Science in Family Consumer Studies Education degree programs in May 2009.

Moreover, the Commission has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act. Commission policies and procedures have been developed to include an application process for any institutions wishing to begin operation in Colorado. Institutions meeting the applicable requirements will be granted authority to operate upon the Commission's approval.

On July 10, 2006, The Art Institute of Colorado notified CCHE staff that it is discontinuing its bachelors degree in advertising. The Art Institute will no longer admit students into the program. The current students enrolled in the program are expected to graduate by 2009.

**II. STAFF ANALYSIS**

*Johnson and Wales University* JWU will fulfill its academic and employment commitments by continuing to offer the Bachelor of Science in Business Marketing Education and Bachelor of Science in Family Consumer Studies Education degree programs to currently enrolled students at the campus. According to JWU, there are currently 23 students enrolled in these two programs. Effective immediately, however, JWU will no longer enroll any new students into either academic degree program.

JWU staff have submitted to CCHE a complete closure plan and timeline for the discontinuance of the Bachelor of Science in Business Marketing Education and Bachelor of Science in Family Consumer Studies Education programs. JWU's closure plan and timeline

for the discontinuance of these programs are appropriate and will meet both the students' and institution's academic and business objectives.

*Art Institute of Colorado* Until 2009, The Art Institute of Colorado will fulfill its academic commitments by continuing to offer the Bachelor of Advertising degree program to currently enrolled students at the campus. Effective immediately, however, The Art Institute of Colorado will no longer enroll any new students into the degree program.

The Art Institute of Colorado's discontinuance of this program is appropriate and will meet both the students' and institution's academic and business objectives.

### **III. SUPPLEMENTAL INFORMATION**

Copies of all relevant statute, policy, and the application materials are on file in the Division of Academic and Student Affairs.

### **STATUTORY AUTHORITY**

23-1-121 C.R.S.  
23-2-101 C.R.S.

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

**PREPARED BY:       MATT GIANNESCHI AND MATT McKEEVER**

**I.       SUMMARY**

The Commission holds statutory responsibility to approve instruction offered out-of-state beyond the seven states contiguous to Colorado. 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. The Board of Regents of the University of Colorado, the Trustees at Metro State College Denver and the Trustees of Adams State College sponsor these programs.

**II.       BACKGROUND**

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

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

**III.       ACTION**

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

The Board of Regents of the University of Colorado submitted a request to offer the following out-of-state instructional programs to be delivered by the University of Colorado Denver and Health Science Center:

- **“New Concepts and Directions in Thyroidology”**, to be presented October 11, 2006 in Phoenix, AZ.

The Board of Trustees of Mesa State College submitted a request to offer the following out-of-country instructional programs to be delivered by Mesa State Extended Studies:

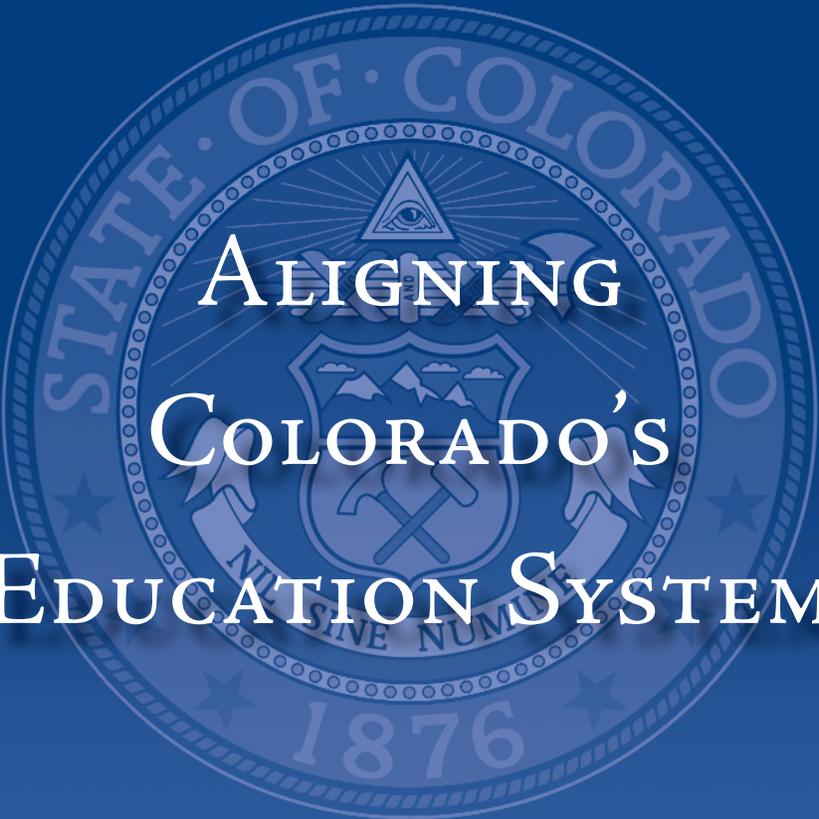
- **“AAS 390L Modern Ghana,”** June 7-July 2, 2006 in Ghana.
- **“MCL 390L/ANT 390S Machu Pichu and the Nazca Plain,”** May 20-31, 2006 in Peru.
- **“ART 4846 Directed Studies in Painting/French Connections: Plein Air Painting Workshop,”** July 16-27, 2006 in France.
- **“EDU 390F Comparative Education in London, England: Teaching Field Experience,”** May 11-19, 2006 in England.

The Trustees of Adams State College submitted a request to offer the following out-of-state/out-of-country instructional program to be delivered by Adams State College Extended Studies:

- **“ED 589 National Consortium for Teaching About Asia Seminar,”** June 17-July 6, 2006 in Japan.
- **“ED 589 Orton-Gillingham Institute for Multi-Sensory Reading,”** on the following dates and at the following locations:
  - May 8-12, 2006 in Michigan and New Jersey;
  - June 5-9, 2006 in Georgia;
  - July 10-14, 2006 in Michigan;
  - September 18-22, 2006 in Minnesota; and
  - October 2-6, 2006 in Massachusetts.
- **“ED 589 Spanish/Lozanoz Method Level I,”** June 19-24, 2006 in Kennewick, Washington.
- **“ED 589 Spanish/Lozanoz Method Level II,”** July 31-August 5, 2006 in Kennewick, Washington.
- **“ED 589 Cognitive Coaching Advanced Seminar,”** July 17-21, 2006 in Skaneateles Falls, NY.

