

TOPIC: RECOMMEND APPROVAL OF BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES WITH TEACHER LICENSURE AT COLORADO MOUNTAIN COLLEGE

PREPARED BY: IAN MACGILLIVRAY, ASSISTANT DEPUTY DIRECTOR FOR ACADEMIC AFFAIRS

I. SUMMARY

This item recommends approval for Colorado Mountain College (CMC) to offer a Bachelor of Arts in Interdisciplinary Studies (BAIS) degree with teacher endorsements in Elementary Education (8.02) and Culturally and Linguistically Diverse Education (8.22). Senate Bill 10-101 amended §23-71-102(1), C.R.S. to read, "...Colorado mountain college, in addition to its mission as a junior college, may also offer no more than five baccalaureate degree programs as its board of trustees determines appropriate to address the needs of the communities within its service area..."

II. BACKGROUND

COMMISSION AUTHORITY

The Commission's role and responsibility in the review of new baccalaureate programs at Colorado Mountain College is defined in §23-71-133(1), C.R.S., which states that the Commission shall make its determination based on the following criteria:

- (a) Whether Colorado Mountain College can demonstrate workforce and student demand for the baccalaureate degree program by providing data;
- (b) Whether Colorado Mountain College can demonstrate regional and professional accreditation requirements, when applicable, and compliance with those requirements as deemed appropriate at both the institutional and program levels;
- (c) Whether Colorado Mountain College can demonstrate that its provision of the baccalaureate degree program is the most cost-effective method of providing the baccalaureate degree program in its service area; and
- (d) Whether Colorado Mountain College can provide a cost-benefit analysis showing that the additional baccalaureate degree program will not create a negative impact for the college or require additional state-appropriated moneys to operate.

Also, pursuant to §23-1-121, C.R.S., the Commission considers approval of all educator preparation programs at public and private institutions of higher education. The process for initial approval of new educator preparation programs is as follows: Colorado Department of Education (CDE) conducts a review of the content of the endorsement program to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the

requirements for licensure and endorsement in Colorado (§22-60.5, C.R.S.). Given that requirements are met, CDE recommends approval of the content to the State Board of Education. Once State Board of Education has approved the content, DHE reviews the proposed program for the following statutory performance criteria: a comprehensive admission system; ongoing advising and screening of candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [§23-1-121(2), C.R.S.].

III. DEMONSTRATION OF COMPLIANCE WITH 23-71-133(1), C.R.S.

The following is summarized from CMC's proposal:

OVERVIEW OF PROPOSED PROGRAM

CMC's Teacher Education Program aims to prepare exceptional teachers through a four-year sequence of coursework that is fully integrated with practical experiences in the elementary classroom. This clinically based program provides field experiences and coursework addressing how students learn, how teachers teach, and how families, schools, and classrooms contribute to learning. This program was designed collaboratively with our school district partners to serve the needs of our rural mountain communities. Superintendents, principals, instructional coaches, and teacher leaders throughout CMC's service area explain that prospective teachers must be in the schools early and often, learn from master teachers, and thoroughly integrate theory with practice to gain the 'real-world' learning necessary for success. These placements culminate in a full-year internship, during which teacher candidates work closely with mentor teachers in partner schools to develop proficiency in Colorado State Board of Education's Teacher Quality Standards.

The BAIS, with an emphasis in Elementary Education, provides a unique program that directly serves the needs of the students and schools in our rural mountain communities. It includes embedded coursework for the Culturally and Linguistically Diverse (CLD) endorsement in response to our large and growing numbers of Latino pupils in CMC's service area schools. It includes rigorous field assignments in partner school beginning in the freshman year and progressing in rigor and intensity through the full-year internship in the senior year. When we described the program to school superintendents in our region, they said that CMC graduates would be "head and shoulders" above other candidates to teach in their schools.

