

STATE OF COLORADO



DEPARTMENT OF HIGHER EDUCATION
Colorado Commission on Higher Education

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Governor

Raymond T. Baker, Chair
Dean L. Quamme, Vice Chair
Richard L. Garcia
Jim Polsfut
Richard L. Ramirez

Edward A. Robinson
Joel Rosenstein
Greg C. Stevinson
James M. Stewart
Judy Weaver

David E. Skaggs
Executive Director

Colorado Department of Higher Education Agenda

April 6, 2007, 1:00 p.m.

[Via Teleconference](#)

- I. Opening Business
 - A. Attendance
 - [B.](#) Approval of Minutes for the March 1, 2007 Commission Meeting
 - C. Reports by the Chair, Commissioners, Commission Subcommittees, Advisory Committee Members and Executive Director
 - D. Public Comment
- II. Presentation
 - A. Legislative Update (Karakoulakis)
- IV. Consent Items
 - [A.](#) Degree Authorization Act – American University of the Humanities, Argosy University, New American College and William H. Taft University (McKeever)
- V. Informational Items
 - [A.](#) The 2006 Legislative Report on Remedial Education (Carnahan)
 - [B.](#) The 2006 Teacher Education Report (Carnahan)
 - [C.](#) The 2006 Report on the Status of Performance Contracts (Leal)
 - [D.](#) The 2006 Legislative Report HB06-1024 (Leal)
 - [E.](#) Status Report on Staff Review of the 2010 Higher Education Admission Requirements (McKeever)

**MINUTES OF THE MEETING OF
COLORADO DEPARTMENT OF HIGHER EDUCATION
March 1, 2007**

Chairman Ray Baker called the meeting to order at 10:15 a.m.

Dr. Larry Penley welcomed the Commissioners to the Fort Collins campus and expressed his pride in the CSU system. Colorado State University leads the state in the number of graduates who are native resident Coloradans and is also the largest source of science, math and engineering students in the state.

Commissioners Ray Baker, Rick Ramirez, Ed Robinson, James Stewart, and Judy Weaver were present. Commissioners Joel Rosenstein and Greg Stevinson participated via telephone and Commissioners Dean Quamme and Richard Garcia were excused.

Commissioner Stewart moved to approve the February 2, 2007 minutes with a second by Commissioner Robinson. The motion passed unanimously.

There were no chair or commissioner reports.

EXECUTIVE DIRECTOR REPORT: Executive Director Skaggs gave an informal update to the Commission on items on which the members should be advised. The Governor and the OSPB have given the go ahead for a capital construction task force with members of the commission and outside experts.

The department is working with legislators on a proposal that monies not expended for purposes of statutory TAG grants would spill over into a broader higher education research fund. This broader research fund would be available to match federal grants.

The Higher Education Summit is proceeding and the date has been set for June 8-9.

ADVISORY COMMITTEE REPORT: Robert Applegate, Student Representative, Colorado School of Mines, introduced Blake Gibson from Colorado State University. Mr. Gibson said 15 schools, including four-year and community colleges, have collaborated to create the Associated Students of Colorado. This will provide a centralized group in which to communicate internally as well as lobby externally for increases in funding, etc. A group convened on the Capitol steps Monday March 5 to ask for a 9% increase in funding.

PUBLIC COMMENT: There was no public comment.

PRESENTATION AND DISCUSSION

LEGISLATIVE UPDATE: John Karakoulakis gave an update on various legislative bills that will affect or potentially affect the Colorado Department of Higher Education and the institutions. Mr. Karakoulakis also gave an update on Capital Construction projects. The top

ten items on the Department's list were all approved for funding. All approved projects, including other state agency projects, are estimated to cost around \$315 M.

ACTION ITEMS

TECHNOLOGY ADVANCEMENT GRANTS: John Karakoulakis presented the agenda item to the Commissioners. The RFP was sent out in October of 2006 and the Department received 20 proposals. Each proposal was reviewed 3 times, by Department of Higher Education Staff, Colorado Department of public and health environment and the Office of Economic Development, the Governor's policy office or various college professors on a referral. Based on the peer reviews, four proposals are recommended to be fully funded.

Commissioner Stewart moved to approve the proposals and the motion was seconded by Commissioner Weaver. The motion passed unanimously.

GOVERNOR'S OPPORTUNITY SCHOLARSHIP PHASE OUT: Diane Lindner, Chief Financial Officer, and Tobin Bliss, Financial Aid Director described what the Governor's Opportunity Scholarship program is and why the Department is recommending a phase-out of the program. They explained that, while it is a good program, it provides exceptional levels of support for a narrow number of students. The phase out would enable an increase in the basic award for all eligible students, and that students already awarded these scholarships will be continue to receive them through a normal four-year enrollment.

Commissioner Stewart asked if this phase out will change the composition of the recipients. Ms. Lindner said it wouldn't. Commissioner Stewart asked how we would know if there is any minority recognition from the institution. Ms. Lindner said each institution has their own minority recognition access program but there haven't been any race-based financial aid programs since 1999.

Commissioner Weaver asked what assurances we have that the funding, \$8 M, will continue after four years. Ms. Lindner said the Department would ask the legislature for authority to transfer the funds into the need-based aid program.

Mr. Bliss noted that the Financial Aid Advisory Committee, made up of Financial Aid Directors of Institutions around the state, has been talking about phasing this program out for several years and supports the recommendation to phase out the program and channel more money to more students through a larger financial aid allocation. Institutions will still have ultimate control of financial aid packaging.

Alan Lamborn, Colorado State University, testified on behalf of the Fort Collins campus. Dr. Lamborn said despite being one of the largest beneficiaries of this program, he is supportive of this suggestion.

Commissioner Baker requested Mr. Bliss to be alert for unintended consequences as the program is phased out.

Commissioner Robinson moved to approve; motion was seconded by Commissioner Weaver; motion passed unanimously.

STATE GUARANTEED GENERAL EDUCATION COURSES, REVIEW CYCLE V, ROUND III: Vicki Leal provided the Commissioners with an overview of the most recent State Guaranteed General Education Course review which occurred February 9, 2007. The 27 courses approved will become active Fall 2007.

Executive Director Skaggs asked if the “not recommended” label could be renamed to provide clarification, as the courses aren’t necessarily disapproved. Ms. Leal said she would be open to changing the label with the General Education 25 Council.

Commissioner Stevinson moved to approve the courses as submitted, Commissioner Robinson seconded the motion, and the motion passed unanimously.

THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM’S PROPOSAL TO OFFER A BACHELOR OF SCIENCE DEGREE IN APPLIED COMPUTING TECHNOLOGY WITH CONCENTRATIONS IN COMPUTING EDUCATION AND INFORMATION TECHNOLOGY: Julie Carnahan, Acting Chief Academic Officer, the Department of Higher Education, presented the Department of Education’s recommendation for approval of the program as meeting all of the criteria for teacher licensure degree programs.

Commissioner Weaver asked if any other institutions are offering this degree. Dr. Carnahan said this is the first institution to offer a program like this. Commissioner Weaver asked how the skills gained from this degree would be utilized in the job setting. Dr. Carnahan explained that this degree program serves both state business needs as well as the K-12 teacher education needs.

Commissioner Stewart moved to approve and Commissioner Weaver seconded the motion which passed unanimously.

CONSENT ITEMS

A CONSIDERATION OF POLICY AND PROCEDURAL CHANGES FOR THE DISCONTINUANCE OF ACADEMIC DEGREES WITH LOW ENROLLMENT: Dr. Carnahan brought this item to the attention of the Commissioners and the history behind the policy. She said a statewide exemption request for physics initiated a discussion with the Chief Academic Officers of the Institutions around the state. The discussion led to questioning the policy and its intentions with the Academic Council.

Commissioner Weaver asked if this request was just for STEM (Science, Technology, Engineering, Mathematics) programs or for all programs. Dr. Carnahan said it would be

for all programs. Commissioner Weaver said she doesn't support the removal of the policy for all programs and Dr. Carnahan said that this consent item would be to undertake a study to look at the policy and how it affects academic programs. Commissioner Weaver said she doesn't want to see a blanket approach to getting rid of the policy based on the low-demand history of STEM programs.

Alan Lamborn, CSU, said the idea of the study is good. He doesn't think the number of degrees granted is the right indicator for efficiency under the current policy.

Executive Director Skaggs requested permission and encouragement to take a fresh look at some of the reporting requirements that impose burdens on institutions that are already stretched in terms of resources.

Commissioner Baker asked what the timeline is and Dr. Carnahan said she is hoping to bring it back to the Commission in a couple of months.

The Commissioners said that this item was an informational item, giving Executive Director Skaggs the authority to undertake such a study, so no action was taken on this item.

2007-2008 BUDGET UPDATE: Ms. Lindner gave an update on the Department's budget activities with the Joint Budget Committee and discussions with the Governor's office on tuition revenue. The agenda item is in two parts: General Fund Operating Budget and Tuition Revenues. Department staff will begin working on enrollment projections for stipend funding for both FY2007 and FY2008.

Ms. Lindner explained the approach being recommended regarding tuition revenues and described the comparison of Colorado institutions to peer institutions around the country. This comparison revealed Colorado institutions are lower in undergraduate resident tuition rates but higher in non-resident tuition rates than their peer institutions.

The Commissioners endorsed the tuition approach recommended by Department staff that would give discretion to the governing boards of the four-year colleges and the research institutions to set tuition levels within overall tuition revenue caps of 5% and 7%, respectively.

INFORMATIONAL ITEMS

REPORT ON OUT-OF-STATE/OUT-OF-COUNTRY INSTRUCTION

There was no discussion and no action was taken.

The meeting adjourned at 12:00.

**TOPIC: DEGREE AUTHORIZATION ACT – AMERICAN UNIVERSITY
OF THE HUMANITIES, ARGOSY UNIVERSITY, NEW
AMERICAN COLLEGE, and WILLIAM H. TAFT UNIVERSITY.**

PREPARED BY: 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 degree granting institutions wishing to begin operation in Colorado. Institutions meeting the applicable requirements will be granted authority to operate upon the Commission's approval.

American University of the Humanities (AUH) is an existing institution whose international sites are accredited by the American Academy for Liberal Education; a U.S. Department of Education approved accrediting association. AUH has applied for Preliminary Authorization through the Degree Authorization Act. Department of Higher Education staff has reviewed the required documents and recommends the Commission approve Preliminary Authorization for AUH.

Argosy University is an existing institution that is currently authorized to operate by the Division of Private Occupational Schools. Argosy University has expanded their offerings in Colorado to Bachelors and Masters degrees and is now required to be authorized under the Degree Authorization Act. Argosy University has applied for Category I authorization through the Degree Authorization Act. Department of Higher Education staff has reviewed the required documents and recommends the Commission approve Category I authorization for Argosy University.

New American College (NAC) is a new institution applying for Preliminary Authorization through the Degree Authorization Act. Department of Higher Education staff has reviewed the required documents and recommends the Commission approve Preliminary Authorization.

William H. Taft University (WHTU) is an existing institution operating in Colorado with Category I-A authorization. WHTU has applied for Category I authorization through the Degree Authorization Act. As required by the Degree Authorization Act Policies, WHTU's Colorado location has been fully approved by the Distance Education and Training Council's Accrediting Commission. Documentation of the site visit and approval has been submitted. Department of Higher Education staff has reviewed the required documents and recommends the Commission approve Category I authorization.

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 Department of 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 Authorization, an institution must provide the Department of Higher Education initial documentation concerning the organizational aspects of the institution as well as programmatic and fiscal details.

To apply for Category II authorization, an organization must provide to the Department of Higher Education documentation demonstrating that the organization has established a relationship with an approved accrediting agency and is eligible to begin the accreditation process.

To apply for Category I authorization, the institution must provide the Department of Higher Education proof of accreditation by a regional or national accrediting agency based on a site visit to the institution.

Commission action is required by policy in order for institutions to be authorized at any level.

III. STAFF ANALYSIS

The American University of the Humanities (AUH) is currently operating several campuses in overseas locations. The AUH main coordinating office is currently in Delaware. AUH is planning on opening a campus in the United State to better achieve their mission of humanitarian based liberal education. Currently AUH has a relationship with the American Academy for Liberal Education (AALE) a U.S. Department of Education recognized accrediting agency. Several of the overseas campuses are accredited by the AALE. AUH has submitted required documentation and meets the standards for Preliminary Authorization. Upon approval, AUH will

be required to demonstrate ability to serve students at an appropriate venue in Colorado prior to applying for Category II authorization and enrolling students in Colorado.

Argosy University is a fully accredited post secondary institution operating in Colorado under the authority of the Division of Private Occupational Schools. Argosy University offerings will now include several bachelors and graduate degrees. Due to a shift in enrollment and the offering of graduate degrees, Argosy University is required to abide by the policies of the Degree Authorization Act. Argosy University has submitted all required documentation for Category I approval.

New American College is a new post-secondary institution that is applying for Preliminary Authorization to offer associates, bachelors, and masters degrees in business administration. New American College has submitted all the required documentation for Preliminary Authorization. Upon receiving Preliminary Authorization, New America College will begin the accreditation process and is required to establish a relationship with a national or regional accreditation organization.

William H. Taft University (WHTU) is currently a Category I-A authorized institution in Colorado. On September 14, 2006 the Distance Education and Training conducted a visit to WHTU and fully approved the Colorado site. WHTU is requesting Category I authorization based on the successful site visit by the accrediting agency.

IV. STAFF RECOMMENDATION

That the Commission approve Preliminary Authorization for the American University of the Humanities; and approve Category I Authorization for Argosy University; and approve Preliminary Authorization for New America College; and approve Category I Authorization for William H. Taft University.

V. SUPPLEMENTAL INFORMATION

Copies of all relevant statute, policy, and the above institutions 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: 2006 LEGISLATIVE REPORT ON REMEDIAL EDUCATION

PREPARED BY: JULIE CARNAHAN

I. SUMMARY

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

II. BACKGROUND

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

III. STAFF ANALYSIS

[Report attached.](#)

IV. STAFF RECOMMENDATION

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

COLORADO COMMISSION ON
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

**2006 LEGISLATIVE REPORT ON
REMEDIAL EDUCATION**

March 2007

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

I. INTRODUCTION

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

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

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

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

II. CCHE POLICIES RELATED TO REMEDIATION

A. Remedial Policy

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

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

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

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

B. FTE Policy

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

C. Revised Remedial Policy

The Commission revised its Remedial Policy again in 2003, effective for fiscal year 2005 to clarify 1) a minimum passing score for placement in college-level mathematics 2) determining concordances for scores between different types of assessment tests 3) specifying the undergraduate student population to be assessed, and if necessary remediated; and 4) clarifying when institutions are required to enforce mandatory remediation.

III. REVISED REMEDIAL PLANS

Beginning in fiscal year 2005, institutions submitted course and student registration data files to CCHE that served as the basis for Colorado-specific evaluation of cut scores.

Another change in fiscal year 2005 was the additional assessment, and where necessary remediation of non-degree-seeking recent high school graduates, in addition to those converting to degree seeking status. The original undergraduate student population to be subject to entry-level assessment and possible remediation were first-time undergraduates and include first-time degree-seeking, and non-degree-seeking undergraduates changing to degree-seeking status.

CCHE staff continue to identify recent high school graduates in the SURDS files using year of high school graduation. When the year of high school graduation is not provided by institutions, date of birth is used to calculate a student's age as of September 15 of the specified year, and those students with a calculated age of 17, 18, or 19 years of age will be included in the frequencies. In fiscal year 2006, CCHE staff added students with a calculated age of 16 to the frequencies.

The final component of the revised remedial plans outlined how institutions advised students with academic deficiencies about options for meeting their responsibility to enroll in appropriate developmental coursework. Effective fiscal year 2005, assessed students not meeting the specific minimum cut score may be placed in college-level courses provided that a student's transcript(s) or secondary level assessment justifies such placement. Institutions were also required to implement mandatory advising of students with unmet basic skills deficiencies after 30 hours.

IV. Evaluation of Remedial Policy

In FY2007, an evaluation of the remedial policy will take place to determine whether the policy is carrying out what it was intended to do at its inception.

V. DATA ON ASSESSMENT AND REMEDIATION

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

A. Methodology and Data

- 1. Methodology:** Student cohorts are based on: 1) entering degree-seeking and non-degree seeking undergraduates assessed by a Colorado public institution of higher education for the specified year; or 2) a recent Colorado public high school graduate¹. CCHE produced the calculations by linking student data from ACT and the College Board with CCHE's Student Unit Record Data System (SURDS) enrollment and applicant files. Graduation rates on students enrolling in basic skills courses will not be available until data is collected from the fiscal year 2007 degree files.
- 2. Report Format:** This report presents information in four parts. Initially, data are provided on undergraduates assigned to remediation by Colorado public colleges and universities in fiscal year 2006. The second section focuses on recent high school graduates assigned to remediation, broken out by race/ethnicity and gender. In the third section, data are organized by school district and high school; reporting on the number of students from each high school assigned to remediation. The final section reports on the cost of remedial courses at Colorado public two-year institutions.
- 3. Data Limitations:** In reviewing the following tables, one must be mindful that the data do not include recent graduates who enrolled in an out-of-state college, delayed entry into higher education for at least one year after completing high school, were not assessed in FY2005 or FY2006, or were reported by institutions with missing data (e.g., year of high school graduation, age, high school code, and/or assessment status).

As is often the case with an undertaking of this magnitude, some issues remain to be addressed by the higher education institutions that have affected rates from year to year and limit interpretation over multiple years. While data collection has improved over the five years, colleges and universities continue implementation of new assessment processes which

¹ Recent high school graduates are defined as students who a) have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year; or b) are 16, 17, 18, or 19 years of age. Age will be calculated as of September 15 of the specified fiscal year.

subtly influence who is included in the population that is reported on. At the state level, revisions to the remedial policy were made in fiscal year 2005 which made significant changes to the population reported on with the inclusion of non-degree-seeking students. Only two years of data are available with the inclusion of the non-degree-seeking student population so no firm conclusions about trends in remediation can be drawn. Nonetheless, staff believe that the summary is a reasonable representation of remedial needs of the students entering higher education during fiscal year 2006.

B. Remedial Data Summary for All Assessed Undergraduates

In FY2006, (see **Table 1** – page 6) approximately 30% of all students were assigned to remediation in at least one discipline. At the two-year institutions the over all rate of students assigned to remediation was approximately 56% with a range of 24.8% at Colorado Northwestern Community College to 75.2% at Pueblo Community College. At the four-year institutions the over all rate of students assigned to remediation was approximately 20% with a range of approximately 1% at UCCS to 63.2% at Adams State College.

The subject with the highest number of students assigned for remediation is mathematics. (See Figures 1 & 2). This is true at both two-year and four-year institutions.