### STATUTORY AUTHORITY

The Commission is given responsibility for approval of out-of-state instruction beyond the contiguous states contiguous to Colorado in C.R.S. 23-5-116.

The seal of the State of Colorado is centered in the background. It features a circular border with the text "STATE OF COLORADO" at the top and "1876" at the bottom. Inside the border is a shield with a mountain range, a plow, and a sheaf of wheat. Above the shield is a triangle containing an eye, and below it is a banner with the motto "AGRICULTURE".

# ALIGNING COLORADO'S EDUCATION SYSTEM

A REPORT TO  
THE GOVERNOR,  
GENERAL ASSEMBLY,  
STATE BOARD OF EDUCATION,  
COLORADO COMMISSION ON HIGHER EDUCATION,  
AND CITIZENS OF COLORADO

SUBMITTED BY:  
THE COLORADO EDUCATION ALIGNMENT COUNCIL

EXECUTIVE SUMMARY

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## COLORADO EDUCATION ALIGNMENT COUNCIL MEMBERS

Jenna Langer, Co-Chair	James P. Henderson	Monica A. Pleiman
William J. Moloney, Co-Chair	Christine Johnson	Pamela Jo Suckla
Nancy Tuor, Co-Chair	Dwight D. Jones	Kevin M. Smith
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Joseph B. Blake	Wendy Mitchell	Nancy Todd
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Tim Foster	Rick O'Donnell	Judy P. Weaver
Diedra A. Garcia	Larry E. Penley	Carl E. Wieman
Booker T. Graves	Joshua A. Penry	
	Deborah Piwonka	

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FUNDING AND STAFFING FOR THE COLORADO EDUCATION ALIGNMENT COUNCIL WERE PROVIDED BY THE FUND FOR COLORADO'S FUTURE.

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THE RECOMMENDATIONS REFLECTED IN THIS EXECUTIVE SUMMARY WERE APPROVED BY A MAJORITY OF THE MEMBERS OF THE COLORADO EDUCATION ALIGNMENT COUNCIL.

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## INTRODUCTION

During the mid to latter 1990s, the State Board of Education adopted standards that establish the baseline of information that public school students are expected to master during specific stages of their academic progression. In 2003, the Colorado Commission on Higher Education established admission standards for all high school students seeking to enroll in a 4-year public postsecondary education institution. Because the State Board of Education and the Colorado Commission on Higher Education adopted their respective standards independently from one another, expectations for student achievement are not seamless across Colorado's education system. Consequently, there is evidence to suggest that students graduating from Colorado's public high schools are not adequately prepared to enter the workforce or the postsecondary education system.

Colorado suffers from a unique dilemma, commonly known as the "Colorado Paradox." Essentially, Colorado benefits from having a high percentage of college-educated citizens; yet, it suffers from an inability to produce a high percentage of its own college graduates. This paradox is best exemplified by the fact that across the nation, Colorado has the third highest percentage of adults who possess at least a baccalaureate degree. However, only about 20 percent of the total number of 9<sup>th</sup> grade students in Colorado will graduate from college. Just as disturbing, is that 30 percent of the total number of 9<sup>th</sup> grade students in Colorado will not graduate from high school.

Colorado's inability to produce a higher percentage of college graduates is further exacerbated by the fact that the state's K-12 education system is not adequately preparing students to meet the expectations of the postsecondary education system. In fact, ACT only deemed 18 percent of the 2005 high school graduates in Colorado to be "ready for college" in four different academic disciplines. Given Colorado's low college-readiness rate, it is not surprising that 30 percent of high school graduates who immediately enrolled in a public postsecondary education institution in 2004 required remediation in at least one of three academic disciplines.

Low college readiness rates and high remediation rates are to be expected given the number of high school students who are not proficient in reading and math. In Colorado, results on the 2006 statewide assessment program reveal that 29 percent of 10<sup>th</sup> grade students are not proficient in reading. When examining

the reading scores of minority students, the percentage of 10<sup>th</sup> grade students who are not proficient in reading is even more disturbing. For instance, 38 percent of Native Americans, 48 percent of African Americans, and 53 percent of Hispanics are not proficient in reading. Furthermore, results on the 2006 statewide assessment program reveal that an alarming 67 percent of 10<sup>th</sup> grade students are not proficient in math. When examining the math scores of minority students, the percentage of 10<sup>th</sup> grade students who are not proficient in math is even more alarming. For instance, 81 percent of Native Americans, 86 percent of African Americans, and 86 percent of Hispanics are not proficient in math.

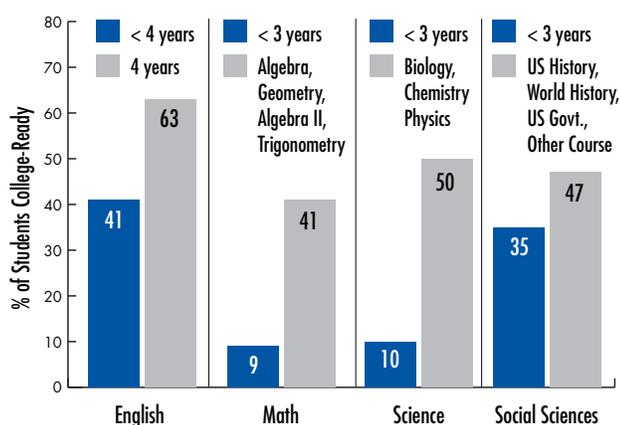
While evidence such as low college readiness rates and high remediation rates suggest that high schools students in Colorado are not adequately prepared to enter the postsecondary education system, there is also evidence to suggest that students are not adequately prepared to enter the workforce. In fact, a survey of national employers reveals that 45 percent of recent high school graduates are not prepared to advance beyond a low-wage, low-skill, entry-level job. Furthermore, this same national survey reveals that 46 percent of recent high school graduates who entered the workforce believe they do not possess all of the skills needed to meet all of the expectations of their employers. Just as disturbing, is that most students in Colorado do not possess the postsecondary education training needed to compete for jobs in many of the fastest growing occupations. According to the Bureau of Labor and Statistics, the most significant education credential required for 60 percent of the 20 fastest growing occupations is an associate's degree or a baccalaureate degree. As mentioned earlier, only 20 percent of the total number of 9<sup>th</sup> grade students in Colorado will graduate from college with an associate's degree or a baccalaureate degree.