DEMONSTRATION OF WORKFORCE AND STUDENT DEMAND

Colorado is a net importer of teachers, and ONetOnline.org projects growth of 15% in Colorado and 16% nationally in the number of elementary teachers needed by 2018. Local

school districts report a steady need to hire new elementary teachers each year. This trend holds throughout the CMC district, with elementary teachers representing 40–50% of all new teachers hired. A 2012 Noel-Levitz Survey conducted for the Colorado Department of Higher Education (CDHE) reports that while most students statewide currently reside in the Front Range counties, and although the Front Range is expected to increase students in all sectors between 2010 and 2021, the intensity of growth is expected to be highest along the Western Slope and Eastern Mountains. U.S. Census and Colorado State data indicate that the largest and fastest growing ethnic population in Colorado is Latino. This trend is reflected throughout CMC’s service area, with Latino students ranging from 10.07% in Routt County to 68.72% in Lake County. This population growth indicates a steady and increasing need for teachers and data also indicate that Latino participation in higher education is higher in programs that are close to home.

CMC’s teacher education committee began meeting with school district leaders about their most pressing needs for teachers. During the 2010–2011 academic year, this committee scheduled focus group meetings with each of the superintendents, and as many of their principals, faculty and staff as they chose to involve, in the CMC district. In addition to providing substantive comments about the type of educator preparation they need, which includes the embedded CLD endorsement, school districts provided hiring information for the 2010–2011 year. Collectively these districts hired about 200 teachers in fall 2010, and 90 of those teachers were at the elementary level. Of those 90 teachers, 74% of all teachers hired were in Garfield and Eagle Counties. It is for that reason that CMC decided to launch its educator preparation program at two locations: Edwards and Glenwood Springs. These campuses will be accessible to most of these communities—within one hour’s driving distance.

The intent is to serve a wide variety of constituents within the college’s service area; however, the primary audience will be current CMC students and alumni, local traditional-age individuals, nontraditional students who may be working adults (full- & part-time), and Latino individuals (20.5% of the total population) who wish to live within our service area while seeking an affordable bachelor’s degree.

DEMONSTRATION OF COMPLIANCE WITH REGIONAL AND PROFESSIONAL ACCREDITATION REQUIREMENTS

The two teacher endorsements that go with this proposed BAIS, Elementary Education (8.02) and Culturally and Linguistically Diverse Education (8.22), have passed the required CDE content reviews and will be recommended for approval by State Board of Education at its October 2013 meeting. Upon approval, CMC will be a state-approved educator preparation provider that is able to submit Institutional Recommendations for licensure for its completers to CDE, may participate in the Statewide Transfer Articulation Agreement for Elementary Education, and will annually submit an Educator Preparation File to the department’s SURDS database.

Colorado Mountain College is regionally accredited by the Higher Learning Commission. In 2008 CMC's HLC accreditation was reaffirmed for another seven years. In August 2013, CMC submitted documentation to HLC to request regional accreditation for the BAIS with teacher endorsements in Elementary Education (8.02) and Culturally and Linguistically Diverse Education (8.22). CMC anticipates that this new program will be accredited by HLC, once approved by the Commission.

DEMONSTRATION THAT THIS PROVISION OF THE PROGRAM IS THE MOST COST-EFFECTIVE METHOD OF PROVIDING THE PROGRAM IN CMC'S SERVICE AREA

Colorado Mountain College is one of the largest rural community colleges in the United States, serving over 23,000 students annually. CMC is the only college with a physical presence in an area of over 12,000 square miles and many CMC students—prospective teachers and others—are not able to travel to pursue higher education but wish to do so where they live, work, and have their families. CMC aims to make educational opportunities accessible, affordable, and attainable for these communities and students. This goal aligns with the Colorado Declaration on Higher Education: Access to higher education, to the maximum degree possible, shall be made available to every Colorado resident.

As described above, student and workforce demand is high for the BAIS, Elementary Education. Beyond removing the need for students to relocate or travel for educator preparation, CMC's low tuition (\$56/credit for lower division credits and \$95/credit for upper division credits) makes it highly cost-effective. In addition to federal student aid and other scholarship programs, the CMC Foundation disbursed \$776,495 in scholarship funds for 2013–2014; \$591,507 in 2012–2013; and \$727,856 in 2011–2012, with additional funding available for coming years. CMC's funding projections include support from the CMC Foundation for the BAIS, Elementary Education. They also include the possibility of a tuition differential for high cost program such as CMC's proposed BAIS, Elementary Education and BS, Nursing. Even if those tuition differentials are put in place, CMC provides cost-effective tuition for in-district and in-state students, as shown in Table 1 below.