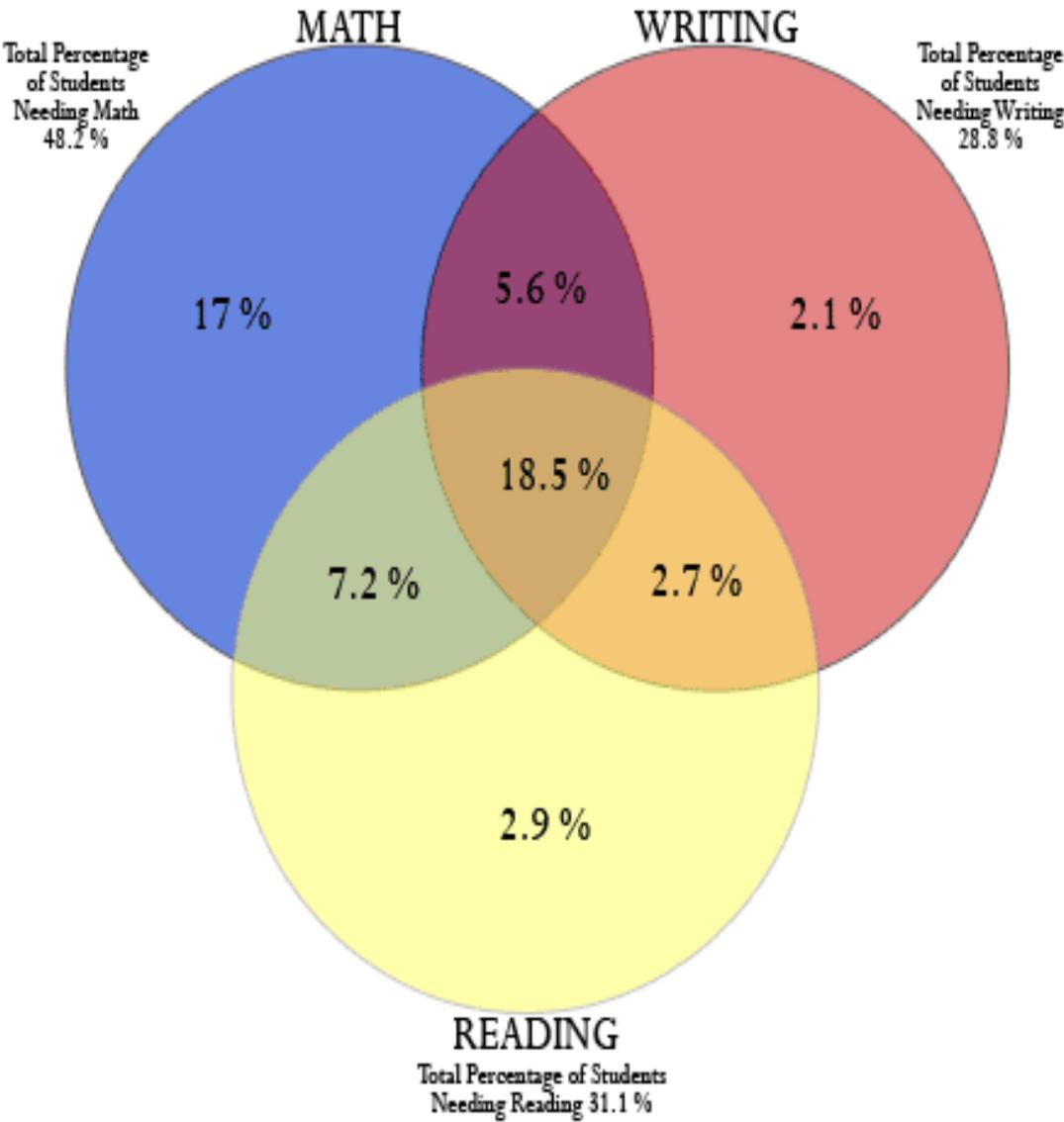
Figure 1 (see page 7) illustrates the percent of recent high school graduates assigned to remediation by discipline. 18.5% of entering students at two-year institutions are assigned to remediation in math, writing, and reading.

Figure 2 (see page 8) illustrates the percentage of recent high school graduates at four year public institutions assigned to remediation by subject area. 2.6% of entering students at four-year institutions are assigned to remediation in math, writing, and reading.

Table 2 (see page 9) is an overview of assessment activity for FY2005 & FY2006. There was little change in remediation rates across the two fiscal years. The overall remediation rate for both years was approximately 29% of all recent high school graduates assigned to remediation in at least one subject. The percent of students assigned to remediation in at least one subject at two-year institutions was also static over the two years 55.06 % in FY 2005 and 55.86% in FY2006. The remediation rate at the four year institutions shows a similar static pattern of 17.97 % in FY2005 and 19.58% in FY2006.

Table 1: First-Time Recent High School Graduates Assigned to Remediation by Sector and Institution, FY2006																					
Institutions/Sector	Number of 1st Time Students	Assigned to Remediation in at least one subject		Number of students assigned to Remediation by Subject																	
		#	%	Math only	Writing only	Reading only	Math Writing only	Math Reading only	Writing Reading only	M, W, R only											
Recent Colorado High School Graduates																					
Two-Year Public																					
Aims Community College	121	65	53.72%	1	6	12	1	3	18	24											
Arapahoe Community College	624	372	59.62%	146	14	15	42	59	15	81											
Colorado Mountain College	110	36	32.73%	11	1	3	0	7	3	11											
Colorado Northwestern Community College	125	31	24.80%	8	1	3	4	5	1	9											
Community College of Aurora	484	273	56.40%	79	16	11	42	24	14	87											
Community College of Denver	1040	410	39.42%	75	4	26	30	55	33	187											
Front Range Community College	1712	978	57.13%	336	50	45	88	121	52	286											
Lamar Community College	142	82	57.75%	25	4	8	2	11	8	24											
Morgan Community College	109	49	44.95%	15	2	2	5	6	4	15											
Northeastern Junior College	375	236	62.93%	56	16	17	33	23	11	80											
Otero Junior College	227	143	63.00%	34	6	1	29	13	5	55											
Pikes Peak Community College	1108	672	60.65%	229	19	31	62	103	15	213											
Pueblo Community College	440	331	75.23%	89	7	12	25	47	4	147											
Red Rocks Community College	731	400	54.72%	152	9	20	45	49	13	112											
Trinidad State Junior College	230	155	67.39%	34	7	10	13	17	6	68											
Two-Year Total	7,578	4,233	55.86%	1,290	162	216	421	543	202	1,399											
Recent Colorado High School Graduates																					
Four-Year Public																					
Adams State College	433	274	63.28%	78	15	11	63	16	12	79											
Colorado School of Mines	779	23	2.95%	0	8	7	0	0	8	0											
Colorado State University	3850	435	11.30%	217	63	63	23	12	42	15											
Colorado State University - Pueblo	609	275	45.16%	100	27	11	61	17	15	44											
Fort Lewis College	851	376	44.18%	157	37	14	62	17	29	60											
Mesa State College	1098	610	55.56%	218	64	26	130	29	17	126											
Metropolitan State College of Denver	1912	1009	52.77%	494	83	36	187	46	41	122											
University of Colorado - Boulder	4994	73	1.46%	72	0	0	1	0	0	0											
University of Colorado - Colorado Springs	1021	10	0.98%	7	3	0	0	0	0	0											
University of Colorado at Denver and Health Sciences	770	190	24.68%	110	22	14	13	7	16	8											
University of Northern Colorado	2439	302	12.38%	214	25	15	24	5	7	12											
Western State College	458	185	40.39%	85	21	11	24	9	9	26											
Four-Year Total	19,214	3,762	19.58%	1,752	368	208	588	158	196	492											
Grand Total	26,792	7,995	29.84%	3,042	530	424	1,009	701	398	1,891											

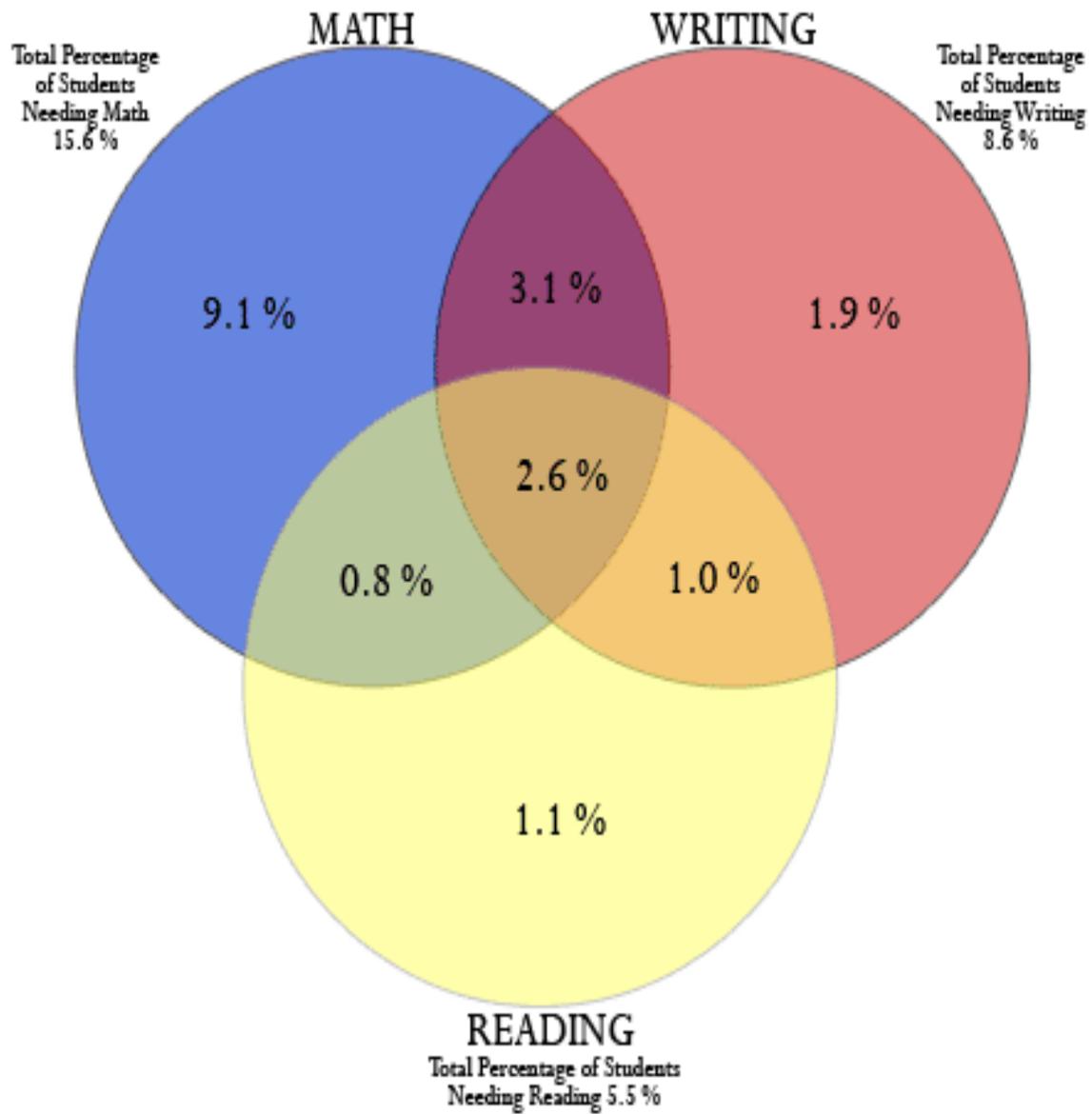
FIGURE 1:
Recent High School Graduates Requiring Remediation
Two Year Public



44 % were not assigned to remediation

FIGURE 2:

Recent High School Graduates Requiring Remediation Four Year Public



80.4 % were
not assigned to
remediation

Table 2: First-Time Recent High School Graduates Assigned to Remediation in at Least One Subject, by Sector and Institution, FY2005 to FY2006						
Institution / Sector	FY2005			FY2006		
	Number of 1st Time Students*	Assigned to Remediation in at least one subject	Number of 1st Time Students*	Assigned to Remediation in at least one subject	Number of 1st Time Students*	Assigned to Remediation in at least one subject
	#	#	%	#	%	%
Recent Colorado High School Graduates						
Two-Year Public						
Aims Community College	475	245	51.58%	121	65	53.72%
Arapahoe Community College	732	448	61.20%	624	372	59.62%
Colorado Mountain College	89	39	43.82%	110	36	32.73%
Colorado Northwestern Community College	159	37	23.27%	125	31	24.80%
Community College of Aurora	523	309	59.08%	484	273	56.40%
Community College of Denver	1,203	500	41.56%	1,040	410	39.42%
Front Range Community College	2,023	1,147	56.70%	1,712	978	57.13%
Lamar Community College	258	133	51.55%	142	82	57.75%
Morgan Community College	139	18	12.95%	109	49	44.95%
Northeastern Junior College	379	222	58.58%	375	236	62.93%
Otero Junior College	248	160	64.52%	227	143	63.00%
Pikes Peak Community College	1,218	765	62.81%	1,108	672	60.65%
Pueblo Community College	377	258	68.44%	440	331	75.23%
Red Rocks Community College	763	410	53.74%	731	400	54.72%
Trinidad State Junior College	276	188	68.12%	230	155	67.39%
Two-Year Total	8,862	4,879	55.06%	7,578	4,233	55.86%
Recent Colorado High School Graduates						
Four-Year Public						
Adams State College	367	195	53.13%	433	274	63.28%
Colorado School of Mines	732	31	4.23%	779	23	2.95%
Colorado State University	4,024	134	3.33%	3,850	435	11.30%
Colorado State University - Pueblo	729	360	49.38%	609	275	45.16%
Fort Lewis College	918	423	46.08%	851	376	44.18%
Mesa State College	1,063	541	50.89%	1,098	610	55.56%
Metropolitan State College of Denver	1,947	1,021	52.44%	1,912	1,009	52.77%
University of Colorado - Boulder	5,115	59	1.15%	4,994	73	1.46%
University of Colorado - Colorado Springs	945	5	0.53%	1,021	10	0.98%
University of Colorado - Denver	706	188	26.63%	770	190	24.68%
University of Northern Colorado	2,382	353	14.82%	2,439	302	12.38%
Western State College	478	177	37.03%	458	185	40.39%
Four-Year Total	19,406	3,487	17.97%	19,214	3,762	19.58%
Grand Total	28,268	8,366	29.60%	26,792	7,995	29.84%

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C. Remedial Data Summary for Recent High School Graduates

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

Tables 3 and 4 (see pages 11 and 12) compare the demographic characteristics of recent high school graduates assigned to remediation by gender and by race/ethnicity.

- By gender, a slightly higher proportion of females was assigned to remediation in both institutional sectors. The percentage of students by gender assigned to remediation increased slightly from FY2005 to FY2006. The proportion of females to males assigned to remediation remained static across the two fiscal years.
- By race/ethnicity, at two-year institutions the range of remediation was 49.8% for Asian and Pacific Islander to 70.4% for African American students. 62.9% of Hispanic/Latino students were assigned to remediation and 57.6% of Native American students were assigned to remediation. Over the two fiscal years, the number of student assigned to remediation increased for Asian or Pacific Islanders and Hispanic/Latino students and decreased for Native American students. The percentage of African American students assigned to remediation remained static over the two fiscal years. At the four-year institutions, Native American students assigned to remediation decrease by 4%. The remediation rates in the other race/ethnicity categories remained fairly static over the two fiscal years.

Table 3: First-Time Recent High School Graduates Assigned to Remediation in at Least One Subject, by Sector and Gender, FY2005-FY2006

Gender	FY2005			FY2006		
	Number of Students	Assigned to Remediation in at least one subject	Number of Students	Assigned to Remediation in at least one subject	Number of Students	Assigned to Remediation in at least one subject
	#	#	%	#	%	#
Recent High School Graduates						
Two-Year Public						
Female	4,653	2,643	56.80%	3,972	2,289	57.63%
Male	4,198	2,227	53.05%	3,606	1,944	53.91%
Unknown	11	9	81.82%			
Two-Year Total	8,862	4,879	55.06%	7,578	4,233	55.86%
Recent High School Graduates						
Four-Year Public						
Female	10,092	2,015	19.97%	9,930	2,112	21.27%
Male	9,314	1,472	15.80%	9,284	1,650	17.77%
Four-Year Total	19,406	3,487	17.97%	19,214	3,762	19.58%
Grand Total	28,268	8,366	29.60%	26,792	7,995	29.84%

Table 4: First-Time Recent High School Graduates Assigned to Remediation in at Least One Subject, by Sector and Race/Ethnicity, FY2005-FY2006

Ethnicity	FY2005				FY2006				
	Number of Students		Assigned to Remediation in at least one subject		Number of Students		Assigned to Remediation in at least one subject		
	#	%	#	%	#	%	#	%	
Recent High School Graduates									
Two-Year Public									
Asian or Pacific Islander	269	49.81%	134	49.81%	253	60.87%	154	60.87%	
African-American, Non Hispanic	463	70.41%	326	70.41%	425	69.18%	294	69.18%	
Hispanic/Latino	1,509	62.96%	950	62.96%	1,288	68.25%	879	68.25%	
Native American	118	57.63%	68	57.63%	107	48.60%	52	48.60%	
Non-Resident Alien	109	78.90%	86	78.90%	102	81.37%	83	81.37%	
White, non-Hispanic	6,052	52.16%	3,157	52.16%	5,056	51.74%	2,616	51.74%	
Unknown Ethnicity	342	46.20%	158	46.20%	347	44.67%	155	44.67%	
Two-Year Total	8,862		4,879	55.06%	7,578	55.86%	4,233	55.86%	
Recent High School Graduates									
Four-Year Public									
Asian or Pacific Islander	914	17.40%	159	17.40%	888	19.14%	170	19.14%	
African-American, Non Hispanic	510	42.35%	216	42.35%	518	42.28%	219	42.28%	
Hispanic/Latino	1,821	34.98%	637	34.98%	1,804	35.37%	638	35.37%	
Native American	317	47.00%	149	47.00%	358	43.02%	154	43.02%	
Non-Resident Alien	98	23.47%	23	23.47%	87	18.39%	16	18.39%	
White, non-Hispanic	14,932	14.43%	2,155	14.43%	14,629	15.99%	2,339	15.99%	
Unknown Ethnicity	814	18.18%	148	18.18%	930	24.30%	226	24.30%	
Four-Year Total	19,406		3,487	17.97%	19,214	19.58%	3,762	19.58%	
Grand Total	28,268		8,366	29.60%	26,792	29.84%	7,995	29.84%	

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D. Remedial Data Summary for High Schools

1. Recent High School Graduates Assigned to Remediation by High School

Table 5 ([see Appendix A](#)) shows data on the number of students assigned to remediation by school district. The percentage of students assigned to remediation in at least one subject ranges from 5.13% to 74.2%. The remediation rates of high schools will have more meaning for school superintendents and principals who have a better understanding of the high schools in their districts. Data from high schools with enrollments of less than 25 recent high school graduates are not shown but the number assigned to remediation are included in the total number of students assigned to remediation.

V. COSTS ASSOCIATED WITH BASIC SKILLS

For FY2006, (see Table 6 – page 14) Colorado public higher education two-year institutions reported 3,796 fte were enrolled in remedial courses with a general fund cost of \$9,112,720.