Because of these challenges and many others that are discussed throughout the full report, the Colorado Education Alignment Council (Alignment Council) strongly recommends that the state begin to modify and enhance existing policies as well as implement additional policies in order to ensure that expectations for student achievement are seamless across Colorado's education system. As a result, the full report examines issues related to the alignment of the secondary education system with the expectations of the business community and the postsecondary education system.



- 47 percent of students who completed American history, world history, American government, and one other course are ready for college-level coursework, while 35 percent of students who completed less than three years of courses in the social sciences are ready for college-level coursework.

### High School Students who Complete Rigorous Courses are College-Ready



Source: ACT

### KEY FINDINGS (RIGOROUS COURSES = WORKFORCE READINESS):

Completing a rigorous set of high school courses in certain “core” academic subjects appears to also have a positive impact on a student’s readiness for the workforce. According to Achieve, Inc., high school graduates seeking to enter certain high-skilled, high-wage occupations should complete many of the same courses that college-bound students must complete. For instance:

- High school graduates seeking to become iron workers should complete courses in English, algebra, geometry, and physics.
- High school graduates seeking to become electricians should complete courses in English, algebra, geometry, trigonometry, and physics.
- High school graduates seeking to become sheet metal workers should complete courses in English, algebra, geometry, and trigonometry.
- High school graduates seeking to become plumbers should complete courses in English, chemistry, and physics.
- High school graduates seeking to become draftsmen should complete courses in geometry and trigonometry.

Occupation	Recommended HS Courses
Iron Workers	English, Algebra, Geometry, Physics
Electricians	English, Algebra, Geometry, Trigonometry, Physics
Sheet Metal Workers	English, Algebra, Geometry, Trigonometry
Plumbers	English, Chemistry, Physics
Draftsmen	Geometry, Trigonometry

Source: Achieve, Inc./AGC of America

### RECOMMENDATIONS:

In order to adequately prepare all high school graduates for entrance into the workforce or the postsecondary education system, the Alignment Council recommends that state policymakers take the following action:

- The General Assembly should pass a law directing the State Board of Education to adopt a **minimum** set of high school graduation standards for all students, beginning with students entering the 9th grade in the fall of 2008.
- The State Board of Education should consider incorporating the following courses into the minimum set of high school graduation standards it adopts:
  - Four years of grade-level English courses;
  - Four years of math courses that include one year of Algebra I or its equivalent, one year of geometry or its equivalent, one year of Algebra II or its equivalent, and one year of an advanced math course beyond the Algebra II level;
  - Three years of science courses that include one year of biology, one year of chemistry, and one year of physics; and
  - Three and one-half years of courses in the social sciences that include one year of US history, one year of world history, one year of US government, and one-half year of another course in the social sciences.

**RESPONSE TO POTENTIAL CRITICISMS:**

Critics may argue that establishing a statewide set of high school graduation standards violates a school district's "local control" authority. However, it is worth reiterating that the state, via current law, already requires students to complete a course in civics and US history in order to graduate from high school. Establishing additional high school graduation standards appears to be a logical evolution of current law. Furthermore, during the mid to latter 1990s, the State Board of Education adopted standards that establish the baseline of information that public school students are expected to master during specific stages of their academic progression. The State Board of Education adopted these standards, known as the Colorado Model Content Standards, after it was directed to do so via a state law. Again, it appears that establishing high school graduation standards is a logical evolution of current law and the Colorado Model Content Standards.

Critics may also argue that certain school districts lack the resources to attract highly qualified educators to teach some of the "more rigorous" courses that may comprise the minimum set of high school graduation standards. After it is presented with evidence that documents a school district's inability to attract highly qualified educators, the General Assembly should then, and only then, consider investing additional resources toward professional development programs that will aid a school district with recruiting highly qualified educators. Additionally, the Colorado Commission on Higher Education, in conjunction with public postsecondary education institutions, should develop and implement strategies designed to produce a greater number of highly qualified educators who can teach some of the "more rigorous" courses that may comprise the minimum set of high school graduation standards. Finally, school districts should consider alternative options for delivering instruction, such as encouraging students to enroll in on-line courses or encouraging accelerated students to enroll in dual enrollment courses.

**KEY FINDINGS (COLORADO MODEL CONTENT STANDARDS):**

The Colorado Model Content Standards (standards) define the **broad** set of skills and knowledge all students in grades K-12 should acquire in 13 academic subjects. These standards are articulated into benchmarks that describe with **more specificity** the set of skills and knowledge students in certain grade groupings (i.e. K-4, 5-8, 9-12) should acquire. However, these standards along with their benchmarks do not contain separate and distinct expectations for students within a particular grade grouping. As a result, the expectations for students in grade 11 are the same expectations for students in grade 12.

**KEY FINDINGS (CSAP ASSESSMENT FRAMEWORKS):**

Since 1997, public school students in Colorado have participated in the Colorado Student Assessment Program (CSAP). The CSAP is a series of assessments that measure a student's proficiency of the Colorado Model Content Standards in the areas of reading, writing, math, and science. The reading, writing, and math portions of the CSAP are administered to students in grades 3-10, while the science portion of the CSAP is administered to students in grades 5, 8, and 10. Assessment frameworks developed for each subject and grade level that comprise the CSAP define the **specific** set of skills and knowledge that are assessed on the CSAP. Because the CSAP isn't administered to students in grades 11 or 12, assessment frameworks for students in grades 11 or 12 do not exist. As a result, specific and distinct expectations for students in grades 11 and 12 do not exist.

**COLLEGE AND WORK READY STANDARDS:**

Achieve, Inc. warns that a state's efforts to reform its secondary education system will fail without clearly defining academic expectations for students that have currency beyond the 12<sup>th</sup> grade. As a result, Achieve, Inc., in conjunction with the Education Trust and the Thomas B. Fordham Foundation, developed a comprehensive set of rigorous academic standards for high school students in the areas of English and math. Known as the American Diploma Project (ADP) benchmark standards, these standards signify a comprehensive set of skills

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that high school graduates must possess in order to succeed in the workforce and in the postsecondary education system. In the fall of 2005, Achieve, Inc. conducted a side-by-side comparison of the ADP benchmark standards with the Colorado Model Content Standards/Assessment Frameworks (standards/assessment frameworks) for **high school students**.