Table 1: BAIS with Elementary Education Tuition Comparison (based on 2013–14 rates)

	In-District	In-State	Out-of-State
Colorado Mountain College	\$95	\$200	\$405
CMC with differential tuition	\$120	\$225	\$430
Colorado Mesa University	\$265	\$265	\$543
University of Northern Colorado	\$217	\$217	\$687
Adams State University	\$252	\$252	\$616

Also, CMC is currently engaged in a strategic planning process to assure alignment of all programs, continuous improvement plans, facilities, and budgets with its core mission of service to its communities. Drawing on input from the total community (including CMC faculty, students, staff and community members), CMC's Board of Trustees plans to launch the College's new 2014–21 strategic plan by December 2013. The cost-effectiveness, community outreach and service, ongoing development and implementation of the BAIS Elementary Education are fully incorporated within this planning process. The current strategic plan and its accompanying college-wide Balanced Score Card provides the means for the college measure its progress on key performance indicators related to cost-effectiveness, student learning, employees, partnerships, enrollment, programs and college finances. The new strategic plan and ongoing monitoring with the Balanced Score Card will assure that the college is fiscally responsible in sustaining the cost-effective BAIS Elementary Education program.

COST-BENEFIT ANALYSIS SHOWING THE PROGRAM WILL NOT CREATE A NEGATIVE IMPACT FOR CMC OR REQUIRE ADDITIONAL STATE-APPROPRIATED MONEYS

As part of its approval process with the HLC to offer bachelor's degrees, CMC met the requirement to create and demonstrate a sustainable financial model. This model was approved by HLC reviewers in April 2011. To this end, CMC created a bachelor's finance team, which continues to provide regular updates to college leadership and the Board of Trustees. The comprehensive model created by this team includes all costs, including full-time faculty, adjunct faculty, materials, supplies, equipment and professional development. On the revenue side, the college conservatively anticipated enrollments. To closely track the impact of bachelor's degrees at CMC, the college set up a \$5 million Revolving Fund from which bachelor's degrees could be shown to break even. At the current rate of enrollment growth, the college's two existing baccalaureate degrees (B.S. Business Administration and B.A. Sustainability Studies) are projected to break even in their seventh year of operation (academic year 2017–18) with \$3.1 million remaining in the Revolving Fund.

CMC has been approved by the Colorado General Assembly to offer up to five bachelor's degrees. CMC has selected the five degrees to best meet the needs of students in a financially responsible way. As in most college's financial models, the lower cost programs help pay for the higher cost educator preparation program.

In the financial analysis presented to the CMC Board of Trustees in June 2013, Table 2 below shows the financial model assumptions that were presented for In-District (ID) enrollments, In-State (IS) enrollments, and Out-of-State (OS) enrollments. With these assumptions and with the addition of three new programs, CMC's financial model shows that the break-even point for its baccalaureate programs will occur in year ten (academic year 2020–21). At that time, the bachelor reserve balance in the Revolving Fund is projected to be \$2,193,593.

Table 2: Financial Model

	BSBA	BASS	BSN	TE	BAS
Residency Mix	ID 81% IS 8% OS 11%	ID 81% IS 8% OS 11%	ID 90% IS 9% OS 1%	ID 85% IS 10% OS 5%	ID 81% IS 8% OS 11%
Tuition Growth Rate	100/200 Level: 7% every other year starting in 14/15 300/400 Level: 9% in 14/15 and 7% every other year thereafter				
Differential Tuition	None	None	\$40 per credit	\$25 per credit	None
FTE Growth Rate	2% annually through 15/16 3% annually thereafter		Program Projected FTE reduced by 25%, 3% growth annually	Program Projected FTE reduced by 25%, Ramp up growth over six years	Ramp up growth over first three years, then 3% annually thereafter
Full-Time Faculty	2	2	2	2	None
Program Specific Staff	None	None	Admin Assistant (FT)	Program Director (FT) & Admin Assistant (PT)	None
Foundation Contribution	None	None	\$559,276 grant over 2 years	\$500,000 spread over 5 years	None
Staff Positions	1 Fin Aid Specialist, 1 Academic Credentials Evaluator, 1 Admissions Rep, 1 Instructional/Reference Librarian, 1 Career Services Director, and 1 Customer Support Specialist				