**Table 6: Projected General Fund Cost of Remedial Course Work at Public Two-Year Institutions
FY 2006**

InstName	Total Credit Hours	Total Remedial FTE	Remedial Instruction Cost
Two-Year Public			
Arapahoe Community College	8,058	269	644,640
Colorado Northwestern Community College	1,043	35	83,440
Community College of Aurora	9,811	327	784,880
Community College of Denver	25,388	846	2,031,040
Front Range Community College	20,137	671	1,610,960
Lamar Community College	568	19	45,440
Morgan Community College	1,140	38	91,200
Northeastern Junior College	2,381	79	190,480
Otero Junior College	3,344	111	267,520
Pikes Peak Community College	19,249	642	1,539,920
Pueblo Community College	13,847	462	1,107,760
Red Rocks Community College	6,396	213	511,680
Trinidad State Junior College	2,547	85	203,760
Two-Year Subtotal	113,909	3,796	9,112,720
Grand Total General Fund Costs	113,909	3,796	9,112,720

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Table 5: Colorado Public High School Graduates Assigned to Remediation in Colorado Public Higher Education

FY 2006

School District	High School	Number of First Time Students	Students Assignend to Remediation in at least one discipline		Head Count of Student Assigned to each discipline		
			Head Count	Head Count	Math	Writing	Reading
			#	%	#	#	#
ACADEMY 20	ASPEN VALLEY HIGH SCHOOL	-	-	-	-	-	-
ACADEMY 20	THE CLASSICAL ACADEMY CHARTER	-	-	-	-	-	-
ACADEMY 20	PINE CREEK HIGH SCHOOL	163	40	24.54%	37	15	14
ACADEMY 20	LIBERTY HIGH SCHOOL	172	35	20.35%	32	15	13
ACADEMY 20	RAMPART HIGH SCHOOL	173	37	21.39%	31	12	14
ACADEMY 20	AIR ACADEMY HIGH SCHOOL	216	29	13.43%	25	12	11
ADAMS COUNTY 14	LESTER R ARNOLD HIGH SCHOOL	-	-	-	-	-	-
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL	92	56	60.87%	49	34	30
ADAMS-ARAPAHOE 28J	HARTENBACH HIGH SCHOOL	-	-	-	-	-	-
ADAMS-ARAPAHOE 28J	OPTIONS SCHOOL	-	-	-	-	-	-
ADAMS-ARAPAHOE 28J	WILLIAM SMITH HIGH SCHOOL	-	-	-	-	-	-
ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL	84	45	53.57%	38	24	18
ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL	86	49	56.98%	43	29	28
ADAMS-ARAPAHOE 28J	GATEWAY HIGH SCHOOL	139	56	40.29%	44	29	22
ADAMS-ARAPAHOE 28J	RANGEVIEW HIGH SCHOOL	247	99	40.08%	88	46	30
AGATE 300	AGATE JUNIOR-SENIOR HIGH SCHOO	-	-	-	-	-	-
AGUILAR REORGANIZED 6	AGUILAR JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
AKRON R-1	AKRON HIGH SCHOOL	25	12	48.00%	6	7	9
ALAMOSA RE-11J	ALAMOSA OPEN SCHOOL	-	-	-	-	-	-
ALAMOSA RE-11J	ALAMOSA HIGH SCHOOL	78	44	56.41%	40	27	19
ARCHULETA COUNTY 50 JT	PAGOSA SPRINGS HIGH SCHOOL	43	19	44.19%	18	7	7
ARICKAREE R-2	ARICKAREE UNDIVIDED HIGH SCHOO	-	-	-	-	-	-
ARRIBA-FLAGLER C-20	FLAGLER SENIOR HIGH SCHOOL	-	-	-	-	-	-
ASPEN 1	ASPEN HIGH SCHOOL	41	10	24.39%	8	3	3
AULT-HIGHLAND RE-9	HIGHLAND HIGH SCHOOL	-	-	-	-	-	-
BAYFIELD 10 JT-R	BAYFIELD HIGH SCHOOL	29	10	34.48%	9	4	3
BENNETT 29J	BENNETT HIGH SCHOOL	41	10	24.39%	9	4	5
BETHUNE R-5	BETHUNE JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
BIG SANDY 100J	SIMLA HIGH SCHOOL	-	-	-	-	-	-
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHO	-	-	-	-	-	-
BOULDER VALLEY RE 2	PEAK TO PEAK CHARTER SCHOOL	-	-	-	-	-	-
BOULDER VALLEY RE 2	ARAPAHOE RIDGE HIGH SCHOOL	-	-	-	-	-	-
BOULDER VALLEY RE 2	NEDERLAND MIDDLE-SENIOR HIGH S	25	6	24.00%	5	3	2
BOULDER VALLEY RE 2	NEW VISTA HIGH SCHOOL	27	7	25.93%	7	1	1
BOULDER VALLEY RE 2	CENTAURUS HIGH SCHOOL	106	36	33.96%	27	25	9
BOULDER VALLEY RE 2	BROOMFIELD HIGH SCHOOL	141	42	29.79%	30	21	22
BOULDER VALLEY RE 2	BOULDER HIGH SCHOOL	200	36	18.00%	29	15	16
BOULDER VALLEY RE 2	FAIRVIEW HIGH SCHOOL	223	28	12.56%	24	10	8
BOULDER VALLEY RE 2	MONARCH HIGH SCHOOL	239	45	18.83%	34	18	18
BRANSON REORGANIZED 82	BRANSON ALTERNATIVE SCHOOL	-	-	-	-	-	-
BRANSON REORGANIZED 82	BRANSON UNDIVIDED HIGH SCHOOL	-	-	-	-	-	-

Table 5: Colorado Public High School Graduates Assigned to Remediation in Colorado Public Higher Education

FY 2006

School District	High School	Number of First Time Students	Students Assignend to Remediation in at least one discipline		Head Count of Student Assigned to each discipline		
			Head Count	Head Count	Math	Writing	Reading
		#	#	%	#	#	#
BRIGGSDALE RE-10	BRIGGSDALE UNDIVIDED HIGH SCHO	-	-	-	-	-	-
BRIGHTON 27J	BRIGHTON HERITAGE ACADEMY	-	-	-	-	-	-
BRIGHTON 27J	BRIGHTON CHARTER SCHOOL	-	-	-	-	-	-
BRIGHTON 27J	BRIGHTON HIGH SCHOOL	119	50	42.02%	43	27	26
BRUSH RE-2(J)	BRUSH HIGH SCHOOL	44	19	43.18%	16	10	11
BUENA VISTA R-31	CHAFFEE COUNTY HIGH SCHOOL	-	-	-	-	-	-
BUENA VISTA R-31	BUENA VISTA HIGH SCHOOL	25	9	36.00%	8	3	3
BUFFALO RE-4	MERINO JUNIOR SENIOR HIGH SCHO	-	-	-	-	-	-
BURLINGTON RE-6J	BURLINGTON HIGH SCHOOL	-	-	-	-	-	-
BYERS 32J	BYERS JUNIOR-SENIOR HIGH SCHOO	-	-	-	-	-	-
CALHAN RJ-1	CALHAN HIGH SCHOOL	25	6	24.00%	4	2	5
CAMPO RE-6	CAMPO UNDIVIDED HIGH SCHOOL	-	-	-	-	-	-
CANON CITY RE-1	GARDEN PARK HIGH SCHOOL	-	-	-	-	-	-
CANON CITY RE-1	CANON CITY HIGH SCHOOL	113	44	38.94%	32	21	17
CENTENNIAL BOCES	WELD OPPORTUNITY HIGH SCHOOL	-	-	-	-	-	-
CENTENNIAL R-1	CENTENNIAL HIGH SCHOOL	-	-	-	-	-	-
CENTER 26 JT	THE ACADEMIC RECOVERY CENTER O	-	-	-	-	-	-
CENTER 26 JT	CENTER HIGH SCHOOL	-	-	-	-	-	-
CHERAW 31	CHERAW HIGH SCHOOL	-	-	-	-	-	-
CHERRY CREEK 5	P.R.E.P. (ALTERNATIVE) HIGH SC	-	-	-	-	-	-
CHERRY CREEK 5	OVERLAND HIGH SCHOOL	210	81	38.57%	59	44	49
CHERRY CREEK 5	SMOKY HILL HIGH SCHOOL	299	86	28.76%	68	40	27
CHERRY CREEK 5	EAGLECREST HIGH SCHOOL	302	104	34.44%	81	60	37
CHERRY CREEK 5	GRANDVIEW HIGH SCHOOL	330	75	22.73%	56	33	30
CHERRY CREEK 5	CHERRY CREEK HIGH SCHOOL	411	59	14.36%	47	19	18
CHEYENNE COUNTY RE-5	CHEYENNE WELLS HIGH SCHOOL	-	-	-	-	-	-
CHEYENNE MOUNTAIN 12	CHEYENNE MOUNTAIN HIGH SCHOOL	182	28	15.38%	18	11	16
CLEAR CREEK RE-1	CLEAR CREEK HIGH SCHOOL	25	9	36.00%	7	3	3
Colorado School for the Deaf a	COLORADO SCHOOL FOR THE DEAF A	-	-	-	-	-	-
COLORADO SPRINGS 11	BIJOU ALTERNATIVE PROGRAM	-	-	-	-	-	-
COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	-	-	-	-	-	-
COLORADO SPRINGS 11	DOHERTY NIGHT SCHOOL	-	-	-	-	-	-
COLORADO SPRINGS 11	PALMER NIGHT SCHOOL	-	-	-	-	-	-
COLORADO SPRINGS 11	GLOBE CHARTER SCHOOL	-	-	-	-	-	-
COLORADO SPRINGS 11	NIKOLA TESLA EDUCATION OPPORTU	-	-	-	-	-	-
COLORADO SPRINGS 11	CIVA CHARTER SCHOOL	-	-	-	-	-	-
COLORADO SPRINGS 11	MITCHELL HIGH SCHOOL	110	40	36.36%	34	22	18
COLORADO SPRINGS 11	WASSON HIGH SCHOOL	123	48	39.02%	42	24	24
COLORADO SPRINGS 11	PALMER HIGH SCHOOL	158	44	27.85%	42	19	19
COLORADO SPRINGS 11	CORONADO HIGH SCHOOL	180	59	32.78%	50	24	22
COLORADO SPRINGS 11	DOHERTY HIGH SCHOOL	225	63	28.00%	56	31	28

Table 5: Colorado Public High School Graduates Assigned to Remediation in Colorado Public Higher Education							
FY 2006							
School District	High School	Number of First Time Students	Students Assignend to Remediation in at least one discipline		Head Count of Student Assigned to each discipline		
			Head Count	Head Count	Math	Writing	Reading
		#	#	%	#	#	#
COTOPAXI RE-3	COTOPAXI HOME-SCHOOL PARTNERSH	-	-	-	-	-	-
COTOPAXI RE-3	COTOPAXI JUNIOR-SENIOR HIGH SC	-	-	-	-	-	-
CREEDE CONSOLIDATED 1	CREEDE JUNIOR-SENIOR HIGH SCHO	-	-	-	-	-	-
CRIPPLE CREEK-VICTOR RE-1	CRIPPLE CREEK-VICTOR JUNIOR-SE	-	-	-	-	-	-
CROWLEY COUNTY RE-1-J	CROWLEY COUNTY HIGH SCHOOL	-	-	-	-	-	-
CUSTER COUNTY SCHOOL DIS	CUSTER COUNTY HIGH SCHOOL	-	-	-	-	-	-
DE BEQUE 49JT	DE BEQUE UNDIVIDED HIGH SCHOOL	-	-	-	-	-	-
DEER TRAIL 26J	DEER TRAIL JUNIOR-SENIOR HIGH	-	-	-	-	-	-
DEL NORTE C-7	DEL NORTE HIGH SCHOOL	25	11	44.00%	10	6	3
DELTA COUNTY 50(J)	DELTA COUNTY RECOVERY SCHOOL	-	-	-	-	-	-
DELTA COUNTY 50(J)	VISION SCHOOL	-	-	-	-	-	-
DELTA COUNTY 50(J)	HOTCHKISS HIGH SCHOOL	-	-	-	-	-	-
DELTA COUNTY 50(J)	PAONIA HIGH SCHOOL	-	-	-	-	-	-
DELTA COUNTY 50(J)	CEDAREdge HIGH SCHOOL	30	11	36.67%	7	7	1
DELTA COUNTY 50(J)	DELTA HIGH SCHOOL	43	19	44.19%	14	8	7
DENVER COUNTY 1	CHALLENGES, CHOICES & IMAGES C	-	-	-	-	-	-
DENVER COUNTY 1	EMERSON STREET SCHOOL	-	-	-	-	-	-
DENVER COUNTY 1	LIFE SKILLS CENTER OF DENVER	-	-	-	-	-	-
DENVER COUNTY 1	ARTS AND CULTURAL STUDIES ACAD	-	-	-	-	-	-
DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOO	-	-	-	-	-	-
DENVER COUNTY 1	LEADERSHIP ACADEMY AT MANUAL	-	-	-	-	-	-
DENVER COUNTY 1	MILLENIUM QUEST SCIENCE ACADEM	-	-	-	-	-	-
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCH	-	-	-	-	-	-
DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY	-	-	-	-	-	-
DENVER COUNTY 1	P.S.1 CHARTER SCHOOL	-	-	-	-	-	-
DENVER COUNTY 1	EMILY GRIFFITH OPPORTUNITY SCH	-	-	-	-	-	-
DENVER COUNTY 1	FRED N THOMAS CAREER EDUCATION	-	-	-	-	-	-
DENVER COUNTY 1	COLORADO HIGH SCHOOL	-	-	-	-	-	-
DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	28	12	42.86%	11	4	5
DENVER COUNTY 1	DENVER SCHOOL OF THE ARTS	33	8	24.24%	8	0	1
DENVER COUNTY 1	MONTBELLO HIGH SCHOOL	52	28	53.85%	24	16	13
DENVER COUNTY 1	NORTH HIGH SCHOOL	68	43	63.24%	42	23	23
DENVER COUNTY 1	WEST HIGH SCHOOL	72	44	61.11%	41	30	29
DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL	104	51	49.04%	46	34	22
DENVER COUNTY 1	THOMAS JEFFERSON HIGH SCHOOL	118	40	33.90%	36	13	15
DENVER COUNTY 1	SOUTH HIGH SCHOOL	119	63	52.94%	52	38	36
DENVER COUNTY 1	EAST HIGH SCHOOL	147	52	35.37%	48	20	22
DENVER COUNTY 1	JOHN F KENNEDY HIGH SCHOOL	156	75	48.08%	66	40	32
DOLORES COUNTY RE NO.2	DOLORES COUNTY HIGH SCHOOL	-	-	-	-	-	-
DOLORES RE-4A	DOLORES HIGH SCHOOL	-	-	-	-	-	-
DOUGLAS COUNTY RE 1	PLUM CREEK ACADEMY DAY TREATME	-	-	-	-	-	-

Table 5: Colorado Public High School Graduates Assigned to Remediation in Colorado Public Higher Education							
FY 2006							
School District	High School	Number of First Time Students	Students Assignend to Remediation in at least one discipline		Head Count of Student Assigned to each discipline		
			Head Count	Head Count	Math	Writing	Reading
		#	#	%	#	#	#
DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL	-	-	-	-	-	-
DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL--CA	-	-	-	-	-	-
DOUGLAS COUNTY RE 1	EAGLE ACADEMY	-	-	-	-	-	-
DOUGLAS COUNTY RE 1	THUNDERRIDGE HIGH SCHOOL	175	47	26.86%	37	21	18
DOUGLAS COUNTY RE 1	MOUNTAIN VISTA HIGH SCHOOL	190	43	22.63%	31	19	13
DOUGLAS COUNTY RE 1	CHAPARRAL HIGH SCHOOL	214	58	27.10%	45	25	21
DOUGLAS COUNTY RE 1	PONDEROSA HIGH SCHOOL	227	48	21.15%	31	23	17
DOUGLAS COUNTY RE 1	HIGHLANDS RANCH HIGH SCHOOL	231	46	19.91%	35	25	20
DOUGLAS COUNTY RE 1	DOUGLAS COUNTY HIGH SCHOOL	270	59	21.85%	49	30	18
DURANGO 9-R	THE EXCEL CHARTER SCHOOL	-	-	-	-	-	-
DURANGO 9-R	DURANGO HIGH SCHOOL	151	57	37.75%	46	28	23
EADS RE-1	EADS HIGH SCHOOL	-	-	-	-	-	-
EAGLE COUNTY RE 50	RED CANYON HIGH SCHOOL	-	-	-	-	-	-
EAGLE COUNTY RE 50	EAGLE VALLEY HIGH SCHOOL	45	14	31.11%	13	8	8
EAGLE COUNTY RE 50	BATTLE MOUNTAIN HIGH SCHOOL	54	6	11.11%	5	2	2
EAST GRAND 2	MIDDLE PARK HIGH SCHOOL	42	9	21.43%	6	4	4
EAST OTERO R-1	LA JUNTA HIGH SCHOOL	63	41	65.08%	40	22	19
EATON RE-2	EATON HIGH SCHOOL	42	11	26.19%	8	5	4
EDISON 54 JT	EDISON ACADEMY	-	-	-	-	-	-
EDISON 54 JT	EDISON JUNIOR-SENIOR HIGH SCHO	-	-	-	-	-	-
ELBERT 200	ELBERT JUNIOR-SENIOR HIGH SCHO	-	-	-	-	-	-
ELIZABETH C-1	FRONTIER HIGH SCHOOL	-	-	-	-	-	-
ELIZABETH C-1	ELIZABETH HIGH SCHOOL	95	33	34.74%	26	15	10
ELLICOTT 22	ELLICOTT SENIOR HIGH SCHOOL	-	-	-	-	-	-
ENGLEWOOD 1	COLORADO'S FINEST ALTERNATIVE	-	-	-	-	-	-
ENGLEWOOD 1	ENGLEWOOD HIGH SCHOOL	83	35	42.17%	26	18	14
EXPEDITIONARY BOCES	EXPEDITIONARY LEARNING SCHOOL	-	-	-	-	-	-
FALCON 49	FALCON HIGH SCHOOL	71	22	30.99%	20	7	8
FALCON 49	SAND CREEK HIGH SCHOOL	110	43	39.09%	34	23	20
FLORENCE RE-2	FLORENCE HIGH SCHOOL	53	25	47.17%	21	14	14
FORT MORGAN RE-3	LINCOLN HIGH SCHOOL	-	-	-	-	-	-
FORT MORGAN RE-3	FORT MORGAN HIGH SCHOOL	69	27	39.13%	23	17	9
FOUNTAIN 8	LORRAINE ALTERNATIVE HIGH SCHO	-	-	-	-	-	-
FOUNTAIN 8	FOUNTAIN-FORT CARSON HIGH SCHO	104	44	42.31%	38	25	24
FOWLER R-4J	FOWLER HIGH SCHOOL	-	-	-	-	-	-
FRENCHMAN RE-3	FLEMING HIGH SCHOOL	-	-	-	-	-	-
GARFIELD 16	GRAND VALLEY HIGH SCHOOL	-	-	-	-	-	-
GARFIELD RE-2	RIFLE HIGH SCHOOL	75	22	29.33%	20	11	7
GENOA-HUGO C113	GENOA-HUGO SENIOR HIGH SCHOOL	-	-	-	-	-	-
GILPIN COUNTY RE-1	GILPIN COUNTY ALTERNATIVE SCHO	-	-	-	-	-	-
GILPIN COUNTY RE-1	GILPIN COUNTY UNDIVIDED HIGH S	-	-	-	-	-	-