### **KEY FINDINGS (COMPARING ADP'S STANDARDS TO COLORADO'S STANDARDS):**

In the area of English, Achieve, Inc. suggests that Colorado's standards/assessment frameworks are missing some important skills it considers crucial to the success of high school graduates. For instance, Colorado's standards/assessment frameworks don't contain expectations for high school students to:

- Comprehend and communicate quantitative, technical, and mathematical information.
- Make oral presentations.
- Participate productively in self-directed work teams for a particular purpose.
- Follow spoken instructions to perform specific tasks.
- Paraphrase information presented orally by others.
- Define and narrow a problem or research topic.
- Report findings within a certain amount of time.
- Identify false premises in an argument.
- Follow instructions in informational texts to perform specific tasks.

### **KEY FINDINGS (COMPARING ADP'S STANDARDS TO COLORADO'S STANDARDS):**

In the area of math, Achieve, Inc. concludes that the ADP benchmark standards contain expectations that are comparable to the content that high school students are generally exposed to in Algebra I, geometry, Algebra II, and a portion of pre-calculus. Meanwhile, Achieve, Inc. concludes that Colorado's standards/assessment frameworks contain expectations that are comparable to the content that high school students are generally exposed to in Algebra I and geometry.

After reviewing Colorado's math standards/assessment frameworks, Achieve, Inc. reports that in several instances, expectations for students in grade 9 are worded identically to the expectations for students in grade 10. For instance, students in both grades 9 and 10 are expected to "use ratios, proportions,

and percents in problem-solving situations that involve rational numbers." As evidenced by this level of repetition, in some instances, it is unclear how expectations for high school students vary from one grade level to the next.

In the area of math, Achieve, Inc. suggests that Colorado's standards/assessment frameworks are missing some important skills it considers crucial to the success of high school graduates. For instance, Colorado's standards/assessment frameworks don't contain expectations for high school students to:

- Add, subtract, multiply, divide, and simplify rational expressions.
- Solve quadratic equations in one variable.
- Graph exponential functions and identify their key characteristics.
- State and prove basic theorems in geometry, such as the Pythagorean Theorem.
- Describe a line by a linear equation.
- Recognize when arguments based on data confuse correlation with causation.

### **ACADEMIC STANDARDS: INPUT FROM COLORADO'S EDUCATORS:**

In the spring of 2006, content-area experts representing K-12 institutions, community colleges, and state colleges and universities were convened. These content-area experts were asked to review, compare, and evaluate three sets of academic standards, the ADP benchmark standards, the ACT college readiness standards, and Colorado's standards/assessment frameworks for high school students. Using a scale of 1-10, where a "1" indicates that the level of quality associated with a particular standard is extremely low and a "10" indicates that the level of quality associated with a particular standard is extremely high, the content-area experts assigned a value to each standard they evaluated.

### **KEY FINDINGS (INPUT FROM COLORADO'S EDUCATORS):**

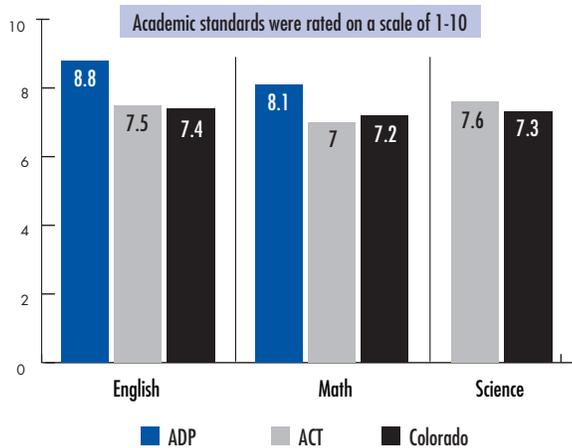
After tabulating the values assigned by the content-area experts to each academic standard:

- The average value assigned to the ADP benchmark standards in English is 1.3 points higher than the average

value assigned to the ACT college readiness standards in English and 1.4 points higher than the average value assigned to Colorado’s standards/assessment frameworks in reading and writing.

- The average value assigned to the ADP benchmark standards in math is 1.1 points higher than the average value assigned to the ACT college readiness standards in math and nearly one point higher than the average value assigned to Colorado’s standards/assessment frameworks in math.
- The average value assigned to the ACT college readiness standards in science is only 0.3 points higher than the average value assigned to Colorado’s standards/assessment frameworks in science. It should be noted that ADP benchmark standards in science do not exist at this time.

Academic Standards



**KEY FINDINGS (INPUT FROM COLORADO’S EDUCATORS):**

After tabulating the values assigned by the content-area experts to each set of **English** standards, it appears that:

- Certain Colorado standards/assessment frameworks that incorporate multiple expectations into one standard earned lower values than corresponding ADP benchmark standards. The table below identifies two Colorado standards that expect students to “**plan, draft, revise, and edit**” for a final copy. Because multiple expectations are incorporated into these two standards, it may be difficult for teachers and students to clearly understand what level of proficiency students should possess in each of the expectations contained in these standards.

ADP		Colorado	
<b>Plan</b> writing by taking notes, writing informal outlines, and researching.	<b>9.4</b>	<b>Plan, draft, revise, and edit</b> for a legible final copy.	7.8
		<b>Plan, draft, revise, and edit</b> for a final copy.	6.8
		<b>Average</b>	<b>7.3</b>

- Several ADP benchmark standards that are missing from Colorado’s standards/assessment frameworks earned high values, suggesting that these standards are essential for the success of high school students. For instance:

ADP		Colorado
Define and narrow a problem or research topic.	9.2	None
Report findings within a prescribed amount of time.	8.8	None
Write an extended research essay that contains certain criteria.	9.8	None
<b>Average</b>	<b>9.3</b>	

**KEY FINDINGS (INPUT FROM COLORADO’S EDUCATORS):**

After tabulating the values assigned by the content-area experts to each set of **math** standards, it appears that:

- Certain Colorado standards/assessment frameworks that contain expectations for students in grade 9 that are worded identically to the expectations for students in grade 10 earned lower values than corresponding ADP benchmark standards, suggesting that it is unclear how expectations for high school students vary from one grade level to the next. For instance:

ADP		Colorado	
Calculate and apply ratios, rates, proportions, and percentages to solve problems.	<b>8.9</b>	<b>Grade 9</b> – Use ratios, proportions, and percents in problem solving situations that involve rational numbers.	6.7
		<b>Grade 10</b> – Use ratios, proportions, and percents in problem solving situations that involve rational numbers.	6.6
		<b>Average</b>	<b>6.7</b>

- Several ADP benchmark standards that are missing from Colorado’s standards/assessment frameworks earned high values, suggesting that these standards are essential for the success of high school students. For instance:

ADP		Colorado
Describe a line by a linear equation.	9.4	None
Find the distance between two points using their coordinates and the Pythagorean Theorem.	9.3	None
Find an equation of a circle given its center and radius.	8.9	None
<b>Average</b>	<b>9.2</b>	

### KEY FINDINGS (INPUT FROM COLORADO’S EDUCATORS):

After reviewing the ACT college readiness standards in science and Colorado’s standards/assessment frameworks in science, it became obvious that comparisons between the two sets of standards are difficult to make because they are not organized in a similar manner. However, the content-area experts did provide general observations regarding Colorado’s standards/assessment frameworks. For instance:

- Expectations regarding the use of the Periodic Table to perform certain activities can be consolidated.
- Expectations regarding the understanding of the interrelationships that exist between organisms and their environment can be consolidated.

- Expectations regarding the explanation of the effects of storms on human populations may be better suited in a set of standards related to geography, rather than science.
- Expectations regarding the explanation of the use of technology in an occupation may be broad and vague, thus not providing teachers and students with a clear understanding of the specific skills students should acquire.

### ACADEMIC STANDARDS: INPUT FROM COLORADO’S BUSINESS COMMUNITY:

In the spring of 2006, business leaders who are intimately familiar with the set of skills that their organization seeks when recruiting potential employees were asked to evaluate most of the ADP benchmark standards. Specifically, they were asked to determine how essential each standard is for the success of both an entry-level employee and a high-skilled employee within the organization. Using a scale of 1-10, where a “1” indicates that a particular standard is not essential to the success of an employee and a “10” indicates that a particular standard is very essential to the success of an employee, the business leaders assigned a value to each standard they evaluated.

### KEY FINDINGS (INPUT FROM COLORADO’S BUSINESS COMMUNITY):

An examination of the input provided by the business community suggests that 88 percent of the ADP benchmark standards in English that are absent from Colorado’s standards/assessment frameworks are considered somewhat to very essential to the success of high-skilled employees.

The three ADP benchmark standards in English most essential to the success of high-skilled employees are:

- Give and follow spoken instructions to perform specific tasks, to answer questions, or to solve problems.
- Follow instructions in informational or technical texts to perform specific tasks, answer questions, or solve problems.
- Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, or make a decision).

When considering high-skilled employees, these three standards received an average value of a “9.4” on a scale of 1-10, and are missing from Colorado’s standards/assessment frameworks.

Input provided by the business community suggests that other ADP benchmark standards in English that are absent from Colorado’s standards/assessment frameworks are also considered essential to the success of high-skilled employees, including:

- Paraphrase information presented orally by others.
- Make oral presentations.
- Determine how, when, and whether to employ technologies in lieu of, or in addition to, written communication.
- Comprehend and communicate quantitative, technical, and mathematical information.
- Report findings within a prescribed amount of time.
- Identify false premises in an argument.
- Define and narrow a problem or research topic.
- Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams.
- Recognize common logical fallacies, such as the appeal to pity, the personal attack, the appeal to common opinion, and the false dilemma, and understand why these fallacies don’t prove the point being argued.

When considering high-skilled employees, these standards received an average value of an “8.4,” suggesting that these standards are very essential to the success of high-skilled employees.

### KEY FINDINGS (INPUT FROM COLORADO’S BUSINESS COMMUNITY):

An examination of the input provided by the business community suggests that 90 percent of the ADP benchmark standards in **math** that are absent from Colorado’s standards/assessment frameworks are considered somewhat to very essential to the success of high-skilled employees.

Input provided by the business community suggests that certain ADP benchmark standards in math that are absent from Colorado’s standards/assessment frameworks are considered essential to the success of high-skilled employees, including:

- Understand the capabilities and the limitations of calculators and computers in solving problems.
- Recognize and apply magnitude and the ordering of real numbers.

- Add, subtract, multiply, divide, and simplify rational expressions (i.e.  $1/x+1/y$ ).
- Perform basic operations on algebraic expressions fluently and accurately.
- Add, subtract, and multiply polynomials, and divide a polynomial by a low-degree polynomial.
- Explain and apply quantitative information.
- Evaluate reports based on data published in the media by considering the source of the data, the design of the study, and the way the data are analyzed and displayed.
- Recognize and solve problems that can be modeled using a system of two equations in two variables, such as mixture problems.
- Know how the trigonometric functions can be extended to periodic functions on the real line, derive basic formulas involving these functions, and use these functions and formulas to solve problems.

When considering high-skilled employees, these standards received an average value of a “7.0,” suggesting that these standards are moderately essential to the success of high-skilled employees.

### RECOMMENDATIONS:

In order to adequately prepare all high school graduates for entrance into the workforce or the postsecondary education system, the Alignment Council recommends that the General Assembly pass a law directing the State Board of Education to substantially revise the Colorado Model Content Standards for grades 9-12 in at least the areas of reading and writing, math, and science.

When substantially revising the Colorado Model Content Standards for grades 9-12, the State Board of Education should:

- Develop separate and distinct expectations for students in grade 9, grade 10, grade 11, and grade 12.
- Develop rigorous expectations for students that research (i.e. research conducted by Achieve, Inc., ACT, College Board, etc.) demonstrates will adequately prepare them for entrance into the workforce or the postsecondary education system.
- Eliminate expectations for students in one grade that are worded identically to the expectations for students in another grade.

- Avoid incorporating multiple expectations into one standard.
- Refer to the ADP benchmark standards as a guideline.
- Incorporate the input provided, and reflected in the full report, by Achieve, Inc., the content-area experts that were convened, and the business leaders that reviewed the ADP benchmark standards.

Because Colorado is a member of the American Diploma Project (led by Achieve, Inc.), the State Board of Education, prior to adopting revisions to the Colorado Model Content Standards, should submit its proposed revisions to Achieve, Inc. for a thorough review.