*In the top row, BSBA = B.S. Business Administration (approved in March 2011), BASS = B.A. Sustainability Studies (approved in March 2011), BSN = B.S. Nursing (this proposal), TE = Bachelor of Interdisciplinary Studies with Teacher Education (proposed), and BAS = Bachelor of Applied Science (proposed).

Table 3 below shows FTE projections for CMC's five bachelor degree programs. Year 1 is 2011-12. The FTE for Years 1, 2 and 3 are actual numbers. The BAIS: Elementary Education program is shown to begin offering 300-level coursework in 2015.

Table 3: FTE Projections for CMC's Five Bachelor Degrees

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr10
B.S. Business Admin	36	111	110	112	114	117	121	125	128	132
B.A. Sustainability Studies	66	171	168	171	175	180	185	191	197	203
B.A. Interdisc. Studies w/TE					18	41	48	57	68	72
Bach. Applied Science					30	63	66	70	72	74
B.S. Nursing				20	47	48	49	51	52	54

Faculty: CMC has made the Director of Teacher Education position (PhD faculty-qualified) full-time beginning October 1, 2013, and plans to hire two full-time faculty members for this program to begin when 300-level courses are offered in fall 2015. CMC anticipates hiring

24–46 appropriately qualified part-time faculty for this program over the next five years. As enrollment and tuition revenues increase, additional full-time faculty may be added. Office space and standard office equipment will be required for each new faculty member.

Table 4 below shows net revenue data for all five bachelor degrees. CMC has actual data for years 1, 2 and 3. Subsequent years are based on very granular cost and revenue analysis. All values are in thousands. Year 1 is 2011-12 school year. As indicated above, the BAIS, Elementary Education program is shown to begin offering 300-level courses in Year 5, the 2015–16 academic year. The non-linear pattern of costs is due to several factors. The values can jump substantially due to the application of foundation gifts to various programs. The break-even net revenue value funds is in Year 10, the 2020-21 school year. At first glance, it appears the break-even is in Year 8, but the proposed Bachelor of Interdisciplinary Studies with Teacher Education incurs some costs in Year 9.

Table 4: Net Revenue in Thousands for all 5 Bachelors

	Yr1	Yr2	Yr 3	Yr 4	Yr 5	Yr6	Yr7	Yr8	Yr9	Yr 10
B.S. Business Admin (approved)	-197	-184	-248	-142	-114	-51	-46	-6	-2	41
B.A. Sustainability Studies (approved)	-220	-132	-175	21	69	173	167	219	230	302
B.A. Interdisc. Studies w/TE (proposed)	-16	-38	-92	-25	-122	-236	-193	-180	-261	(242)
Bach. Applied Science (proposed)	0	-30	0	-5	48	130	133	166	194	204
B.S. Nursing (proposed)	0	0	0	29	-256	-190	-196	-192	-200	(195)
Total	(236)	(200)	(267)	20	(261)	(123)	(89)	13	(37)	69
<i>Foundation Gifts</i>	<i>0</i>	<i>0</i>	<i>258</i>	<i>400</i>	<i>100</i>	<i>100</i>	<i>100</i>			

*Yr 1 = 2011-12; Yr10 = 2020-21

Library: CMC will increase resources for the library, both human and other. CMC has allocated \$29,000 as seed money to build book, audiovisual, and e-book collections, to be spread over a two-year period for this new program, with allocated funds divided between relevant residential campus libraries and the virtual library. CMC continues to focus on online library resources to provide equal support to students located at all CMC sites where the program will be implemented and to allocate yearly budget increases for online library database subscriptions. The college allocated a \$5,000 annual budget increase for this program.