Table 5: Colorado Public High School Graduates Assigned to Remediation in Colorado Public Higher Education							
FY 2006							
School District	High School	Number of First Time Students	Students Assignend to Remediation in at least one discipline		Head Count of Student Assigned to each discipline		
			Head Count	Head Count	Math	Writing	Reading
		#	#	%	#	#	#
GRANADA RE-1	GRANADA UNDIVIDED HIGH SCHOOL	-	-	-	-	-	-
GREELEY 6	DEAF OR HARD OF HEARING PROGRA	-	-	-	-	-	-
GREELEY 6	TRADEMARK LEARNING CENTER	-	-	-	-	-	-
GREELEY 6	UNION COLONY PREPATORY SCHOOL	-	-	-	-	-	-
GREELEY 6	FRONTIER CHARTER ACADEMY	-	-	-	-	-	-
GREELEY 6	UNIVERSITY SCHOOLS	-	-	-	-	-	-
GREELEY 6	NORTHRIDGE HIGH SCHOOL	56	17	30.36%	14	7	6
GREELEY 6	COLORADO HIGH SCHOOL OF GREELE	66	49	74.24%	44	28	25
GREELEY 6	GREELEY CENTRAL HIGH SCHOOL	75	24	32.00%	17	9	7
GREELEY 6	GREELEY WEST HIGH SCHOOL	92	23	25.00%	17	8	10
GUNNISON WATERSHED RE1J	GUNNISON VALLEY SCHOOL	-	-	-	-	-	-
GUNNISON WATERSHED RE1J	CRESTED BUTTE COMMUNITY SCHOOL	-	-	-	-	-	-
GUNNISON WATERSHED RE1J	GUNNISON HIGH SCHOOL	42	14	33.33%	11	6	4
HANOVER 28	HANOVER JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
HARRISON 2	NEW HORIZONS EVENING SCHOOL	-	-	-	-	-	-
HARRISON 2	TUTMOSE ACADEMY CHARTER SCHOOL	-	-	-	-	-	-
HARRISON 2	NEW HORIZONS DAY SCHOOL	-	-	-	-	-	-
HARRISON 2	JAMES IRWIN CHARTER HIGH SCHOO	-	-	-	-	-	-
HARRISON 2	HARRISON HIGH SCHOOL	69	27	39.13%	25	18	12
HARRISON 2	SIERRA HIGH SCHOOL	70	49	70.00%	47	28	28
HAXTUN RE-2J	HAXTUN HIGH SCHOOL	-	-	-	-	-	-
HAYDEN RE-1	HAYDEN HIGH SCHOOL	-	-	-	-	-	-
HINSDALE COUNTY RE 1	LAKE CITY COMMUNITY SCHOOL	-	-	-	-	-	-
HI-PLAINS R-23	HI PLAINS UNDIVIDED HIGH SCHOO	-	-	-	-	-	-
HOEHNE REORGANIZED 3	HOEHNE HIGH SCHOOL	-	-	-	-	-	-
HOLLY RE-3	HOLLY JUNIOR-SENIOR HIGH SCHOO	-	-	-	-	-	-
HOLYOKE RE-1J	HOLYOKE JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
HUERFANO RE-1	JOHN MALL HIGH SCHOOL	-	-	-	-	-	-
IDALIA RJ-3	IDALIA JUNIOR-SENIOR HIGH SCHO	-	-	-	-	-	-
IGNACIO 11 JT	IGNACIO HIGH SCHOOL	-	-	-	-	-	-
JEFFERSON COUNTY R-1	INTERVENTIONS TRANSITIONAL PRO	-	-	-	-	-	-
JEFFERSON COUNTY R-1	LONGVIEW HIGH SCHOOL	-	-	-	-	-	-
JEFFERSON COUNTY R-1	CENTER FOR DISCOVERY LEARNING	-	-	-	-	-	-
JEFFERSON COUNTY R-1	COMPASS SECONDARY MONTESSORI C	-	-	-	-	-	-
JEFFERSON COUNTY R-1	COLLEGIATE CHARTER ACADEMY	-	-	-	-	-	-
JEFFERSON COUNTY R-1	JEFFERSON COUNTY OPEN HIGH SCH	-	-	-	-	-	-
JEFFERSON COUNTY R-1	MC LAIN HIGH SCHOOL	25	15	60.00%	14	8	4
JEFFERSON COUNTY R-1	JEFFERSON HIGH SCHOOL	30	16	53.33%	16	10	9
JEFFERSON COUNTY R-1	JEFFERSON CHARTER ACADEMY SENI	32	7	21.88%	6	4	3
JEFFERSON COUNTY R-1	D'EVelyn SENIOR HIGH SCHOOL	78	4	5.13%	1	2	1
JEFFERSON COUNTY R-1	ALAMEDA HIGH SCHOOL	94	43	45.74%	39	20	22

Table 5: Colorado Public High School Graduates Assigned to Remediation in Colorado Public Higher Education							
FY 2006							
School District	High School	Number of First Time Students	Students Assignend to Remediation in at least one discipline		Head Count of Student Assigned to each discipline		
			Head Count	Head Count	Math	Writing	Reading
		#	#	%	#	#	#
JEFFERSON COUNTY R-1	ARVADA HIGH SCHOOL	129	57	44.19%	42	31	26
JEFFERSON COUNTY R-1	CONIFER SENIOR HIGH SCHOOL	130	38	29.23%	36	12	7
JEFFERSON COUNTY R-1	EVERGREEN HIGH SCHOOL	138	31	22.46%	22	12	8
JEFFERSON COUNTY R-1	WHEAT RIDGE HIGH SCHOOL	149	53	35.57%	47	18	19
JEFFERSON COUNTY R-1	GOLDEN HIGH SCHOOL	173	54	31.21%	53	22	17
JEFFERSON COUNTY R-1	LAKESWOOD HIGH SCHOOL	181	50	27.62%	40	20	19
JEFFERSON COUNTY R-1	GREEN MOUNTAIN HIGH SCHOOL	186	56	30.11%	42	29	19
JEFFERSON COUNTY R-1	ARVADA WEST HIGH SCHOOL	211	79	37.44%	68	31	27
JEFFERSON COUNTY R-1	BEAR CREEK HIGH SCHOOL	216	62	28.70%	47	25	24
JEFFERSON COUNTY R-1	RALSTON VALLEY SENIOR HIGH SCH	217	58	26.73%	45	28	17
JEFFERSON COUNTY R-1	DAKOTA RIDGE SENIOR HIGH SCHOO	219	61	27.85%	50	25	19
JEFFERSON COUNTY R-1	POMONA HIGH SCHOOL	221	67	30.32%	48	35	23
JEFFERSON COUNTY R-1	STANDLEY LAKE HIGH SCHOOL	233	63	27.04%	48	37	28
JEFFERSON COUNTY R-1	COLUMBINE HIGH SCHOOL	259	73	28.19%	63	18	31
JEFFERSON COUNTY R-1	CHATFIELD HIGH SCHOOL	300	50	16.67%	43	16	16
JOHNSTOWN-MILLIKEN RE-5J	ROOSEVELT HIGH SCHOOL	30	5	16.67%	5	4	4
JULESBURG RE-1	JULESBURG HIGH SCHOOL	-	-	-	-	-	-
KARVAL RE-23	KARVAL ONLINE EDUCATION	-	-	-	-	-	-
KARVAL RE-23	KARVAL JUNIOR-SENIOR HIGH SCHO	-	-	-	-	-	-
KEENESBURG RE-3(J)	WELD CENTRAL SENIOR HIGH SCHOO	35	11	31.43%	11	4	5
KIM REORGANIZED 88	KIM UNDIVIDED HIGH SCHOOL	-	-	-	-	-	-
KIOWA C-2	KIOWA HIGH SCHOOL	-	-	-	-	-	-
KIT CARSON R-1	KIT CARSON JUNIOR-SENIOR HIGH	-	-	-	-	-	-
LA VETA RE-2	LA VETA JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
LAKE COUNTY R-1	LAKE COUNTY HIGH SCHOOL	-	-	-	-	-	-
LAMAR RE-2	PROJECT ACQUIRE	-	-	-	-	-	-
LAMAR RE-2	LAMAR HIGH SCHOOL	53	23	43.40%	18	9	9
LAS ANIMAS RE-1	LAS ANIMAS ALTERNATIVE SCHOOL	-	-	-	-	-	-
LAS ANIMAS RE-1	LAS ANIMAS HIGH SCHOOL	-	-	-	-	-	-
LEWIS-PALMER 38	LEWIS-PALMER HIGH SCHOOL	204	41	20.10%	34	19	21
LIBERTY J-4	LIBERTY JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
LIMON RE-4J	LIMON JUNIOR-SENIOR HIGH SCHOO	-	-	-	-	-	-
LITTLETON 6	LITTLETON HIGH SCHOOL	181	50	27.62%	42	21	15
LITTLETON 6	HERITAGE HIGH SCHOOL	203	51	25.12%	47	14	11
LITTLETON 6	ARAPAHOE HIGH SCHOOL	219	29	13.24%	18	9	5
LONE STAR 101	LONE STAR UNDIVIDED HIGH SCHOO	-	-	-	-	-	-
MANCOS RE-6	MANCOS HIGH SCHOOL	-	-	-	-	-	-
MANITOU SPRINGS 14	MANITOU SPRINGS HIGH SCHOOL	41	7	17.07%	6	2	4
MANZANOLA 3J	MANZANOLA JUNIOR-SENIOR HIGH S	-	-	-	-	-	-
MAPLETON 1	ALTERNATIVE SCHOOL	-	-	-	-	-	-
MAPLETON 1	SKYVIEW HIGH SCHOOL	52	25	48.08%	20	11	12

Table 5: Colorado Public High School Graduates Assigned to Remediation in Colorado Public Higher Education

FY 2006

School District	High School	Number of First Time Students	Students Assignend to Remediation in at least one discipline		Head Count of Student Assigned to each discipline		
			Head Count	Head Count	Math	Writing	Reading
		#	#	%	#	#	#
MC CLAVE RE-2	MC CLAVE UNDIVIDED HIGH SCHOOL	-	-	-	-	-	-
MEEKER RE1	MEEKER HIGH SCHOOL	-	-	-	-	-	-
MESA COUNTY VALLEY 51	DEEP RIVER SCHOOL	-	-	-	-	-	-
MESA COUNTY VALLEY 51	GATEWAY SCHOOL	-	-	-	-	-	-
MESA COUNTY VALLEY 51	R-5 HIGH SCHOOL	-	-	-	-	-	-
MESA COUNTY VALLEY 51	PALISADE HIGH SCHOOL	66	34	51.52%	29	20	11
MESA COUNTY VALLEY 51	CENTRAL HIGH SCHOOL	158	76	48.10%	57	49	26
MESA COUNTY VALLEY 51	GRAND JUNCTION HIGH SCHOOL	171	57	33.33%	44	32	20
MESA COUNTY VALLEY 51	FRUITA MONUMENT HIGH SCHOOL	177	59	33.33%	43	29	19
MIAMI/YODER 60 JT	MIAMI/YODER JUNIOR-SENIOR HIGH	-	-	-	-	-	-
MOFFAT 2	CRESTONE CHARTER SCHOOL	-	-	-	-	-	-
MOFFAT 2	MOFFAT SENIOR HIGH SCHOOL	-	-	-	-	-	-
MOFFAT COUNTY RE:NO 1	MOFFAT COUNTY HIGH SCHOOL	76	24	31.58%	18	13	16
MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	-	-	-	-	-	-
MONTE VISTA C-8	BYRON SYRING DELTA CENTER	-	-	-	-	-	-
MONTE VISTA C-8	MONTE VISTA SENIOR HIGH SCHOOL	35	21	60.00%	21	12	11
MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL	-	-	-	-	-	-
MONTEZUMA-CORTEZ RE-1	MONTEZUMA-CORTEZ HIGH SCHOOL	51	25	49.02%	22	15	11
MONTROSE COUNTY RE-1J	PASSAGE CHARTER SCHOOL	-	-	-	-	-	-
MONTROSE COUNTY RE-1J	VISTA ADULT HIGH SCHOOL	-	-	-	-	-	-
MONTROSE COUNTY RE-1J	OLATHE HIGH SCHOOL	-	-	-	-	-	-
MONTROSE COUNTY RE-1J	MONTROSE HIGH SCHOOL	104	25	24.04%	21	13	11
MOUNTAIN BOCES	YAMPAH MOUNTAIN SCHOOL	-	-	-	-	-	-
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY SENIOR HIGH SC	-	-	-	-	-	-
NORTH CONEJOS RE-1J	LA JARA SECOND CHANCE SCHOOL	-	-	-	-	-	-
NORTH CONEJOS RE-1J	CENTAURI HIGH SCHOOL	40	20	50.00%	16	14	8
NORTH PARK R-1	NORTH PARK JUNIOR-SENIOR HIGH	-	-	-	-	-	-
NORTHGLENN-THORNTON 12	VANTAGE POINT	-	-	-	-	-	-
NORTHGLENN-THORNTON 12	PINNACLE CHARTER SCHOOL	-	-	-	-	-	-
NORTHGLENN-THORNTON 12	ACADEMY OF CHARTER SCHOOLS	25	12	48.00%	10	7	8
NORTHGLENN-THORNTON 12	THORNTON HIGH SCHOOL	180	68	37.78%	50	39	32
NORTHGLENN-THORNTON 12	HORIZON HIGH SCHOOL	202	74	36.63%	60	33	29
NORTHGLENN-THORNTON 12	NORTHGLENN HIGH SCHOOL	217	90	41.47%	74	46	33
NORTHGLENN-THORNTON 12	LEGACY HIGH SCHOOL	230	81	35.22%	58	42	32
NORWOOD R-2J	NORWOOD HIGH SCHOOL	-	-	-	-	-	-
OTIS R-3	OTIS JUNIOR-SENIOR HIGH SCHOOL	-	-	-	-	-	-
OURAY R-1	OURAY SENIOR HIGH SCHOOL	-	-	-	-	-	-
PARK (ESTES PARK) R-3	ESTES PARK HIGH SCHOOL	36	10	27.78%	7	4	4
PARK COUNTY RE-2	SOUTH PARK HIGH SCHOOL	-	-	-	-	-	-
PAWNEE RE-12	PAWNEE JUNIOR-SENIOR HIGH SCHO	-	-	-	-	-	-
PEYTON 23 JT	PEYTON HIGH SCHOOL	-	-	-	-	-	-

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			Head Count	Head Count	Math	Writing	Reading
		#	#	%	#	#	#
PLAINVIEW RE-2	PLAINVIEW JUNIOR-SENIOR HIGH S	-	-	-	-	-	-
PLATEAU RE-5	PEETZ JUNIOR-SENIOR HIGH SCHOO	-	-	-	-	-	-
PLATEAU VALLEY 50	GRAND MESA HIGH SCHOOL	-	-	-	-	-	-
PLATEAU VALLEY 50	PLATEAU VALLEY HIGH SCHOOL	-	-	-	-	-	-
PLATTE CANYON 1	PLATTE CANYON HIGH SCHOOL	48	10	20.83%	9	4	5
PLATTE VALLEY RE-3	REVERE JUNIOR-SENIOR HIGH SCHO	-	-	-	-	-	-
PLATTE VALLEY RE-7	PLATTE VALLEY HIGH SCHOOL	-	-	-	-	-	-
POUDRE R-1	PEAK ALTERNATIVE PROGRAM	-	-	-	-	-	-
POUDRE R-1	POUDRE TRANSITION CENTER	-	-	-	-	-	-
POUDRE R-1	FRONTIER HIGH SCHOOL	-	-	-	-	-	-
POUDRE R-1	RIDGEVIEW CLASSICAL CHARTER SC	-	-	-	-	-	-
POUDRE R-1	CENTENNIAL HIGH SCHOOL	-	-	-	-	-	-
POUDRE R-1	POUDRE HIGH SCHOOL	197	48	24.37%	42	24	24
POUDRE R-1	FORT COLLINS HIGH SCHOOL	297	74	24.92%	57	36	35
POUDRE R-1	ROCKY MOUNTAIN HIGH SCHOOL	318	83	26.10%	63	38	28
PRAIRIE RE-11	PRAIRIE JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
PRIMERO REORGANIZED 2	PRIMERO JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
PRITCHETT RE-3	PRITCHETT HIGH SCHOOL	-	-	-	-	-	-
PUEBLO CITY 60	YOUTH & FAMILY ACADEMY CHARTER	-	-	-	-	-	-
PUEBLO CITY 60	KEATING CONTINUING EDUCATION	-	-	-	-	-	-
PUEBLO CITY 60	EAST HIGH SCHOOL	96	55	57.29%	50	36	34
PUEBLO CITY 60	CENTRAL HIGH SCHOOL	104	69	66.35%	64	35	42
PUEBLO CITY 60	CENTENNIAL HIGH SCHOOL	126	62	49.21%	58	33	24
PUEBLO CITY 60	SOUTH HIGH SCHOOL	215	85	39.53%	71	41	43
PUEBLO COUNTY RURAL 70	FUTURES ACADEMY	-	-	-	-	-	-
PUEBLO COUNTY RURAL 70	PUEBLO TECHNICAL ACADEMY	-	-	-	-	-	-
PUEBLO COUNTY RURAL 70	RYE HIGH SCHOOL	27	11	40.74%	8	5	3
PUEBLO COUNTY RURAL 70	PUEBLO COUNTY HIGH SCHOOL	91	43	47.25%	40	27	24
PUEBLO COUNTY RURAL 70	PUEBLO WEST HIGH SCHOOL	99	53	53.54%	46	32	25
RANGELY RE-4	RANGELY HIGH SCHOOL	31	13	41.94%	10	6	7
RIDGWAY R-2	RIDGWAY HIGH SCHOOL	-	-	-	-	-	-
ROARING FORK RE-1	BRIDGES	-	-	-	-	-	-
ROARING FORK RE-1	ROARING FORK HIGH SCHOOL	26	8	30.77%	8	3	3
ROARING FORK RE-1	BASALT HIGH SCHOOL	38	13	34.21%	10	8	6
ROARING FORK RE-1	GLENWOOD SPRINGS HIGH SCHOOL	56	18	32.14%	16	12	6
ROCKY FORD R-2	ROCKY FORD HIGH SCHOOL	-	-	-	-	-	-
SALIDA R-32	SALIDA HIGH SCHOOL	40	13	32.50%	11	4	3
SANFORD 6J	SANFORD JUNIOR/SENIOR HIGH SCH	-	-	-	-	-	-
SANGRE DE CRISTO RE-22J	SANGRE DE CRISTO UNDIVIDED HIG	-	-	-	-	-	-
SARGENT RE-33J	SARGENT JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
SHERIDAN 2	SHERIDAN HIGH SCHOOL	41	19	46.34%	16	6	8

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			Head Count	Head Count	Math	Writing	Reading
		#	#	%	#	#	#
SIERRA GRANDE R-30	SIERRA GRANDE SENIOR HIGH SCHO	-	-	-	-	-	-
SILVERTON 1	SILVERTON HIGH SCHOOL	-	-	-	-	-	-
SOUTH CONEJOS RE-10	ANTONITO HIGH SCHOOL	-	-	-	-	-	-
SOUTH ROUTT RE 3	ROUTT COUNTY ALTERNATIVE SCHOO	-	-	-	-	-	-
SOUTH ROUTT RE 3	SOROCO HIGH SCHOOL	-	-	-	-	-	-
SPRINGFIELD RE-4	SPRINGFIELD HIGH SCHOOL	-	-	-	-	-	-
ST VRAIN VALLEY RE 1J	ADULT EDUCATION/LINCOLN CENTER	-	-	-	-	-	-
ST VRAIN VALLEY RE 1J	OLDE COLUMBINE HIGH SCHOOL	-	-	-	-	-	-
ST VRAIN VALLEY RE 1J	UTE CREEK SECONDARY CHARTER AC	-	-	-	-	-	-
ST VRAIN VALLEY RE 1J	LYONS MIDDLE/SENIOR HIGH SCHOO	28	9	32.14%	5	5	4
ST VRAIN VALLEY RE 1J	ERIE MIDDLE/SENIOR HIGH SCHOOL	43	20	46.51%	17	5	8
ST VRAIN VALLEY RE 1J	FREDERICK SENIOR HIGH SCHOOL	43	28	65.12%	24	15	9
ST VRAIN VALLEY RE 1J	SILVER CREEK SCHOOL	83	27	32.53%	26	5	7
ST VRAIN VALLEY RE 1J	SKYLINE HIGH SCHOOL	133	56	42.11%	46	26	26
ST VRAIN VALLEY RE 1J	LONGMONT HIGH SCHOOL	145	53	36.55%	46	21	17
ST VRAIN VALLEY RE 1J	NIWOT HIGH SCHOOL	161	30	18.63%	25	8	11
STEAMBOAT SPRINGS RE-2	STEAMBOAT SPRINGS HIGH SCHOOL	57	9	15.79%	6	5	3
STRASBURG 31J	PRAIRIE CREEKS CHARTER SCHOOL	-	-	-	-	-	-
STRASBURG 31J	STRASBURG HIGH SCHOOL	27	7	25.93%	6	3	2
STRATTON R-4	STRATTON SENIOR HIGH SCHOOL	-	-	-	-	-	-
SUMMIT RE-1	SUMMIT HIGH SCHOOL	75	14	18.67%	13	5	5
SWINK 33	SWINK JUNIOR-SENIOR HIGH SCHOO	-	-	-	-	-	-
TELLURIDE R-1	TELLURIDE HIGH SCHOOL	-	-	-	-	-	-
THOMPSON R-2J	HAROLD FERGUSON HIGH SCHOOL	-	-	-	-	-	-
THOMPSON R-2J	BERTHOUD HIGH SCHOOL	84	16	19.05%	11	5	7
THOMPSON R-2J	MOUNTAIN VIEW HIGH SCHOOL	102	39	38.24%	31	21	15
THOMPSON R-2J	THOMPSON VALLEY HIGH SCHOOL	146	39	26.71%	33	17	24
THOMPSON R-2J	LOVELAND HIGH SCHOOL	159	41	25.79%	30	16	17
TRINIDAD 1	TRINIDAD HIGH SCHOOL	52	32	61.54%	27	21	24
VALLEY RE-1	SMITH HIGH SCHOOL	-	-	-	-	-	-
VALLEY RE-1	CALICHE JUNIOR-SENIOR HIGH SCH	-	-	-	-	-	-
VALLEY RE-1	STERLING HIGH SCHOOL	89	41	46.07%	30	16	18
VILAS RE-5	V.I.L.A.S. ONLINE SCHOOL	-	-	-	-	-	-
VILAS RE-5	VILAS UNDIVIDED HIGH SCHOOL	-	-	-	-	-	-
WALSH RE-1	EAGLE VIEW ACADEMY	-	-	-	-	-	-
WALSH RE-1	WALSH HIGH SCHOOL	-	-	-	-	-	-
WELD COUNTY RE-1	VALLEY HIGH SCHOOL	28	7	25.00%	6	3	1
WELD COUNTY S/D RE-8	FORT LUPTON HIGH SCHOOL	33	7	21.21%	6	3	3
WELDON VALLEY RE-20(J)	WELDON VALLEY HIGH SCHOOL	-	-	-	-	-	-
WEST END RE-2	WEST END CHARTER LEARNING CENT	-	-	-	-	-	-
WEST END RE-2	NUCLA HIGH SCHOOL	-	-	-	-	-	-