### **RESPONSE TO POTENTIAL CRITICISMS:**

Critics may argue that substantially revising the Colorado Model Content Standards may interfere with current efforts by school districts to align their curricula with the existing Colorado Model Content Standards. While the Alignment Council is sensitive to the various challenges that confront school districts, it is not convinced that revising the Colorado Model Content Standards will interfere with current efforts by school districts to align their curricula with the existing standards. In fact, given that these standards were adopted in the mid to latter 1990s, the Alignment Council is of the opinion that school districts should have already aligned their curricula with the existing standards. However, should aligning school districts' curricula with a substantially revised version of the standards prove to be a cumbersome process, the State Board of Education should consider phasing-in the revised standards. Given the urgency surrounding the need to revise the standards, phasing-in the standards should be done so within a reasonable amount of time.

Other critics may argue that the State Board of Education lacks the resources to substantially revise the Colorado Model Content Standards for grades 9-12. Should the General Assembly concur with this assessment, it should consider allocating additional resources to the State Board of Education for the sole purpose of revising the Colorado Model Content Standards.

### **KEY FINDINGS (COLORADO'S STATEWIDE ASSESSMENT PROGRAM):**

As mentioned earlier, since 1997, public school students in Colorado have participated in the Colorado Student Assessment Program (CSAP). The CSAP is a series of assessments that measure a student's proficiency of the Colorado Model Content Standards in the areas of reading, writing, math, and science.

Current law requires the CSAP to be administered to students during the months of March and April; meanwhile, the results of the CSAP are usually disclosed during the month of August.

In order to provide the results of their statewide assessments in a timelier manner, some states are, or are in the process of, administering their statewide assessments electronically, rather than employing the standard pencil and paper method. According to ESP Solutions Group, such states include Virginia and Oregon.

The reading, writing, and math portions of the CSAP are administered to students in grades 3-10, while the science portion of the CSAP is administered to students in grades 5, 8, and 10. Additionally, Colorado administers the ACT to all public school students enrolled in the 11<sup>th</sup> grade. However, no statewide assessment is administered to students enrolled in the 12<sup>th</sup> grade; consequently, vast uncertainty exists regarding the state's expectations for high school seniors.

In order to ensure that clear expectations exist for students in the 12<sup>th</sup> grade, ESP Solutions Group reports that several states administer a statewide assessment to high school seniors, including Alabama, California, Georgia, Nevada, New York, Ohio, and South Dakota.

### **KEY FINDINGS (END-OF-COURSE ASSESSMENTS):**

Because of the manner in which the CSAP is structured, some students may not be exposed to certain content that is included in the CSAP. For instance, high school students who complete a pre-algebra course in the 9<sup>th</sup> grade and Algebra I in the 10<sup>th</sup> grade are obviously not prepared for the geometry content that is included in the math portion of the 10<sup>th</sup> grade CSAP.

In order to ensure that statewide assessments don't include content that students have not been exposed to, certain states

administer end-of-course assessments to high school students, rather than a comprehensive assessment (i.e. CSAP) that incorporates a variety of content. According to Achieve, Inc., 12 states have developed end-of-course assessments and eight states plan to develop such assessments.

Because local school boards are responsible for the instruction that is delivered within the public schools under their respective jurisdictions, the level of rigor associated with the content of courses taught in the state's high schools may vary from one school district to the next. Administering end-of-course assessments to high school students that are specifically aligned with a common set of statewide standards may ensure that the content of courses taught in Colorado's high schools is consistently rigorous across the entire state.

### **RECOMMENDATIONS:**

Because any statewide assessment program is designed to measure a student's proficiency of a state's academic standards, it is only natural that any revisions to the Colorado Model Content Standards for grades 9-12 will require revisions to Colorado's statewide assessment program. As a result, the Alignment Council recommends that the following action be taken:

- The State Board of Education, at the direction of the General Assembly, should realign the statewide assessment program with the revised version of the Colorado Model Content Standards for grades 9-12..

In order to reduce the amount of time between when the statewide assessment program is administered and when the results of the statewide assessment program become available, the Alignment Council recommends that the State Board of Education examine the feasibility of administering the statewide assessment program electronically.

In order to ensure that students are exposed to all of the content included in the statewide assessment program and that the content of courses taught in Colorado's high schools is consistently rigorous across the entire state, the State Board of Education should examine the feasibility of developing and administering end-of-course assessments for students in grades 9-12.

Because the ACT is heavily used to make college admission decisions and its universal administration affords certain students with the opportunity to enroll in college who otherwise might not enroll in college, the Alignment Council recommends that the state continue to administer the ACT to all students in the 11<sup>th</sup> grade.

### **RESPONSE TO POTENTIAL CRITICISMS:**

Critics may argue that the State Board of Education lacks the resources to realign the statewide assessment program with the revised version of the Colorado Model Content Standards for grades 9-12. Should the General Assembly concur with this assessment, it should consider allocating additional resources to the State Board of Education for the sole purpose of realigning the statewide assessment program with the revised version of the Colorado Model Content Standards.

# HIGHER EDUCATION SYSTEM

## KEY FINDINGS (COLLEGE ADMISSION STANDARDS):

In 2003, the Colorado Commission on Higher Education (CCHE) established admission standards for high school students seeking to enter a 4-year public postsecondary education institution. These admission standards are as follows:

Academic Discipline	Fall of 2008	Fall of 2010
English	4 years	4 years
Math (Algebra I or higher)	3 years	4 years
Science (2 years of lab-based courses)	3 years	3 years
Social Sciences (1 course in US history or world history)	3 years	3 years
Foreign Language (same language)	none	2 years
Academic Electives	2 years	2 years

Source: Colorado Commission on Higher Education

High school graduation standards are not always aligned with CCHE's admission standards. Below is a table that compares the 2008 CCHE admission standards with 2005-06 high school graduation standards.

Academic Discipline	2008 CCHE Admission Standards	% of Districts with HS Graduation Standards that are Aligned with 2008 CCHE Standards
English	4 years	90%
Math (Algebra I or higher)	3 years	13%
Science (2 years of lab-based courses)	3 years	64%*
Social Sciences (1 course in US history or world history)	3 years	89%
Foreign Language (same language)	None	NA
Academic Electives	2 years	Unknown

\* Does not take into account the lab-based course requirements.