Infrastructure: CMC anticipates little impact on facilities at our current utilization rate, which is less than 70%. These new, modern, full-equipped, intimately-sized campuses have SmartBoards in 80% or more of their classrooms (depending on the campus) and require faculty to train to use them as part of our faculty orientation process. Campuses also

have computer labs, mobile computer labs to be moved into classrooms of choice, IVS-equipped classrooms, and a resource bank that includes electronic tablets, pens, etc. The Canvas learning management system generates a course shell for each section of each course to assure online course support for students and faculty.

Although the college's primary source of funding is property taxes, and real estate values have declined over the past two years, the real estate market has been improving since October, 2010. As noted above, CMC has set aside money specifically for its bachelor's degrees. Should additional funding be needed, the college has 25% of its budget in other reserves. Finally, the college's facilities are mostly "set" for the next few years, so the funds normally spent on new buildings could absorb any property tax shortages.

Based on national projections, CMC anticipates that the BAIS: Elementary Education program will grow for at least 3 years, after which it will stabilize and remain sustained into the future. According to the Bureau of Labor Statistics, Occupational Outlook Handbook, (<http://www.bls.gov/ooh/Education-Training-and-Library/Kindergarten-and-elementary-school-teachers.htm#tab-6>), "employment of kindergarten and elementary school teachers is expected to grow by 17 percent from 2010 to 2020," with enrollment figures for pupils in elementary schools "expected to grow the fastest in the South and West." School districts in the CMC service area project increased demand for elementary teachers to meet their increasing student populations.

IV. STATE BOARD OF EDUCATION APPROVAL

CDE will recommend State Board of Education approve the content of this program at its October 9-10, 2013 meeting. Commission approval of the degree is contingent upon State Board of Education approval of the teacher endorsements in Elementary Education (8.02) and Culturally and Linguistically Diverse Education (8.22).

IV. STAFF ANALYSIS

CMC's Board of Trustees voted unanimously to approve the BAIS: Elementary Education on June 17, 2013. The BAIS provides flexibility for other emphasis areas to be added in the future. This built-in flexibility provides a cost-effective option for CMC students who may enter the licensure program but later decide to pursue a different degree. For candidates who may be counseled out of the teacher preparation program and do not receive a

recommendation for teacher licensure, they can still finish the coursework and obtain the BAIS degree.

Pursuant to §23-1-121(2), C.R.S., department staff reviewed this educator preparation program and confirmed that it meets statutory performance criteria. CMC submitted an extra

report (Institutional Report) because this is an educator preparation program. Department staff are impressed at the great amount of thought that went into the design of this program. CMC has indicated that it intends to seek national accreditation for its educator preparation programs through the Council for the Accreditation of Educator Preparation (CAEP) after the first several years of operation. CAEP (formerly NCATE & TEAC) accreditation is not required in Colorado but the department encourages CMC to follow through on this for continued program self-improvement.

At its April 1, 2004 meeting the commission granted a credit waiver to all teacher preparation programs to go up to 126 credits. This program meets the 126 credit cap. Last, the proposed BAIS contains all 31 credits of the gtPathways curriculum and is aligned to the already existing Statewide Articulation Agreement for Elementary Education, which will allow CMC to be a signatory on that articulation agreement once this program is approved by the Commission.

V. STAFF RECOMMENDATION

Staff recommends that the Commission approves Colorado Mountain College's proposal to offer a Bachelor of Arts in Interdisciplinary Studies (BAIS) degree with teacher endorsements in Elementary Education (8.02) and Culturally and Linguistically Diverse Education (8.22), contingent upon State Board of Education approval of the teacher preparation content.

VI. SUPPLEMENTAL INFORMATION

Copies of all relevant materials are on file in the Academic Affairs Division and are available upon request.

VII. STATUTORY AUTHORITY

§23-1-121, C.R.S. Commission directive - approval of educator preparation programs - review.
§23-71-133, C.R.S. Junior colleges - Approval of baccalaureate degrees