Table 5: Colorado Public High School Graduates Assigned to Remediation in Colorado Public Higher Education

FY 2006

School District	High School	Number of First Time Students	Students Assignend to Remediation in at least one discipline		Head Count of Student Assigned to each discipline			
			Head Count	Head Count	Math	Writing	Reading	
		#	#	%	#	#	#	
WEST GRAND 1-JT.	WEST GRAND HIGH SCHOOL	-	-	-	-	-	-	
WESTMINSTER 50	IVER C. RANUM HIGH SCHOOL	82	40	48.78%	34	21	19	
WESTMINSTER 50	WESTMINSTER HIGH SCHOOL	98	55	56.12%	46	30	29	
WIDEFIELD 3	DISCOVERY HIGH SCHOOL	-	-	-	-	-	-	
WIDEFIELD 3	MESA RIDGE HIGH SCHOOL	98	45	45.92%	41	17	19	
WIDEFIELD 3	WIDEFIELD HIGH SCHOOL	100	39	39.00%	37	13	17	
WIGGINS RE-50(J)	WIGGINS JUNIOR-SENIOR HIGH SCH	25	14	56.00%	12	9	8	
WILEY RE-13 JT	WILEY JUNIOR-SENIOR HIGH SCHOO	-	-	-	-	-	-	
WINDSOR RE-4	WINDSOR HIGH SCHOOL	82	22	26.83%	18	14	6	
WOODLAND PARK RE-2	WOODLAND PARK HIGH SCHOOL	108	29	26.85%	27	10	10	
WOODLIN R-104	WOODLIN UNDIVIDED HIGH SCHOOL	-	-	-	-	-	-	
WRAY RD-2	WRAY HIGH SCHOOL	-	-	-	-	-	-	
YUMA 1	YUMA HIGH SCHOOL	-	-	-	-	-	-	
		Totals	20,819	6,837	32.84%	5,697	3,294	2,872
* school with enrollment <25 are not published		Other	5,973	1,158	12.91%	946	534	542
		Grand Total	26,792	7,995	29.84%	6,643	3,828	3,414

TOPIC: 2006 LEGISLATIVE REPORT ON TEACHER EDUCATION

PREPARED BY: JULIE CARNAHAN, VICKI A. LEAL, RYAN ALLRED

I. SUMMARY

The Colorado Commission on Higher Education (CCHE) has the responsibility to report annually on the condition of teacher education programs at Colorado public and private colleges and universities, pursuant to C.R.S. 23-1-121.

II. BACKGROUND

Pursuant to § 23-1-121(6) Colorado Revised Statutes, the Colorado Commission on Higher Education (CCHE) reports annually to the Governor and the Education Committees of the General Assembly on the implementation of the Senate Bill 99-154, including:

- An overview of the enrollments in approved teacher education preparation programs;
- Summaries of the findings from the follow-up site visits at two universities as part of the joint Colorado Department of Education and Colorado Commission on Higher education program reauthorization process, pursuant to §23-1-121 Colorado Revised Statutes;
- A list of approved educator preparation program, by institution

III. STAFF ANALYSIS

[Report attached.](#)

IV. STAFF RECOMMENDATION

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

COLORADO COMMISSION ON
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Report to the General Assembly

MARCH 2007

This report is prepared pursuant to Colorado Revised Statute § 23-1-121(6). The report's purpose is to describe the condition of teacher education preparation at authorized colleges and universities in Colorado, including the total program enrollments, enrollments by licensure or endorsement area, and student demographic and institutional-level data.

Report prepared by:

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I. OVERVIEW, REPORT HIGHLIGHTS, AND IMPLICATIONS

Overview

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

- An overview of the enrollments in approved teacher education preparation programs;
- Summaries of the findings from the follow-up site visits at two universities as part of the joint Colorado Department of Education and Colorado Commission on Higher Education program reauthorization process, pursuant to § 23-1-121 Colorado Revised Statutes;
- A list of approved educator preparation programs, by institution.

The Colorado Commission on Higher Education (CCHE) collected data for this report via the Student Unit Record Data System (SURDS) from those public and private institutions authorized to offer teacher education preparation programs in the state (a complete list of authorized institutions is found in Section IV of this report). No attempt was made by CCHE staff to alter or modify the teacher education data reported by the colleges and universities.

Importantly, § 23-1-121(6) C.R.S. requires the reporting of “the percentage of [teacher education program] graduates who passed the assessments administered pursuant to section 22-60.5-203, C.R.S.” Currently, all authorized teacher preparation programs require teacher candidates to pass the PLACE or Praxis assessments prior to student teaching. As a result, the pass rate on the PLACE and Praxis assessments of teacher preparation program graduates is 100 percent. Therefore, teacher education graduates’ pass rates are not reported herein.

Finally, language in § 23-1-121(6) C.R.S. requiring the reporting of results from a first- and third-year teacher survey was removed from statute in 2005. As a result, this report does not include information from such a survey.

Report Highlights

The following represents the major findings from the 2006 report.

Teacher Preparation Enrollments

1. Eleven thousand ninety-three (11,093) students were enrolled in teacher education programs in the state of Colorado in 2005-2006.
2. The one-year change in growth in enrollment in teacher preparation programs between fiscal years 2005 and 2006 was 2%¹. There was a slight increase in total enrollments for undergraduate (5,322) and a slight decrease in graduate (4,557) levels. Post-baccalaureate licensure-only enrollments totaled 1,214.
3. The largest undergraduate enrollment was at the University of Northern Colorado (1,573 students). The largest graduate enrollment was at the University of Colorado at Denver and Health Sciences (1,290). The largest post-baccalaureate enrollment was at Metropolitan State College (690).
4. Nearly eighty percent of all students enrolled in teacher education programs were Caucasian. Nearly seventy-seven percent of all enrolled students were female.
5. Across all levels, the three largest licensure areas for students enrolled in teacher education programs were Elementary (37 percent of total), Special Education (7 percent), and Secondary – Social Studies (7 percent).
6. Less than two percent of the students enrolled in teacher preparation programs are seeking licensure in foreign language instruction.
7. Males represent nearly twenty-four percent of all students enrolled in teacher education programs.
8. Out of the 11,093 students enrolled in teacher preparation programs in Colorado, only 356 students (3.2 percent) were enrolled in Mathematics and only 462 (4.1 percent) were enrolled in Secondary - Science licensure programs.

CCHE/CDE Teacher Preparation Reauthorization Site Visits

The Department of Higher Education (DHE) and Colorado Department of Education (CDE) conducted on-site teacher education program reviews in 2005-2006 at the University of Colorado at Denver Health Sciences Center (December 14 & 15, 2005, and February 2, 2006), Adams State College (November 15-16, 2005), Western State College (March 16-17, 2006), Colorado Christian University (March, 2006), and Jones International University (program reviewed by the CCHE in January, 2006). Pursuant to statute (23-1-121 C.R.S.), all programs were required to demonstrate compliance with the state's performance measures for teacher education: comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, skills required for CDE licensing, 800 hours of field experiences, and assessment of student progress. Within this performance model are criteria by which to evaluate each program's implementation of the state's performance-based teacher education standards, the state's rules for the content preparedness of teacher education candidates, and the alignment with the state's K-12 Model Content Standards

Implications

All approved teacher preparation programs at institutions of higher education—public and private—are compliant with the state’s performance based teacher education measures. That is, all authorized teacher preparation programs have instituted competitive admission requirements to their teacher education programs, provide ongoing counseling to and assessment of teacher candidates, instruct according to the State Board of Education’s Model Content Standards, and require 800 hours or more of field experiences (e.g. student teaching). And the total number of teacher education candidates grew 15% between 2004 and 2005. These facts are very encouraging, but other challenges persist.

Students who are members of ethnic minority groups represented small numbers of enrollees in teacher preparation programs. There was no change in the representation of minority students in teacher education programs from 2005 to 2006.

In spite of this challenge, data in this report suggest that teacher education preparation is being pursued by greater numbers of non-traditional students. First, older students comprise a significant proportion of teacher education candidates. Among all licensure areas, 55 percent of teacher candidates are 26 years of age or older, suggesting that many of these students are perhaps making career changes (Table 3). Second, notable growth took place in the private sector in 2004-05 compared to previous year—particularly among for-profit institutions. Jones International University has joined the private sector institutions in offering teacher education programs in the State of Colorado

II. TEACHER PREPARATION AND ENROLLMENTS

Total Enrollment

This section provides information on the number of students enrolled in approved teacher education preparation programs in Colorado as required by § 23-1-121(6) Colorado Revised Statutes.

In total, **11,093** students were enrolled in approved teacher education preparation programs at 19 public and private institutions in Colorado. The one-year change in growth in total enrollment in teacher preparation programs in Colorado was **2%**.² The University of Northern Colorado lead all public institutions in total enrollment of students in teacher licensure programs with 2,570, followed by Metropolitan State College of Denver (1819), the University of Colorado Denver and Health Sciences (1,377), and the Colorado State University (819). Among private colleges and universities, Regis University enrolled the most teacher licensure students with 1017, followed by the University of Phoenix (548), Jones International University (530) and Colorado Christian University. Table 1 summarizes these enrollments by degree level (undergraduate, post-baccalaureate, and graduate) and by institution while Table 2 summarizes them by student level and by institution.

**TABLE 1: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOR ALL ENDORSEMENT/LICENSURE AREAS BY LEVEL BY INSTITUTION
FISCAL YEAR 2005 - 2006**

INSTITUTION	STUDENT LEVEL			Grand Total
	Graduate	Post-Baccalaureate	Undergraduate	
Adams State College	22		264	286
Colorado Christian University	18	9	127	154
Colorado College	69	4	17	90
Colorado State University	194	77	548	819
Colorado State University - Pueblo	49		305	354
Denver University	65			65
Fort Lewis College		68	203	271
Johnson and Wales University			0	0
Jones International University	530			530
Mesa State College		41	258	299
Metropolitan State College of Denver		690	1,129	1,819
Regis University	609	36	372	1,017
Rocky Mtn. Coll. Art & Design			38	38
University of Colorado - Boulder	85	200	370	655
University of Colorado - Colorado Springs	62	2	30	94
University of Colorado at Denver and Health Sciences Center	1,290	87		1,377
University of Northern Colorado	997		1,573	2,570
University of Phoenix	548			548
Western State College	19		88	107
Grand Total	4,557	1,214	5,322	11,093

Notes: SURDS Teacher Education data, FY 2006
J & W data excluded

Undergraduate enrollments comprised forty-seven percent of total enrollments, while graduate enrollments accounted for forty-one percent of the total. Post-baccalaureate programs enrolled eleven percent of the students in teacher licensure programs.

The two largest undergraduate enrollments among public colleges and universities were found at the University of Northern Colorado (1573) and Metropolitan State College of Denver (1129). Regis University had the largest undergraduate enrollment (372) among private institutions.

Although eight institutions offered post-baccalaureate programs, two institutions accounted for nearly eighty-four percent of the students enrolled. Of the 1,214 post-baccalaureate students, Metropolitan State College enrolled fifty-seven percent (690) while the University of Colorado at Boulder enrolled eighteen percent (200).

Forty-one percent of the students enrolled in teacher education preparation programs were enrolled in graduate programs. The University of Colorado at Denver enrolled the largest number (1290) followed by the University of Northern Colorado (997). Among private institutions, Regis enrolled the largest number (609) of students followed closely by the University of Phoenix (548) and Jones International University with 530.

The largest number of students (see Table 3) are enrolled in Elementary Education. Social Studies has the highest number of students enrolled followed by English Language Arts. The endorsement areas with the lowest number of students enrolled are Business and Marketing Education and Orientation and Mobility Specialist.

**TABLE 2: TEACHER EDUCATION ENDORSEMENT ENROLLMENTS
FOR ALL INSTITUTIONS BY LEVEL BY ENDORSEMENT/LICENSURE AREAS
FISCAL YEAR 2005 - 2006**

ENDORSEMENT AREA	STUDENT LEVEL			
	Graduate	Post-Baccalaureate	Under-graduate	Grand Total
Administrator	55			55
Agriculture and Renewable Natural Resources		1	24	25
Art (K-12)	57	43	233	333
Audiologist	3			3
Business and Marketing Education			1	1
Business Education	13	1	10	24
Counselor, School	170			170
Drama			32	32
Early Childhood Education		25	161	186
ECE Special Education	158		1	159
ECE Special Education: Specialist	5			5
Elementary Education	1,192	473	2,536	4,201
English Language Arts	196	121	420	737
Family and Consumer Studies	1	4	34	39
Foreign Language	31	28	100	159
Gifted Education Specialist	23			23
Library Media, School	126			126
Linguistically Diverse: Bilingual	27			27
Linguistically Diverse: ESL	339		1	340
Marketing Education	29	1	6	36
Mathematics	81	28	247	356
Music (K-12)	23	11	254	288
Occupational Therapist, School	32			32
Orientation and Mobility Specialist, School	2			2
Physical Education	23	38	269	330
Principal	626		1	627
Psychologist, School	110			110
Reading Teacher	219			219
Science	181	92	189	462
Social Studies	183	144	546	873
Social Worker, School	5	1		6
Special Education Generalist	431	75	249	755
Special Education Specialist: Deaf/Hard of Hearing	36			36
Special Education Specialist: Visually Impaired	29			29
Speech	1		13	14
Speech/Language Pathologist	22			22
Technical Education	2		2	4
Undeclared or Unknown	156	135	1	292
(blank)				
Grand Total	4,587	1,221	5,330	11,138

Notes: SURDS Teacher Education data, FY 2006
J & W data excluded

Table 3 summarizes demographic characteristics of students enrolled in teacher licensure programs. Female students comprised the vast majority of those enrolled, representing over seventy-six percent of the student population. Students who are members of ethnic minority groups represented small numbers of enrollees in teacher preparation programs. Students were fairly evenly represented in terms of age categories, suggesting that teacher education is an attractive field for non-traditional aged and second-career students.

**TABLE 3: TEACHER EDUCATION PROGRAM ENROLLMENTS
FOR ALL ENDORSEMENT/LICENSURE AREAS
BY DEMOGRAPHIC CHARACTERISTICS
FISCAL YEAR 2005 - 2006**

Demographic Characteristic	Number of Students Enrolled	Percent of Total
Gender		
Male	2,553	23.03%
Female	8,533	76.97%
Total	11,086	
Race / Ethnicity		
American Indian or Alaskan Native	119	1.08%
Asian or Pacific Islander	208	1.89%
Black, non-Hispanic	277	2.52%
Hispanic	876	7.96%
White, non-Hispanic	8,752	79.48%
Non-Resident Alien	120	1.09%
Unknown/Not Reported	734	6.62%
Total	11,086	
Age		
22 and younger	3,078	27.76%
23 - 25 years	1,878	16.94%
26 - 35 years	3,439	31.02%
36 and older	2,682	24.19%
Unknown/Not Reported	9	0.08%
Total	11,086	

Notes: SURDS Teacher Education data, FY 2006

J & W data excluded

Unduplicated student count within grouping (age calculated based on fall term)

III. REAUTHORIZATION SITE VISIT SUMMARIES

The Department of Higher Education (DHE) and Colorado Department of Education (CDE) conducted on-site teacher education program reviews in 2005-2006 at the University of Colorado at Denver Health Sciences Center (December 14 & 15, 2005, and February 2, 2006), Adams State College (November 15-16, 2005), Western State College (March 16-17, 2006), Colorado Christian University (March, 2006), and Jones International University (program reviewed by the CCHE in January, 2006). Pursuant to statute (23-1-121 C.R.S.), all programs were required to demonstrate compliance with the state's performance measures for teacher education: comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, skills required for CDE licensing, 800 hours of field experiences, and assessment of student progress. Within this performance model are criteria by which to evaluate each program's implementation of the state's performance-based teacher education standards, the state's rules for the content preparedness of teacher education candidates, and the alignment with the state's K-12 Model Content Standards.

UNIVERSITY OF COLORADO AT DENVER HEALTH SCIENCES CENTER

The University of Colorado at Denver and Health Sciences Center (UCDHSC) educator licensing program was reviewed for reauthorization on December 14 & 15, 2005, and February 2, 2006, by a team of Colorado Commission on Higher Education (CCHE) and Colorado Department of Education (CDE) representatives.

The site review team concluded that the UCDHSC teacher education program demonstrated sufficient quality and met the state standards on five of the six statutory measures: comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, 800 hours of field experiences, and assessment of student progress. The site review team did, however, identify specific areas requiring attention, with specific recommendations. These are noted in the staff analysis section and detailed in the site review report, available in the Office of Student and Academic Affairs at the DHE.

The on-site review team found that UCDHSC is proficient or partially proficient on CCHE's six state teacher education performance measures. These measures include the State Board of Education Performance-based teacher education standards as well as the State Board of Education content/discipline specific rules.

Regarding the institution's only "partially proficient" evaluation, during its time at UCDHSC, the site visit team observed that the School of Education and Human Development maintained many types of student assessments, but did not appear to use their results in any formal manner. On May 24, 2006, CCHE received the following response, among others to the initial state report, to address the site visit team's observations about UCDHSC's lack of use of student assessment information:

The SEHD has had an active, working electronic system for managing the performance based assessments for all programs in the SEHD since August, 2005. This system is both a complete repository of Performance Based Assessments (PBAs) and an active site for uploading and grading PBAs. The SEHD invested approximately \$30,000 in the design and implementation of this system. For every program, PBAs are attached to specific courses. When students enroll in a course, they can access the efolio system, review the PBA/s attached to that course, and when due, upload their performances to the system for instructor feedback. The system records instructor scoring and comments that are then accessed by students. At the end of each semester, all student scores can be downloaded into excel for analysis by our full-time institutional researcher, Deying Zhou. Using SAS, Ms. Zhou can provide reports by program and student so that faculty can review their data and make adjustments to course content, sequence, and instructors as needed. In addition to managing reports for the efolio system, Ms. Zhou also completes the data analysis and reporting for the SEHD's annual report, the Provost's annual report, Title II, U.S. News and World Report, PEDS, and other internal and external data requests. The SEHD has employed a full-time institutional researcher since 1998 specifically to use data in the development, refinement, and improvement of our programs.

On November 2, 2006, the Commission recommended that the following programs offered by UCDHSC be reauthorized by the CCHE through December 2010:

- Early Childhood Education
- Elementary Education
- English/Language Arts (Secondary)
- Foreign Language (Spanish and French, K-12)
- Linguistically Diverse Education Specialist (K-12)
- Mathematics (Secondary)
- Reading Teacher
- Science (Secondary)
- Special Education Generalist
- Social Science (Secondary)

Related documents of the site visit and evaluation are available and maintained in the DHE's Division of Academic and Student Affairs.