## KEY FINDINGS (FOREIGN LANGUAGE ADMISSION STANDARDS):

There appears to be a lack of consensus regarding the benefit of CCHE's 2010 foreign language admission standards:

- If the purpose of the foreign language admission standards is to prepare high school students for the rigor associated with certain foreign language courses that they will be required to complete once enrolled in a 4-year public postsecondary education institution, then it is worth noting that CCHE reports that foreign language is not included in the general education core curriculum that is required by all public postsecondary education institutions.
- If the purpose of the foreign language admission standards is to ensure that high school students are proficient in a foreign language, then it is worth noting that an analysis conducted by the American Council on the Teaching of Foreign Languages suggests that high school students who only complete two years of a foreign language generally function at a "mid novice" level of proficiency. Meanwhile, this same analysis suggests that students who are exposed to a foreign language throughout their entire K-12 experience generally function at a "high intermediate" level of proficiency.

## KEY FINDINGS (POSTSECONDARY REMEDIATION):

According to CCHE, the number of students enrolling in Colorado's public colleges and universities is steadily increasing; however, the number of students needing to enroll in a basic skills (remedial) course in the areas of reading, writing, and math is also steadily increasing. According to CCHE:

- 30 percent of high school graduates who immediately enrolled in a Colorado public postsecondary education institution in 2004 required remediation in reading, writing, or math.
- Of the total number of high school graduates who immediately enrolled in a Colorado public postsecondary education institution in 2004, 14 percent required remedial coursework in reading, 14 percent required remedial coursework in writing, and 25 percent required remedial coursework in math.
- The state incurred a cost of \$10.5 million in FY 2003-04 in order to provide remedial instruction.
- Many high school students are not exposed to the rigorous curriculum that is needed to be successful at the collegiate level.

Policies adopted by CCHE stipulate that students are in need of remediation in reading, writing, or math if they fail to earn certain scores on certain portions of the ACT, SAT, or Accuplacer exams. In order to avoid remediation, the minimum scores that a student must earn on these exams are depicted below.

Academic Discipline	ACT Score	SAT Score	Accuplacer Score
Reading	Reading 17	Verbal 430	Reading 80
Writing	English 18	Verbal 440	Sentence Skills 95
Math	Math 19	Math 460	Algebra 85

Source: Colorado Commission on Higher Education

As evidenced by the table below, an examination of 2006 ACT scores reveals that high school seniors in Colorado earned average ACT scores that are higher than the minimum ACT scores that CCHE requires students to earn in order to avoid remedial coursework.

Academic Discipline	ACT Score Required by CCHE	Average ACT Score Earned by CO. Students
Reading	Reading 17	Reading 21
Writing	English 18	English 20
Math	Math 19	Math 20

Source: ACT

According to ACT, students are considered to be “ready for college” if they earn certain scores on certain portions of the ACT. Students that are considered “ready for college” have at least a 50 percent chance of earning a “B” and a 75 percent chance of earning a “C” in certain entry-level college courses.

As evidenced by the table below, the minimum reading and math ACT scores that ACT requires students to earn in order to be considered “ready for college” are higher than the minimum reading and math ACT scores that CCHE requires students to earn in order to avoid remedial coursework. Furthermore, with the exception of math, high school seniors in 2006 earned average ACT scores that meet or exceed the minimum ACT scores that ACT requires students to earn in order to be considered “ready for college.”

Academic Discipline	ACT Score Required to be “Ready for College”	ACT Score Required by CCHE	Average ACT Score Earned by CO. Students
Reading	Reading 21	Reading 17	Reading 21
Writing	English 18	English 18	English 20
Math	Math 22	Math 19	Math 20

Source: ACT

### KEY FINDINGS (POSTSECONDARY GENERAL EDUCATION CORE CURRICULUM):

In Colorado, all students enrolled in a public postsecondary education institution are required to complete a statewide general education core curriculum. According to policies adopted by CCHE, this statewide general education core curriculum is comprised of 31 credit hours and allows students to transfer from one institution to another institution without losing general education credits that were earned in the exiting institution.

With one exception, CCHE reports that the statewide general education core curriculum is strongly aligned with CCHE’s admission standards. However, the 2010 CCHE admission standards include two years of a foreign language, while the statewide general education core curriculum does not include a foreign language requirement.

CCHE Admission Standards			Statewide General Education Core Curriculum	
Academic Discipline	2008	2010	Academic Discipline	Alignment?
English	4 years	4 years	Communication/ Arts and Humanities	Yes
Math (Algebra I or higher)	3 years	4 years	Math	Yes
Science (2 years of lab-based courses)	3 years	3 years	Natural and Physical Sciences	Yes
Social Science (1 course in US history or world history)	3 years	3 years	History/Social and Behavioral Sciences/ Arts and Humanities	Yes
Foreign Language	none	2 years	None	<b>No</b>
Academic Electives	2 years	2 years	All Disciplines	Yes

Source: Colorado Commission on Higher Education

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## RECOMMENDATIONS:

In order to ensure that expectations for high school graduates are aligned with the expectations of the postsecondary education system, the Alignment Council recommends that CCHE take the following action:

- ✦ Align its admission standards for students entering a 4-year public postsecondary education institution in the fall of 2012 and thereafter with the minimum set high school graduation standards that is adopted by the State Board of Education.
- ✦ Continue to allow 4-year public postsecondary education institutions to establish admission standards that exceed CCHE's minimum admission standards.
- ✦ Examine its policy on remediation and determine whether or not the minimum test scores a student must earn on one of three assessments (ACT, SAT, Accuplacer) in order to avoid remediation should be modified.
- ✦ Ensure that parents and students clearly understand how students are placed into remedial courses and the ramifications associated with being placed in a remedial course.
- ✦ Maintain the statewide general education core curriculum that all students enrolled in a public postsecondary education institution are required to complete.

### B 009 05

## EXECUTIVE ORDER

### COLORADO EDUCATION ALIGNMENT COUNCIL

Pursuant to the authority vested in the Office of Governor of the State of Colorado, I, Bill Owens, Governor of the State of Colorado, hereby issue this Executive Order creating the Colorado Education Alignment Council.