ADAMS STATE COLLEGE

The Adams State College (ASC) educator licensing program was reviewed for reauthorization on November 15-16, 2005, by a team of Colorado Commission on Higher Education (CCHE) and Colorado Department of Education (CDE) representatives. In addition to three CCHE staff and one CDE staff, one teacher education faculty member from Western State College participated on the site visit team.

The site review team concluded that the ASC teacher education program demonstrated sufficient quality and met the state standards on the six statutory measures: comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, skills required for Colorado Department of Education licensing, 800 hours of field experiences, and assessment of student progress.

The site review team did, however, identify specific areas requiring attention, and provided specific recommendations concerning those areas requiring attention. These are noted in the staff analysis section and detailed in the site review report, available within the Division of Academic and Student Affairs at the DHE.

The Colorado State Board of Education also determined that the ASC program meets the requirements as specified in C.R.C. 22-2-109(3) and approved the program for a *one-year* conditional approval on May 11, 2006.

The on-site review team found that ASC is proficient or partially proficient on CCHE's six state teacher education performance measures. These measures include the State Board of Education Performance-based teacher education standards as well as the State Board of Education content/discipline specific rules.

On June 1, 2006, the Commission reauthorized Adams State College for one-year, pending subsequent action by the State Board of Education in FY07, to offer educator licensing programs as a part of undergraduate degree programs or as post-baccalaureate/graduate programs in the following areas:

- early childhood education,
- elementary education,
- secondary education (art, social studies, mathematics, science, English/language arts, business education, and foreign language [Spanish]),
- special education teacher 1- moderate needs (graduate only),
- educational leadership (principal) (graduate only),

linguistically diverse (graduate only),
reading teacher (graduate only), and
school counselor (graduate only).

If the State Board of Education recommends full reauthorization of the ASC educator licensing programs in FY07, DHE staff recommend that these programs be reauthorized by the Department through October 2010.

Related documents of the site visit and evaluation are available and maintained within the Department's Division of Academic and Student Affairs.

WESTERN STATE COLLEGE

The Western State College (WSC) educator licensing program was reviewed for reauthorization on March 16 & 17, 2006, by a team of Colorado Commission on Higher Education (CCHE) and Colorado Department of Education (CDE) representatives. In addition to three CCHE staff and one CDE staff, one teacher education faculty member from WSC participated on the site visit team.

The site review team concluded that the WSC teacher education program demonstrated sufficient quality and met the state standards on five of the six statutory measures: comprehensive admissions system, advising and screening of candidates, content knowledge aligned to standards, 800 hours of field experiences, and assessment of student progress. The site review team did, however, identify specific areas requiring attention, with specific recommendations. These are noted in the staff analysis section and detailed in the site review report, available and maintained within the Department's Division of Academic and Student Affairs.

The on-site review team found that WSC is proficient on CCHE's six state teacher education performance measures. These measures include the State Board of Education Performance-based teacher education standards as well as the State Board of Education content/discipline specific rules.

Finally, as a result of extensive programmatic changes to the WSC Teacher Education Program (TEP) that had not been implemented prior to the site visit and were therefore unobservable, the review team requested that WSC provide to both CCHE and CDE, by June 30, 2008, a detailed description of the implementation of the programmatic changes along with assessment data reflecting the outcomes of the changes. It was requested that this report be formatted in such a way to address all six state performance measures and CDE content and pedagogy standards.

On November 2, 2006, CCHE staff recommended that the following programs be reauthorized by the Commission through October 2008, at which time staff will present a recommendation to the Commission concerning the results of WSC's program modification:

- Art (K-12)
- Elementary Education
- English/Language Arts (Secondary)
- Foreign Language (Spanish, K-12)
- Linguistically Diverse (K-12)
- Mathematics (Secondary)
- Music (K-12)
- Physical Education (K-12)
- Science (Secondary)
- Social Science (Secondary)
- Special Education Generalist (Ages 5-21)

If, in October 2008, CCHE staff recommend continuance of WSC's authorization, the Commission should authorize WSC's teacher education programs through April 2011.

Related documents of the site visit and evaluation are available and maintained at the Department's Division of Academic and Student Affairs.

COLORADO CHRISTIAN UNIVERSITY

Colorado Christian University's (CCU) programs were re-authorized, as specified in 22-2-109 (3) C.R.S., by the Colorado State Board of Education on October 5, 2006. The Commission re-authorized the licensure programs in the following endorsement areas offered by CCU: Secondary English/Language Arts; Secondary Social Studies; Secondary General Science; Secondary Mathematics; K-12 Music; and Elementary Education on November 2, 2007.

Related documents of the site visit and evaluation are available and maintained at the Department's Division of Academic and Student Affairs.

JONES INTERNATIONAL UNIVERSITY

On August 11, 2005, The State Board of Education authorized the teacher preparation program at Jones International University (JIU) and approved their educator licensing program leading to initial teacher licensure. Also on August 11, 2005, JIU was approved by the State Board of Education to offer an M.Ed. degree in Elementary Curriculum, Assessment, and Instruction (Elementary Educator); the M.Ed. in Secondary Curriculum, Assessment, and Instruction (Agriculture and Renewable Natural Resources Education, Art, Business/Marketing Education, Drama, English Language Arts, Family and Consumer Studies, Foreign Language [French, German, Italian, Japanese, Latin, Russian and Spanish], Health, Instructional Technology Teacher, Mathematics, Music, Physical Education, Science, Social Studies, Speech, Trade and Industry Education; and the M.Ed. degree in Educational Leadership and Administration (Principal and Administrator Licensure).

On March 2, 2006, the Colorado Commission on Higher Education (CCHE) authorized JIU to offer the M.Ed. degree in Elementary Curriculum, Assessment, and Instruction (Elementary Educator); the M.Ed. in Secondary Curriculum, Assessment, and Instruction (Agriculture and Renewable Natural Resources Education, Art, Business/Marketing Education, Drama, English Language Arts, Family and Consumer Studies, Foreign Language [French, German, Italian, Japanese, Latin, Russian and Spanish], Health, Instructional Technology Teacher, Mathematics, Music, Physical Education, Science, Social Studies, Speech, Trade and Industry Education; and Affairs.the M.Ed. degree in Educational Leadership and Administration (Principal and Administrator Licensure).

Related documents of the site visit and evaluation are available and maintained at the Department of Higher Education's Division of Academic Affairs.

Colorado College

The Colorado College, a state approved, regionally accredited university authorized to operate in Colorado pursuant to the Degree Authorization Act (23-2-101 et seq C.R.S.), has been re-authorized by the Colorado State Board of Education (SBE) to offer an educator licensing program leading to initial teacher licensure pursuant to rules found in 22-2-109 C.R.S.

An on-site team of members from the Colorado Commission on Higher Education (CCHE) and the Colorado Department of Education (CDE) reviewed The Colorado College's teacher licensure programs on November 22, 2005. Additionally, the Colorado College submitted the coursework from its teacher licensure programs, as specified in 22-2-109 (3) C.R.S., to CDE for content review and program authorization. The SBE authorized the program on February 9, 2006.

As a result of the SBE's approval, The Colorado College's teacher preparation programs were subsequently reviewed for continued alignment/compliance with the state's performance measures found in 23-1-121 (5) C.R.S. by CCHE staff. Specifically, CCHE staff reviewed the programs for compliance with the following:

1. *Candidates complete a minimum of 800-hours of field experience, including student teaching, and,*
2. *Program content is designed and implemented in a manner that will enable the teacher candidate to meet licensure requirements as specified by the State Board of Education pursuant to 22-2-109 (3) and 22-60-5-106 C.R.S.*

CCHE staff determined that the Colorado College's educator licensing programs satisfactorily meet these state measures.

On February 9, 2005, teacher education programs at The Colorado College were reauthorized by the SBE to offer baccalaureate-level teacher preparation programs in Elementary Education and Secondary Education (Art, English, French, German, Japanese, Latin, Mathematics, Music, Science, Social Studies, and Spanish) and Master of Arts in Teaching (M.A.T.) in Elementary Education and Secondary Education (Art, English, French, German, Japanese, Latin, Mathematics, Music, Science, Social Studies, and Spanish).

IV. APPROVED EDUCATOR PREPARATION PROGRAMS

Data presented in the following table represent the approved educator preparation programs in Colorado by institution³ and program area. These programs are not differentiated by degree level (graduate, post-baccalaureate, or undergraduate).

APPROVED PROGRAMS	ADAMS STATE COLLEGE	COLORADO CHRISTIAN UNIVERSITY	COLORADO COLLEGE	COLORADO STATE UNIVERSITY	FORT LEWIS COLLEGE	JOHNSON AND WALES UNIVERSITY	JONES INTERNATIONAL UNIVERSITY	MESA STATE COLLEGE	METRO STATE COLLEGE OF DENVER	REGIS COLLEGE	REGIS UNIVERSITY (SPS)	ROCKY MOUNTAIN COLLEGE OF ART AND DESIGN	UNIV. OF COLORADO AT BOULDER	UNIV. OF COLORADO AT COLORADO SPRINGS	UNIV. OF COLORADO AT DENVER/HSC	UNIVERSITY OF DENVER	UNIVERSITY OF NORTHERN COLORADO	UNIVERSITY OF PHOENIX	COLORADO STATE UNIVERSITY-PUEBLO	WESTERN STATE COLLEGE
ADMINISTRATOR														◆	◆	◆	◆			
AGRICULTURE AND RENEWABLE NATURAL RESOURCES				◆																
ART	◆		◆	◆	◆			◆	◆	◆	◆	◆				◆	◆		◆	◆
AUDIOLOGIST, SCHOOL													◆				◆			
BUSINESS & MARKETING ED						◆	◆													
BUSINESS EDUCATION	◆			◆						◆	◆								◆	
COUNSELOR, SCHOOL	◆			◆						◆	◆			◆	◆	◆	◆	◆		◆
DRAMA							◆				◆						◆			
EARLY CHILDHOOD EDUCATION	◆	◆		◆	◆			◆	◆	◆	◆						◆		◆	
ELEMENTARY EDUCATION	◆	◆	◆		◆		◆	◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆
ENGLISH LANGUAGE ARTS	◆	◆	◆	◆	◆		◆	◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆
FAMILY & CONSUMER STUDIES				◆		◆														
FOREIGN LANGUAGE	◆		◆	◆	◆		◆		◆	◆			◆	◆	◆	◆	◆		◆	◆
HEALTH							◆													
INSTRUCTIONAL TECHNOLOGY SPECIALIST																				
INSTRUCTIONAL TECHNOLOGY TEACHER							◆													
LIBRARY MEDIA, SCHOOL															◆	◆	◆			
LINGUISTICALLY DIVERSE	◆			◆	◆					◆	◆		◆	◆			◆	◆		◆

³ Jones International University (JIU) was authorized by the Colorado State Board of Education to offer teacher education preparation in August 2005. However, as of the time of this writing, CDE, CCHE and JUI staff were working together to determine the licensure and endorsement areas that will be offered by the institution.

APPROVED PROGRAMS

	ADAMS STATE COLLEGE	COLORADO CHRISTIAN UNIVERSITY	COLORADO COLLEGE	COLORADO STATE UNIVERSITY	FORT LEWIS COLLEGE	JOHNSON AND WALES UNIVERSITY	JONES INTERNATIONAL UNIVERSITY	MESA STATE COLLEGE	METRO STATE COLLEGE OF DENVER	REGIS COLLEGE	REGIS UNIVERSITY (SPS)	ROCKY MOUNTAIN COLLEGE OF ART AND DESIGN	UNIV. OF COLORADO AT BOULDER	UNIV. OF COLORADO AT COLORADO SPRINGS	UNIV. OF COLORADO AT DENVER/HSC	UNIVERSITY OF DENVER	UNIVERSITY OF NORTHERN COLORADO	UNIVERSITY OF PHOENIX	COLORADO STATE UNIVERSITY-PUEBLO	WESTERN STATE COLLEGE
LINGUISTICALLY DIVERSE EDUCATION SPECIALIST: BILINGUAL ED	◆				◆				◆	◆			◆		◆	◆				
MARKETING EDUCATION				◆														◆		
MATHEMATICS	◆	◆	◆	◆	◆		◆	◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆
MUSIC	◆	◆	◆	◆	◆		◆	◆	◆	◆	◆		◆			◆	◆		◆	◆
NURSE, SCHOOL				◆				◆	◆	◆					◆		◆			
OCCUPATIONAL THERAPIST, SCHOOL				◆									◆							
ORIENTATION AND MOBILITY SPECIALIST, SCHOOL																	◆			
PHYSICAL EDUCATION	◆				◆			◆	◆								◆		◆	◆
PHYSICAL THERAPIST, SCHOOL													◆							◆
PRINCIPAL	◆			◆										◆	◆	◆	◆	◆		
PSYCHOLOGIST, SCHOOL															◆	◆	◆			
READING SPECIALIST																	◆			
READING TEACHER	◆												◆	◆	◆	◆	◆			
SCIENCE	◆	◆	◆	◆	◆		◆	◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆
SOCIAL STUDIES	◆	◆	◆	◆	◆		◆	◆	◆	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆
SOCIAL WORKER, SCHOOL				◆												◆				
SPEECH				◆			◆	◆	◆	◆							◆			
SPEECH/LANGUAGE PATHOLOGIST, SCHOOL													◆				◆			
TECHNOLOGY EDUCATION (TECH ED)				◆														◆		
TRADE AND INDUSTRY EDUCATION				◆																
SPECIAL EDUCATION DIRECTOR																◆	◆			
SPECIAL EDUCATION GENERALIST								◆												◆
SPECIAL EDUCATION SPECIALIST																				
SPECIAL EDUCATION SPECIALIST-VISUALLY IMPAIRED																	◆			
SPECIAL EDUCATION SPECIALIST-DEAF/HARD OF HEARING																	◆			

APPROVED PROGRAMS

ECE SPECIAL EDUCATION SPECIALIST		ADAMS STATE COLLEGE
ECE SPECIAL EDUCATION		COLORADO CHRISTIAN UNIVERSITY
GIFTED EDUCATION SPECIALIST		COLORADO COLLEGE
		COLORADO STATE UNIVERSITY
		FORT LEWIS COLLEGE
		JOHNSON AND WALES UNIVERSITY
		JONES INTERNATIONAL UNIVERSITY
		MESA STATE COLLEGE
		METRO STATE COLLEGE OF DENVER
	◆	REGIS COLLEGE
	◆	REGIS UNIVERSITY (SPS)
		ROCKY MOUNTAIN COLLEGE OF ART AND DESIGN
		UNIV. OF COLORADO AT BOULDER
		UNIV. OF COLORADO AT COLORADO SPRINGS
	◆	UNIV. OF COLORADO AT DENVER/HSC
	◆	UNIVERSITY OF DENVER
		UNIVERSITY OF NORTHERN COLORADO
		UNIVERSITY OF PHOENIX
		COLORADO STATE UNIVERSITY-PUEBLO
		WESTERN STATE COLLEGE

TOPIC: THE 2006 REPORT ON THE STATUS OF PERFORMANCE CONTRACTS

PREPARED BY: VICKI A. LEAL

I. SUMMARY

The purpose of this report is to provide information on the status of Colorado's public institutions' compliance with specific requirements as stated within their respective performance contracts. Additionally, the report will provide a description of the institutions' current and future performance contract requirements. Information in this report was provided to the Department of Higher Education (DHE) in response to SB 04-189.

II. BACKGROUND

In 2004, in conjunction with the College Opportunity Fund (COF), (SB 04-189, tuition stipend program), Colorado created an alternative option to traditional state regulation of higher education institutions. Previously, Colorado institutions operated under a system of accountability that employed the Quality Indicator System, (QIS). In 2004-2005, with the advent of COF and its implementation, colleges and universities were given the choice to either remain under the old, more intensely regulated program of accountability, or sign a performance contract that would explicitly delineate how the institution would meet its state goals in exchange for the state waiving much of its regulatory oversight. As a result, every public institution in the state opted for the new performance contract.

III. STAFF ANALYSIS

[Report attached.](#)

IV. STAFF RECOMMENDATION

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

STATUTORY AUTHORITY

The DHE is charged, in section 23-5-129(2) C.R.S., to annually report to the Governor and General Assembly on the progress made towards the goals set forth in each public or private institution's performance contract. To accomplish this, performance contracts contain reporting requirements specific to each governing board.

To assist governing boards and institutions in the reporting of data to demonstrate compliance with performance measures, the DHE staff prepared reporting guidelines

with templates for written reports and reporting calendars. Hard-copies of the guidelines were provided to governing board chairs, presidents and vice-presidents of academic affairs. DHE staff are currently working on making these materials available on our website. Additionally, a web collection system is under development to make data submission and reporting easier and more efficient. The performance contract guidelines and the corresponding data and reports do not replace or revise any existing data or reports currently collected by the DHE except as provided for in the performance contracts.



THE 2006 STATUS OF PERFORMANCE CONTRACTS:

**REPORT TO THE GOVERNOR AND COLORADO GENERAL ASSEMBLY IN
RESPONSE TO SB 04-189**

APRIL 2007

The purpose of this paper is to report on the status of Colorado's public institutions' compliance with specific requirements as stated within their respective performance contracts, and to provide a description of the institutions' current and future performance contract requirements. Information in this report was provided to the Colorado Commission on Higher Education in response to SB 04-189.

Prepared by:

**Division of Academic Affairs
Colorado Department of Higher Education
1380 Lawrence Street
Suite 1200
Denver, CO 80204
(303) 866-2723**

April 2007

OVERVIEW

The Department of Higher Education (DHE) is charged, in section 23-5-129(2) C.R.S., to annually report to the Governor and General Assembly on the progress made towards the goals set forth in each public or private institution's performance contract. To accomplish this, performance contracts contain reporting requirements specific to each governing board.

To assist governing boards and institutions in the reporting of data to demonstrate compliance with performance measures, the DHE staff prepared reporting guidelines with templates for written reports and reporting calendars. Hard-copies of the guidelines were provided to governing board chairs, presidents and vice-presidents of academic affairs. DHE staff are currently working on making these materials available on our website. Additionally, a web collection system is under development to make data submission and reporting easier and more efficient. The performance contract guidelines and the corresponding data and reports do not replace or revise any existing data or reports currently collected by the DHE except as provided for in the performance contracts. Information in this report was provided to the DHE in response to SB 04-189.

CCHE Statutory and Contract Authorities

Title 23, Article 5, Section 129(2), Colorado Revised Statutes states,

(2) (a) Beginning July 1, 2004, each governing board of a state institution of higher education shall negotiate a performance contract with the department of higher education that shall specify the performance goals the institution shall achieve during the period that it operates under the performance contract. A state institution of higher education's compliance with the three goals specified in the performance contract may be in lieu of the requirements of article 1 of this title and the "Higher Education Quality Assurance Act", article 13 of this title, for the period of the performance contract.

Data reporting requirements are further defined in the Performance Contracts:

7) Data Reporting Requirements - The Governing Board shall transmit to the Department all annual reports and data required in this Performance Contract including that specified in Addendum A, attached hereto, in the form and manner prescribed herein or as required by Department Policy. The institution shall continue to provide all data required by the Student Unit Record Data System (SURDS) and the United States Department of Education through the Department. When possible, the Department shall provide notice and consult with the institutions before requiring any additional or new SURDS data. The Governing Board shall submit to the Department an annual certification as to the overall material accuracy and completeness of the data submitted in accordance with the terms set forth herein. All data must be handled by the Commission and Department consistent with the

statutory requirements set forth in Title 23, Article 1, Section 108(9), Colorado Revised Statutes which states,

9) The state-supported institutions of higher education shall provide the commission with such data as the commission deems necessary upon its formal request. Data for individual students or personnel shall not be divulged or made known in any way by the executive director of the Department or by any commission employee, except in accordance with judicial order or as otherwise provided by law. Any person who violates this subsection (9) commits a class 1 misdemeanor and shall be punished as provided in section 18-1.3-501, C.R.S. Such person shall, in addition hereto, be subject to removal or dismissal from public service on grounds of malfeasance in office.