#### 1. Background and Need.

Over the past decade, Colorado has adopted standards that define the expected level of performance for student achievement at various levels of the K-12 education system. In addition, Colorado's higher education system has adopted guidelines regarding the expected post-secondary general education core curriculum college students should complete as well as expectations for the coursework high school students should complete to be admitted to a four-year college or university. However, the development and implementation of these various sets of standards at the K-12 and higher education levels were completed independently, at different times, and with little or no interagency coordination. In order to ensure expectations for student achievement are seamless across the K-16 continuum, I hereby determine that Colorado must align its various sets of secondary and post-secondary standards for student achievement.

To briefly review Colorado's accomplishments, in the early 1990s, the State Board of Education adopted standards concerning what every high school student should know and be able to do within various subjects. In 2003, the Colorado Commission on Higher Education established admission standards for all high school students to enter Colorado's four-year higher education institutions. These requirements outline the pre-collegiate courses that students must complete in high school in order to qualify for admission to a 4-year public college or university. In addition, the Commission adopted standards for the transferability of general education core curriculum courses at two- and four-year college and universities. These standards outline the content and skill expectations that students learn in their general education core curriculum courses in their freshman and sophomore years. The unifying theme in each of these disparate efforts is to define the expectations of student academic performance at each level of their education.

Unfortunately, strong evidence indicates that many students coming out of Colorado high schools do not meet these basic standards. According to data from the Commission on Higher Education, in the Denver Public Schools, Colorado's second largest school district, of recent graduates who enrolled into Colorado's public higher education system, 49% needed basic skills remedial coursework. However, remediation is not limited to the urban high schools. In Jefferson County, the state's largest and all suburban school district, 31% of recent high school graduates needed remedial coursework in college. At Eaglecrest High School, a suburban school located in the Cherry Cheek School District, 34% of graduates required remedial coursework. These figures only capture those students going on to college; they do not capture those students who drop out of high school or go into the workforce. Thus, the percentage of students leaving Colorado high schools below proficiency on state standards is certainly much higher overall.

To ensure that all students leave high school prepared for their future – be it in post-secondary education or the workforce – it is important that Colorado has high standards that clearly articulate what is expected of students in high school, for high school graduation and for college admissions. It is equally important, if entering college freshman arrive having attained certain achievement levels, that the State's higher education institutions add value to those achievement levels

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and ensure that all college students acquire the skills and knowledge that employers expect college graduates to have.

Therefore, Colorado needs to align its numerous secondary and post-secondary systems of standards. Doing so will ensure that teachers and faculty clearly understand the expectations Colorado citizens have for the knowledge and skills with which our state's high school and college graduates will enter the workforce.

To align and create a system of seamless K-16 standards will require secondary and post-secondary leaders, as well as the business community, to define clearly the knowledge and skills necessary to be successful at each level of education and eventually in the workforce. Once these standards are defined, both the Colorado Commission on Higher Education and the State Board of Education may need to revamp their existing standards to reflect alignment. Finally, the new standards may require local boards of K-12 education and higher education governing boards to revise their curricula, student assessments and courses to ensure that all students attain proficiency or higher on state standards.

2. Mission.

The Council shall:

- A. Benchmark Colorado's secondary, high school graduation, four-year college admission, and post-secondary general education core curriculum standards against national research and studies on student achievement, and determine where Colorado's current standards exceed, fall below or do not exist vis-à-vis national best practices into K-16 standards;
- B. Define and create a set of performance standards and expectations for high school graduation. Higher education and the workforce community must outline what they expect high school diploma recipients to know and be able to demonstrate for formalized post secondary coursework or entry into the workforce;
- C. Convene as necessary experts, including secondary teachers, post-secondary faculty and employers, to define, write and establish standards for high school graduation across the State;
- D. Examine the State's current high school standards to determine the degree of misalignment with the standards established in provision C above and make recommendations on how they may be adjusted to ensure that high school standards ensure that all students meet the graduation standards;
- E. Examine higher education's admission requirements to determine the degree of misalignment with the high school graduation standards established in provision C above and make recommendations on adjustments that will ensure graduation and college admission expectations are clear and seamless;
- F. Review Colorado's current post-secondary general education core curriculum entrance requirements and basic skills remediation standards to determine the degree to which they are aligned or not with the expectations of high school graduation and college admission standards;
- G. Establish standards for what knowledge and skills students are expected to learn as part of their post-secondary general education core curriculum requirements; these standards should clearly demonstrate what value-added above high school graduation and college admissions standards that a post-secondary general education core curriculum is providing. These standards should meet the expectations employers have for what it means to be college educated in Colorado; and,
- H. Make recommendations on how the standards for Colorado's statewide guaranteed transfer process may need to be adjusted to reflect the standards established in provision G above.
- I. Make any other recommendations related to aligning Colorado's K-12 and higher education systems, especially regarding standards, assessments and accountability structures.

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### 3. Membership.

- A. The Commission shall be composed of no more than thirty (30) members representing the higher education and K-12 communities, the business and work force development communities, and other stakeholders in K-16 alignment. Commission members shall be appointed by the Governor and serve at the pleasure of the Governor. In the event of a vacancy, the Governor may appoint a new member to fill the vacancy.
- B. The Commission shall have three co-chairs: the Commissioner of Education, the Executive Director of the Colorado Commission on Higher Education, and a business community representative designated by the Governor.
- C. The co-chairs may appoint technical experts, secondary teachers, post-secondary faculty, employer representatives and others to sub-committees of the Commission in order to complete its work.

### 4. Powers and Duties

- A. The Executive Director of the Colorado Commission on Higher Education shall convene the first meeting of the Commission.
- B. Commission members shall abide by all federal and state regulations relating to the establishment of the Commission, and may promulgate Commission governance and policies as appropriate.
- C. The Commission may allow a government agency or nonprofit organization to accept gifts, grants and donations on its behalf and expend resources and hire consultants in order for it to complete its work.
- D. The Commission shall report its final recommendations to the Governor, State Board of Education, Colorado Commission on Higher Education, education committees of the Colorado General Assembly, governing boards of Colorado's public institutions of higher education, and local boards of education of Colorado's public K-12 schools, by October 1, 2006. The Commission may report interim recommendations at its discretion.

### 5. Directive

The Colorado Education Alignment Council is hereby created.

### 6. Duration.

This Executive Order shall expire on October 2, 2006 unless extended by the Governor.

GIVEN under my hand and the  
Executive Seal of the State of  
Colorado, this 4<sup>th</sup> day of October,  
2005.

Bill Owens  
Governor