Introduction

In 2004, in conjunction with the College Opportunity Fund (COF), (SB 04-189), Colorado created an alternative option to traditional state regulation of higher education institutions. Previously, Colorado institutions had operated under a system of accountability that employed the Quality Indicator System (QIS). In 2004-2005, with the advent of COF and its implementation, colleges and universities were given the choice to either remain under the old, more intensely regulated program of accountability, or sign a performance contract that would explicitly delineate how the institution would meet its state goals in exchange for the state waiving much of its regulatory oversight. As a result, every public institution in the state opted for the new performance contract.

Elements of Performance Contracts

Performance contracts were negotiated between each institution's governing board and the Colorado Commission on Higher Education. The first round of negotiations, conducted in 2004-05, resulted in four-year performance contracts. Requirements of the performance contracts include:

- Access
- Quality
- Efficiency
- Reductions in regulations/increased flexibility

In return for the adoption of specified reforms, the performance contracts were designed and implemented in order to extend Colorado's institutions of higher education a greater degree of flexibility and freedom from state oversight. Through performance contracts, the DHE waives specific statutes and regulatory policies. In particular, the state agreed to waive its regulatory role in the approval of academic programs, many of the requirements of the quality indicator system, and much of the capital construction approval process.

During the fall of 2004, the DHE released draft contracts that spelled out new performance and accountability standards for every public college and university in the state. As referenced, and earlier during the same year, Colorado became the first state in the nation to establish a stipend plan for higher education. The new law required that colleges and universities sign performance contracts with the state in order to continue to receive state funding. One of the goals of the new agreements was to release colleges and universities from much of the state's regulatory oversight. In addition to providing a different mechanism for oversight, the performance contracts served to re-conceptualize general education, employing a peer review system for the placement of courses into a statewide, general education curriculum providing guaranteed transfer for students successfully completing courses within the state's core. In particular, the performance contracts require institutions to make most of their general education core courses guaranteed for transfer to all other public two- and four-year colleges or universities in the state. Further, the performance contracts require that an institution's core curriculum be reviewed by a group of content discipline/academic professionals (other two and four year faculty members from Colorado's public, post-secondary institutions), to determine compliance with pre-determined course content and competency criteria and transferability. General education curriculum courses which meet the state standards for the content and competency criteria and transferability are identified as such in each institution's course catalog. Additionally, the performance contracts require that tuition increases not outpace the rate of inflation.

The performance contracts also feature institutionally established percentage goals for increased graduation and retention of students. Specifically, the performance contracts require that the institutions report to the state regarding how they are addressing the issue of recruitment, retention and graduation of underserved students, especially low-income, racial minorities and first generation students.

Further, the performance contracts also create a plan for implementing and utilizing a variable pay method for faculty; limit base tuition increases to levels necessary only to cover inflation and increases in mandatory costs (energy, insurance, salaries), and allow tuition increases above mandatory costs only when specifically justified, itemized, and tied to access, quality or capital improvement efforts.

Major Reforms of Performance Contracts

Signed performance contracts are intended to focus an institution on a specific set of statewide priorities, while providing increased flexibility for achieving results. The intent of the performance contracts was to enable the DHE to waive many regulatory requirements while preserving the same level of accountability for consumers. Major reforms in the performance contracts are outlined below:

- **Tuition Increases Limited to Inflation.** This section of the performance contracts created a presumption in Colorado that tuition rates should *not* outpace the rate of inflation but should be kept reasonable and affordable. Colleges and universities were required to identify mandatory costs and to limit tuition and fee increases to no more than

the inflationary amount by which those costs increase. The state will only consider tuition hikes above this amount if a school specifically identifies how the increased tuition will be used to improve quality and access for students.

- **Rigorous, Streamlined Core Curriculum.** The performance contracts require that institutions implement a statewide, general education curriculum guaranteed to transfer inter-institutionally, and designed to ensure that students can feasibly graduate within four to six years. Additionally, the performance contracts require students to complete a rigorous general education curriculum inclusive of arts and humanities, math, communication (writing), natural and physical science, history, and social and behavioral sciences. The performance contracts require that institutions undertake a review of all general education core course requirements and mark accordingly in their institutional catalogs those courses identified for placement into the statewide, guaranteed transfer curriculum.

- **Faculty Pay-for-Performance.** Colleges and universities are required to establish a pay plan for faculty that emphasizes teaching and research performance. Institutions are required to provide reports (which will be published for review by the general public) clearly delineating how performance is measured and the type of differential pay faculty are awarded based on performance.

- **Combating Grade Inflation.** The performance contracts require each school to put in place measures to address grade inflation and to publicly report data on the distribution of grades in each department.

- **Increased Student Access & Success.** Colleges and universities are required to focus available resources designed to expand programs that will potentially increase recruitment, retention and graduation rates for students, especially under-represented low-income, minority and first generation students. Each institution's performance contract will include specific numerical targets to improve retention and graduation rates (for these specified sub-groups of students).

- **Better-Prepared Teachers for K-12 Schools.** The performance contracts require that all teacher candidates be taught how to understand and use the Colorado Student Assessment Program (CSAP) assessment data, undertake student teaching in lower achieving schools to ensure new teachers understand the issues that affect children in poverty, and to study the differences in how boys and girls learn and behave. In addition, to improve the quality of teaching in schools of education, the performance contracts require that all faculty who teach courses in content areas, such as math and science, be fully qualified professors in the school or department offering the courses.

Waived Regulations of Performance Contracts

Among the current state regulations that will be waived once a college is operating under a performance contract are the following:

• **Tax Payer Bill of Rights (TABOR) restrictions.** Once a performance contract is signed an institution is allowed to accept stipends. By participating in the stipend program, institutions will qualify for enterprise status, thereby freeing the institutions from many of the requirements of TABOR.

• **Academic programs.** Currently the DHE regulates every step in the creation, modification or elimination of academic programs. Once the performance contracts have been signed, institutions are freed from the regulatory approval process. This allows institutions to respond more quickly to workforce and other needs. The DHE's only review will occur after an institution has developed a program and will be facilitated in order to ensure that the new program is congruent with an institution's role, mission and function within the state.

• **Quality Indicator System.** Signed performance contracts will serve to provide our state's institutions with a more flexible, malleable form of accountability. Each performance contract will be tailored to the unique needs of each institution. Each institution has a performance contract that emphasizes statewide goals while acknowledging each institution's unique role, mission and function within the state.

Performance contracts were negotiated and finalized with the governing boards of state institutions of higher education as well as with Regis University and the University of Denver. Each governing board's contract contains performance measures to assess institutional performance with respect to four overarching goals.

Goal #1: Access and Success

Colleges will be measured on retention and graduation rates among first-time, full-time freshmen with the following performance targets. Institutions will also provide annual reports addressing current and new efforts to increase these rates, particularly as they apply to underserved students.

	Section 1: Retention Rates				Section 2: Graduation Rates			
	1.1 Retention Rates by 12/31/2008				2.1 Graduation Rates by 12/31/2008 *			
	From Original Institution		Including Transfer Institution					
	From	To	From	To	From	To	From	To
ASC	57.4	60.9	n/a		27.8		30.4	
CCCS	52.4	54.4	61.3	63.3	20.1		21.2	
CSU	83.1	85.1	89.3	91.3	62.9		63.6	
CSU/P	64.4	67.0	76.2	79.0	29.8		31.8	
FLC	52.9	57.5	67.0	72.5	29.7		32.0	
MSC	n/a		70.0	72.0	30.0		34.0	
MSCD	60.8	62.8	71.1	73.1	20.8		21.8	

UC	By June 30, 2009 Increase by 1 %				Maintain Current Graduation Rates	
UNC	68.2	71.0	82.9	85.0	47.1	49.0
WSC	58.2	60.0	72.5	74.7	30.4	31.8
* ASC by 6/30/2009						

Goal #2: Quality in Undergraduate Education

This goal requires institutions to be in compliance with the statewide guaranteed transfer program for general education core courses enabling students to receive a guarantee that such courses will be accepted in transfer among Colorado's public post-secondary institutions. Performance measures relating to high academic standards and the evaluation and assessment of student learning are also included in the performance contracts. In addition, most contracts require assurances that general education core courses are taught by the highest quality and/or most qualified faculty equivalent to that in undergraduate non-core courses. Faculty compensation practices, including merit compensation provisions are also included in most performance contracts.

Goal #3: Efficiency of Operations

These performance measures are designed to provide for the efficient and effective stewardship of resources including tuition dollars, state and federal tax dollars, or other sources of funding. Specific measures vary among the institutions but generally contain sections on costs, capital assets, maintenance, and facilities. Cost measures are reported to the DHE via the Budget Data Book and shall include information that identifies mandatory cost increases or decreases. Governing boards are required to strive to control costs so that mandatory cost increases do not exceed the latest published cost adjustment figures from the State Higher Education Executive Officers Higher Education Cost Adjustment model, excluding controlled maintenance and capital needs.

Performance contracts contain performance measures related to the provision of dollars to be used for deferred maintenance with some required to allocate a percentage of new tuition revenue proportional to tuition increases exceeding inflation and mandated costs authorized by the General Assembly. Still others will achieve this measure through fees targeted for capital and maintenance.

Many performance contracts require governing boards to assess operational efficiencies of their auxiliary facilities including evaluation for private operation of facilities where appropriate to improve operational efficiencies.

Goal #4: Other State Needs

This goal targets teacher education and workforce and economic development. Specific measures were developed for institutions based upon their unique role and mission and taking into account the needs of local communities served.

Some examples of specific performance measures include standards for teacher education programs requiring teacher candidates to receive instruction on teaching diverse student populations; on the comprehension, diagnosis, interpretation, and effective use of student assessment data; and on the attitudinal and behavioral differences that influence socialization and learning variations between boys and girls. A requirement ensuring that teacher candidates spend at least one semester student teaching is also included. Finally, there is a requirement that all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure be taught by faculty members belonging to or approved by the departments from which such courses originate.

In general, performance measures related to workforce and economic development are designed to increase the number of students earning degrees in high-demand program areas associated with worker shortages. Examples include nursing and other allied health fields, construction technology, and tourism.

Summary

Under the COF, all public and participating private institutions are required to enter into a performance contract with the DHE. For the public colleges and universities, the intent of the contracts is to “provide for greater [institutional] flexibility and a more focused accountability for institutions to students and the people of Colorado.” Additionally, the contracts allow the DHE to implement and utilize a different method of quality control and oversight, while also implementing accountability measures that focus on each institution’s academic programming and any previously generated internal objectives. Legislative provisions within the COF program established essential goals that are included in each institution’s contract. This language maintains that institutions will continue to focus on improving student access and success, advancing institutional quality and operation, and developing the state’s workforce. Additionally, the contracts aim to strengthen statewide efficiency programs that were designed to help students graduate in a timely manner.

All data that is collected through the performance contracts provides necessary information on these provisions and will specifically focus on:

- Student enrollment, transfer, and graduation rates;
- Student satisfaction and performance;
- Institutional cost and productivity;
- Quality academic programming; and
- Increased financial support that sustains and enhances essential functions, such as financial aid.

Performance contracts with participating private institutions will differ from those signed with the state's public institutions; compliance information for the state's private, post-secondary participating institution *is not contained in this report*. However, the quality assurance reporting that is developed with these institutions will focus specifically on the graduation, retention, and success rates of participating Pell-eligible students.

Status of Performance Contracts, 2006

This report includes a 2006 summary, by institution, of compliance with performance contract requirements; a summary of alphabetically arranged, chronologically ordered requirements detailing deadlines for 2007-2010, and a summary of reporting guidelines. Additionally, the report includes an accompanying protocol employed by DHE staff for the timely collection of institutional performance contract status reports.

DHE staff created a protocol for the in-take, storage and archiving of each institution's performance contract requirements. Additionally, the protocol directs DHE authority when institutions encounter difficulty with compliance of their performance contract requirements. **Appendix A** of this report delineates the internal performance contract protocol utilized by DHE staff in order to ensure that all institutions are in compliance with their signed performance contracts and provides the original performance contract guidelines as they were published and provided to the public institutions in August 2005.

Appendix B of this report includes the 2006 update for each institution regarding compliance with the specific goals and deadlines of their particular performance contract. Arranged alphabetically and by *calendar* year, **Appendix C** provides a year by year analysis of what is required of each institution, covering the years 2007 through 2010, including reporting requirements and target goals for each institution.

All information on the status of each public institution's compliance with their respective performance contract is maintained, in both hard copy and electronic form, in the Academic and Student Affairs Office of the DHE.

APPENDIX A

Internal Performance Contract Protocol

The Internal Performance Contract Protocol (IPCP) is utilized by DHE staff to ensure that all institutions are in compliance with their signed performance contracts. The IPCP aligns with the original performance contract guidelines as they were published and provided to each public institution in the Performance Contract Reporting Guidelines Handbook, issued to the state's colleges and universities in August 2005.

Internal Performance Contract Protocol:

- 1). Institution's are notified by email (issued by the DHE's Chief Academic Officer/ CAO) when they are two weeks beyond the pre-established due date in submitting required materials, data and other evidence indicating progress toward longitudinal, performance contract goals.
- 2). If the institution does not respond to the email issued by the DHE's CAO within an additional two-week time period, a letter is sent to the institution by the DHE's Executive Director, informing the institution that they are *one month* late in providing documentation in the form of a status report regarding compliance with time sensitive goals as set forth in their performance contract.
- 3). If the institution does not respond to the Executive Director's letter, staff will continue to document the failure of compliance with performance contract deadlines. If a consistent pattern of non-compliance emerges with one or more institutions those institutions could suffer penalties including automatically and immediately becoming subject to all requirements of Articles 1 and 13 of Title 23, including those specifically preempted in the performance contracts. Further, COF and Fee for Service support *could* be negatively impacted in the event an institution falls out of compliance with the pre-established dates as originally signed off on in their performance contract.

Performance Contracts 2006							
Institutions	January	March	June	July	August (SURDS)	September	December
<i>Adams State College</i>				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum	August 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1: student identification numbers & endorsement areas for all teacher candidates	September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subject and course level	December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman
				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure			December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.2: ensure that teacher education program meets standards A through D			December 31, 2006: Goal #1 Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculty			
<i>Colorado Community College System</i>	January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: adopt a transferable, foundational general education core curriculum that corresponds with GT Pathways			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.4: require the completion of general education core curriculum by all newly enrolled, first-time students seeking a Associate of Arts or Science degree & ensuring standards A			December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman
	January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: convene & provide sufficient resources to ensure all general education core curriculum courses are submitted to GE 25 Council for review			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the enrollment system-wide in each course that satisfies the general education core curriculum			December 31, 2006: Goal #1: Access & Success Section 2.1 Report: current efforts & any new/additional plans/programs to increase 3-year degree completion rate for first-time, full-time certificate & associate degree seeking freshman
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: certify that the system colleges will adhere to the GT Pathways courses required with the statewide Teacher Education Articulation Agreements			December 31, 2006: Goal #1: Access & Success Section 3.3 Report: results of programs to increase enrollment, retention & graduation of underserved students
							December 31, 2006: Goal #5: Workforce & Economic Development Section 1.3 Report: status of the Perkins Act State Plan indicator for postsecondary education
<i>Colorado State University</i>				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.1: certify that it has in place or has plans for implementing & utilizing a variable pay method for faculty	August 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates		December 31, 2006: Goal #1: Access and Success Section 1.2 Report: current efforts & new or additional plan/programs to increase fall-to-fall retention for first-time, full-time freshman

Performance Contracts 2006							
Institutions	January	March	June	July	August (SURDS)	September	December
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: ensure that teacher education programs meets standards A through D			December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.4: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculty			December 31, 2006: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
							<i>December 31, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1: recruitment, retention & graduation of teacher candidates who are underrepresented in CO public schools, particularly Hispanics & males</i>
							December 31, 2006: Goal #5: Other State Needs - Workforce & Economic Development Section 1.4 Report: status of programs addressing high-demand areas
Fort Lewis College	<i>January 6, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: develop a plan to align general education curriculum to competencies, expectations & credit hours guidelines of GT Pathways</i>			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure	<i>August 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates</i>		December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.2: ensure that teacher education programs meets standards A through D			December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculty			December 31, 2006: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1a: submit a plan to improve the recruitment, retention, & licensing of teacher candidates who are underrepresented in CO public schools with focus on Hispanics, Native Americans			December 31, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation
							December 31, 2006: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3 Report: status of programs addressing high-demand areas

Performance Contracts 2006							
Institutions	January	March	June	July	August (SURDS)	September	December
Mesa State College		March 15, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: submit additional courses for approval & inclusion in GT Pathways	June 30, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: convene & provide sufficient resources to ensure that all courses submitted to GE 25 Council are reviewed with recommendation	July 1, 2006: Goal #3: Efficiency of Operations Section 2.3: make recommendation to streamline & simplify the Master Plan & Program Plan process with respect to cash-funded projects and potential fund projects			December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: ensure that teacher education program meets standards A through D			December 31, 2006: Goal #4: Other State Needs - Teacher Education Section 4.4 Report: status of programs & any proposed changes to high-demand programs, including certification as to whether it has achieved stated goals & benchmarks
							December 31, 2006: Goal #2: Quality & Success in Undergraduate Education Section 4.1: evaluation and assessment of student learning to evaluate students' knowledge & use the results to improve instruction in courses
Metro State College of Denver	January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: submit all courses in general education core curriculum to GE 25 Council for approval & inclusion in GT Pathways			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: adopt a transferable, foundational general education core curriculum to corresponds with GT Pathways	August 1, 2006: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates	September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subjects and course level	December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman
				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: convene and provide sufficient resources to ensure that all courses submitted to GE 25 Council are reviewed		September 1, 2006: Goal #4: Other State Needs - Teacher Education Section 3.1: pilot programs to assess the knowledge of graduates from the teacher education program	December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman
				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6: require completion of approved general education core curriculum by all newly enrolled, first-time students and ensuring standards A through C			December 31, 2006: Goal #1: Access & Success Section 3.3 Report: result of programs any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.8: statistics on the demand for & supply of courses that satisfy general education core curriculum			December 31, 2006: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3: status of programs addressing workforce & economic development
				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.2: certify that it has in plan or has plans for implementing & utilizing a variable pay method for faculty			
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.2: ensure that teacher education program meets standards A through D			

Performance Contracts 2006							
Institutions	January	March	June	July	August (SURDS)	September	December
				July 1, 2006: Goal #4: Other State Needs - Teacher Education Section 1.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculty			
University of Colorado	January 1, 2006: Goal #1: Access & Success Section 1.4: review general education core courses & curriculum to ensure that they satisfy competencies, expectations & credit hour guidelines of GT Pathways			August 1, 2006: Goal #1: Access & Success Section 1.4: ensure that all newly enrolled, first-time students complete the University's general education core curriculum and ensuring standards A through C			December 31, 2006: Goal #1: Access & Success Section 1.2 Report: fall-to-fall retention rates for first-time, full-time, in-state minority freshmen
					August 1, 2006: Goal #4: Addressing Other State Needs Section 4.3: student identification numbers & endorsement areas for all teacher candidates		December 31, 2006: Goal #1: Access & Success Section 1.2 Report: 6-year graduation rates for in-state minority undergraduates & percent of students completing the Pre-Collegiate Program
University of Northern Colorado	January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: supervise the implementation of Charting the Future Final Report & take any actions to implement the Best University Experience Core Curriculum			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: submit all courses in Best University Experience Core Curriculum to GE 25 Council	August 1, 2006: Goal #4: Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies developed to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation	December 31, 2006: Goal #1: Access & Success Section 3.2 Report: efforts to increase enrollment, retention & graduation of underserved students
	January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: convene & provide sufficient resources to GE 25 Council to ensure all courses are submitted & reviewed			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.4: require the completion of Best University Experience Core Curriculum by all newly enrolled, first-time student & ensuring standards A through C		September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.3: data on the implementation of policies to maintain appropriate high academic quality & rigor, includes grade distribution & other assessment indicators	
	January 1, 2006: Goal #3: Efficiency of Operations Section 5.2: complete assessment of appropriateness of privatizing auxiliary facilities			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses for Best University Experience Core Curriculum			
				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 3.b Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure			
				July 1, 2006: Goal #4: Teacher Education Section 1.3: ensure that teacher education program meets standards A through C			
				July 1, 2006: Goal #4: Teacher Education Section 1.4: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure are taught by department faculty			

Performance Contracts 2006							
Institutions	January	March	June	July	August (SURDS)	September	December
				July 1, 2006: Goal #4: Teacher Education Section 2.1: submit a plan to improve the recruitment retention & graduation of teacher candidates who are under-represented in CO public schools			
<i>Western State College</i>	January 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.2: submit all the courses in general education core curriculum for approval & inclusion in GT Pathways			July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.1: complete review of general education core curriculum & ensure that it satisfies the competencies, expectations & credit hour guidelines of GT Pathways	August 1, 2006: Goal #4: Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates		December 31, 2006: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman
				July 1, 2006: Goal #2: Quality in Undergraduate Education Section 1.6: ensure that all newly enrolled, first-time students complete general education core curriculum & ensuring standards A through C			December 31, 2006: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation
				July 1, 2006: Goal #4: Teacher Education Section 1.2: ensure that teacher education program meets standards A through D			December 31, 2006: Goal #1: Access & Success Section 3.2 Report: programs & additional efforts to increase enrollment, retention, & graduation of underserved students
				July 1, 2006: Goal #4: Teacher Education Section 1.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure taught by department faculty			December 31, 2006: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum
							December 31, 2006: Goal #2: Quality in Undergraduate Education Section 2.1 Report: assessment results to maintain appropriate academic quality & high standards for student achievement
							December 31, 2006: Goal #2: Quality in Undergraduate Education Section 3.2 Report: faculty compensation policies, provisions, evaluation, promotion & tenure policies and procedures
							December 31, 2006: Goal #4: Teacher Education Section 2.1: submit a plan to improve recruitment, retention & graduation of teacher candidates who are under-represented in CO public school with focus on Hispanics & males
							December 31, 2006: Goal #5: Workforce & Economic Development Section 1.3 Report: performance related to the Institution's designation as a regional education
Note:							
Highlighted items have been submitted and filed							

Performance Contracts 2007

Institutions	January	June	July	August (SURDS)	September	December
<i>Adams State College</i>	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: developing & implementing standard methods to assess student knowledge & improve the delivery of content taught in core curriculum courses		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum	August 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.1: student identification numbers & endorsement areas for all teacher candidates	September 1, 2007: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subject and course level	December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & new or additional plans/programs to increase fall-to-fall retention for first-time, full time freshman
			July 1, 2007: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure			December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman
						December 31, 2007: Goal #1 Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
<i>Colorado Community College System</i>	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: development & implementation of standard methods to assess students' knowledge & improve the delivery of content courses approved for general education core curriculum		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the enrollment system-wide in each course that satisfies the general education core curriculum			December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman

Performance Contracts 2007

Institutions	January	June	July	August (SURDS)	September	December
			July 1, 2007: Goal #4: Other State Needs - Teacher Education Section 1.3: certify that the system colleges will adhere to the GT Pathways courses required with the statewide Teacher Education Articulation Agreements			December 31, 2007: Goal #1: Access & Success Section 2.1 Report: current efforts & any new/additional plans/programs to increase 3-year degree completion rate for first-time, full- time certificate & associate degree-seeking freshman December 31, 2007: Goal #1: Access & Success Section 3.3 Report: results of programs to increase enrollment, retention & graduation of underserved students December 31, 2007: Goal #5: Workforce & Economic Development Section 1.3 Report: status of the Perkins Act State Plan indicator for postsecondary education
Colorado State University	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.1: ensure that CSUS general education core curriculum satisfies the competencies, expectations & credit hour guidelines of GT Pathways		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.2: submit all courses in CSUS's general core curriculum that satisfy the general education core course requirements of all CO public institutions of higher education	August 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2007: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on all course grades conferred during the previous year, disaggregated by subject and course level	December 31, 2007: Goal #1: Access and Success Section 1.2 Report: current efforts & new or additional plan/programs to increase fall-to-fall retention for first-time, full time freshman

Performance Contracts 2007

Institutions	January	June	July	August (SURDS)	September	December
	<p>January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by CSUS institutions' assessment & institutional analysis unit</p>		<p>July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6: ensure that all newly enrolled, first-time student complete the CSUS's general education core curriculum and ensuring standards A through C</p>			<p>December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman</p>
			<p>July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for and supply of courses in CSUS that satisfy general education core curriculum</p>			<p>December 31, 2007: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p>
						<p>December 31, 2007: Goal #5: Other State Needs - Workforce & Economic Development Section 1.4 Report: status of programs addressing high-demand areas</p>

Fort Lewis College	<p>January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: develop & implement standard methods to assess students' knowledge & improve delivery of content taught in courses approved for core curriculum</p>	<p>June 30, 2007: Goal #2: Quality in Undergraduate Education Section 1.1: adopt and implement a plan to align general education curriculum to competencies, expectations, & credit hour guidelines of GT Pathways</p>	<p>July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6: require the completion of its approved general education core curriculum by all newly enrolled, first-time students & ensure standards A through C</p>	<p>August 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates</p>	<p>December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman</p>
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Performance Contracts 2007

Institutions	January	June	July	August (SURDS)	September	December
			July 1, 2007: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure			December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman December 31, 2007: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students December 31, 2007: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation December 31, 2007: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3 Report: status of programs addressing high-demand areas



Performance Contracts 2007

Institutions	January	June	July	August (SURDS)	September	December
Mesa State College	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.1: review general education core curriculum & ensure the competencies, expectations & credit hour guidelines of GT Pathways			August 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6: ensure that all newly enrolled, first-time students complete the approved general education core curriculum by ensuring standards A through C		December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman December 31, 2007: Goal #4: Other State Needs - Teacher Education Section 4.4 Report: status of programs & any proposed changes to high-demand programs, including certification as to whether it has achieved stated goals & benchmarks
Metro State College of Denver	January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: develop and implement standard methods to assess students' knowledge & improve the delivery of content taught in course approved for general education core curriculum		July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.8: statistics on the demand for & supply of courses that satisfy general education core curriculum	August 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates	September 1, 2007: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subjects and course level	December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman
			July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.8: statistics on the demand for & supply of courses that satisfy general education core curriculum			December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman

Performance Contracts 2007

Institutions	January	June	July	August (SURDS)	September	December
			<p>July 1, 2007: Goal #4: Other State Needs - Teacher Education Section 2.1: submit a plan to improve the recruitment, retention & graduation of teacher candidates who are under-represented in CO public school with focus on Hispanics & males</p>			<p>December 31, 2007: Goal #1: Access & Success Section 3.3 Report: result of programs any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p>

University of Colorado		<p>June 30, 2007: Goal #1: Access & Success Section 1.4: nominate at least 50% of general education core courses to GE 25 Council for review</p>	<p>July 1, 2006: Goal #4: Addressing Other State Needs Section 4.3: all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by department faculties</p>	<p>August 1, 2007: Goal #4: Addressing Other State Needs Section 4.3: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2007: Goal #1: Access & Success Section 1.2 Report: fall-to- fall retention rates for first- time, full-time, in-state minority freshmen</p>
						<p>December 31, 2007: Goal #1: Access & Success Section 1.2 Report: 6-year graduation rates for in- state minority undergraduates & percent of students completing the Pre-Collegiate Program</p>

University of Northern Colorado	<p>January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by office of assessment & accreditation</p>		<p>July 1, 2007: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses for Best University Experience Core Curriculum</p>	<p>August 1, 2007: Goal #4: Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates</p>	<p>September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies developed to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation</p>	<p>December 31, 2007: Goal #1: Access & Success Section 2.2 Report: recommendation to improvement of student success by increasing retention, detailing structural changes & shifts in funding to support student success</p>
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Performance Contracts 2007

Institutions	January	June	July	August (SURDS)	September	December
			<p>July 1, 2007: Goal #2: Quality in Undergraduate Education Section 3.b Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure</p>			<p>December 31, 2007: Goal #1: Access & Success Section 2.2 Report: recommendation to improvement of student success by increasing graduation rates, detailing structural changes & shifts in funding to support student success</p> <p>December 31, 2007: efforts to increase enrollment, retention & graduation of underserved students</p>
<i>Western State College</i>	<p>January 1, 2007: Goal #2: Quality in Undergraduate Education Section 4.2: develop & implement standard methods to assess students' knowledge & improve the delivery of content courses of GT Pathways</p>			<p>August 1, 2007: Goal #4: Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2007: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman</p> <p>December 31, 2007: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation</p> <p>December 31, 2007: Goal #1: Access & Success Section 3.2 Report: programs & additional efforts to increase enrollment, retention, & graduation of underserved students</p>

Performance Contracts 2007

Institutions	January	June	July	August (SURDS)	September	December
						December 31, 2007: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum
						December 31, 2007: Goal #2: Quality in Undergraduate Education Section 2.1 Report: assessment results to maintain appropriate academic quality & high standards for student achievement
						December 31, 2007: Goal #2: Quality in Undergraduate Education Section 3.2 Report: faculty compensation policies, provisions, evaluation, promotion & tenure policies and procedures
						December 31, 2007: Goal #5: Workforce & Economic Development Section 1.3 Report: performance related to the Institution's designation as a regional education

Note: **Highlighted items have been submitted and filed**

Performance Contracts 2008

Institutions **January**
Adams State College

July

July 1, 2008: Goal #2:
Quality in Undergraduate
Education Section 1.6 Report:
statistics on the demand for &
supply of courses that satisfy
general education core
curriculum

July 1, 2008: Goal #2:
Quality in Undergraduate
Education Section 3.2 Report:
illustrate whether & how
financial incentives are used
to implement faculty
evaluation & professional
development procedure

August (SURDS)

August 1, 2008: Goal #4:
Other State Needs - Teacher
Education Section 2.1:
student identification
numbers & endorsement
areas for all teacher
candidates

September

September 1, 2008: Goal #2:
Quality in Undergraduate
Education Section 2.1 Report:
data on course grades
conferred during the previous
year, disaggregated by
academic subject and course
level

December

December 31, 2008: Goal #1:
Access & Success Section 1.2
Report: increase fall-to-fall retention
for first-time, full-time
freshman 57.4% to 60.9%

December 31, 2008: Goal #1:
Access & Success Section 1.2
Report: current efforts & new
or additional plans/programs
to increase fall-to-fall
retention for first-time, full-
time freshman

December 31, 2008: Goal #1:
Access & Success Section 2.2
Report: current efforts & new
or additional plans/programs
to increase 6-year graduation
for first-time, full-time degree
seeking freshman

December 31, 2008: Goal #1
Section 3.2 Report: result of
programs, any change or
new/additional efforts to
increase enrollment, retention
& graduation of underserved
students

Performance Contracts 2008

Institutions

January

July

August (SURDS)

September

December

December 31, 2008: Goal #5:
Other State Needs -
Workforce & Economic
Development Section 1.1:
increase number of students
graduating from BSN nursing
program to at least 15

December 31, 2008: Goal #5:
Other State Needs -
Workforce & Economic
Development Section 1.1:
increase number of students
graduating from Elementary
Education Associate of Arts
program to at least 15

December 31, 2008: Goal #5:
Other State Needs -
Workforce & Economic
Development Section 1.1:
increase number of students
graduating from Early
Childhood Education
Associate of Arts program to
at least 15

December 31, 2008: Goal #5:
Other State Needs -
Workforce & Economic
Development Section 1.1:
increase number of students
graduating from SLV REAP
Program ID
Studies/Elementary
Education Bachelor of Arts
program to at least 15

Performance Contracts 2008

Institutions

January

July

August (SURDS)

September

December

December 31, 2008: Goal #5:
Other State Needs -
Workforce & Economic
Development Section 1.1:
increase number of 2+2
Program graduates by 15%

December 31, 2008: Goal #5:
Other State Needs -
Workforce & Economic
Development Section 1.1:
complete required program
changes to Special Education
undergraduate degree
programs

December 31, 2008: Goal #5:
Other State Needs -
Workforce & Economic
Development Section 1.1:
increase enrollment in
evening & weekend college
by 10%

December 31, 2008: Goal #5:
Other State Needs -
Workforce & Economic
Development Section 1.1:
increase number of
participants in life-long
learning programs by 20%

**Colorado Community
College System**

July 1, 2008: Goal #2:
Quality in Undergraduate
Education Section 1.6 Report:
statistics on the enrollment
system-wide in each course
that satisfies the general
education core curriculum

December 31, 2008: Goal #1:
Access & Success Section
1.1: increase fall-to-fall
retention for first-time, full-
time degree-seeking freshman
52.4% to 54.4%

Performance Contracts 2008

Institutions

January

July

July 1, 2008: Goal #4: Other State Needs - Teacher Education Section 1.3: certify that the system colleges will adhere to the GT Pathways courses required with the statewide Teacher Education Articulation Agreements

August (SURDS)

September

December

December 31, 2008: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman

December 31, 2008: Goal #1: Access & Success Section 2.1: increase 3-year degree completion for first-time, full-time certificate & associate degree-seeking freshman 20.1% to 21.2%

December 31, 2008: Goal #1: Access & Success Section 2.1 Report: current efforts & any new/additional plans/programs to increase 3-year degree completion rate for first-time, full-time certificate & associate degree-seeking freshman

December 31, 2008: Goal #1: Access & Success Section 3.3 Report: results of programs to increase enrollment, retention & graduation of underserved students

Performance Contracts 2008

Institutions	January	July	August (SURDS)	September	December December 31, 2008: Goal #5: Workforce & Economic Development Section 1.3 Report: status of the Perkins Act State Plan indicator for postsecondary education
Colorado State University	January 1, 2008: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by CSUS institutions' assessment & institutional analysis unit	July 1, 2008: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for and supply of courses in CSUS that satisfy general education core curriculum	August 1, 2008: Goal #4: Other State Needs - Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2008: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on all course grades conferred during the previous year, disaggregated by subject and course level	December 31, 2008: Goal #1: Access & Success Section 1.1: CSU - increase fall-to- fall retention for first-time, full-time freshman from 83.1% to 85.1%; including transfers 89.3% to 91.3%. CSUP - increase retention from 64.4% to 67.0%, including transfers 76.2% to 79.0% December 31, 2008: Goal #1: Access & Success Section 2.1: CSU - increase 6-year graduation for first-time, full- time degree-seeking freshman from 62.9% to 63.6%. CSUP - increase graduation from 29.8% to 31.8% December 31, 2008: Goal #1: Access and Success Section 1.2 Report: current efforts & new or additional plan/programs to increase fall- to-fall retention for first-time, full-time freshman

Performance Contracts 2008

Institutions	January	July	August (SURDS)	September	December
Fort Lewis College		July 1, 2006: Section 3.2 Faculty Evaluations	August 1, 2006: Section 2.1b Student ID # & Endorsement Areas of Teacher Candidates		<p>December 31, 2008: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman</p> <p>December 31, 2008: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p> <p>December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.4 Report: status of programs addressing high-demand areas</p>
		July 1, 2008: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure	August 1, 2008: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates		December 31, 2008: Goal #1: Access & Success Section 1.1: increase fall-to-fall retention for first time, full- time freshman 52.9% to 57.5%, including transfers 67.0% to 72.5%

Performance Contracts 2008

Institutions

January

July

August (SURDS)

September

December

December 31, 2008: Goal #1:
Access & Success Section 1.2
Report: current efforts & any
new or additional
plans/programs to increase
fall-to-fall retention for first-
time, full-time degree-seeking
freshman

December 31, 2008: Goal #1:
Access & Success Section
2.1: increase 6-year
graduation for first-time, full-
time degree-seeking freshman
29.7% to 32.0%

December 31, 2008: Goal #1:
Access & Success Section 2.2
Report: current efforts & new
or additional plans/programs
to increase 6-year graduation
for first-time, full-time degree
seeking freshman

December 31, 2008: Goal #1:
Access & Success Section 3.2
Report: result of programs,
any change or new/additional
efforts to increase enrollment,
retention & graduation of
underserved students

Performance Contracts 2008

Institutions	January	July	August (SURDS)	September	December
Mesa State College		July 1, 2006: Section 1.8 Supply & Demand of General Education Courses	August 1, 2006: Section 1.2b Student ID # & Endorsement Areas of Teacher Candidates	September 1, 2006: Section 2.1 Grade Distribution	<p>December 31, 2008: Goal #1: Access & Success Section 1.1: increase fall-to-fall retention for first-time, full- time freshman 70% to 72%</p> <p>December 31, 2008: Goal #1: Access & Success Section 2.1: increase 6-year graduation for all students 30% to 34%</p> <p>December 31, 2008: Goal #4: Other State Needs - Teacher Education Section 4.4 Report: status of programs & any proposed changes to high- demand programs, including certification as to whether it has achieved stated goals & benchmarks</p>
			August 1, 2006: Section 1.2f Student ID # & Endorsement Areas of Teacher Candidates		<p>December 31, 2008: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation</p> <p>December 31, 2008: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3 Report: status of programs addressing high-demand areas</p>

Performance Contracts 2008

Institutions **January**
Metro State College of
Denver

July

July 1, 2008: Goal #2:
Quality in Undergraduate
Education Section 1.8:
statistics on the demand for &
supply of courses that satisfy
general education core
curriculum

August (SURDS)

August 1, 2008: Goal #4:
Other State Needs - Teacher
Education Section 2.1b:
student identification
numbers & endorsement
areas for all teacher
candidates

September

September 1, 2008: Goal #2:
Quality in Undergraduate
Education Section 2.1 Report:
data on course grades
conferred during the previous
year, disaggregated by
academic subjects and course
level

December

December 31, 2008: Goal #1
Access & Success Section
1.1: increase fall-to-fall
retention for first-time, full-
time degree-seeking freshman
60.8% to 62.8%, including
transfers 71.1% to 73.1%

December 31, 2008: Goal #1:
Access & Success Section 1.2
Report: current efforts & any
new or additional
plans/programs to increase
fall-to-fall retention for first-
time, full-time degree-seeking
freshman

December 31, 2008: Goal #1:
Access & Success Section
2.1: increase 6-year
graduation for first-time, full-
time degree-seeking freshman
20.8% to 21.8%

December 31, 2008: Goal #1:
Access & Success Section 2.2
Report: current efforts & any
new or additional
plans/programs to increase 6-
year graduation for first-time,
full-time degree-seeking
freshman

Performance Contracts 2008

Institutions	January	July	August (SURDS)	September	December
					December 31, 2008: Goal #1: Access & Success Section 3.3 Report: result of programs any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
University of Colorado		July 1, 2006: Section 1.6 Supply & Demand of General Education Courses	August 1, 2008: Goal #4: Addressing Other State Needs Section 4.3: student identification numbers & endorsement areas for all teacher candidates		December 31, 2008: Goal #1: Access & Success Section 1.2 Report: fall-to-fall retention rates for first-time, full-time, in-state minority freshmen December 31, 2008: Goal #1: Access & Success Section 1.2 Report: 6-year graduation rates for in-state minority undergraduates & percent of students completing the Pre-Collegiate Program
University of Northern Colorado	January 1, 2008: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by office of assessment & accreditation	July 1, 2008: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses for Best University Experience Core Curriculum	August 1, 2008: Goal #4: Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates8	September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies developed to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation	December 31, 2008: Goal #1: Access & Success Section 1.1: increase fall-to-fall retention for first-time, full-time freshman 68.2% to 71.0%, including transfers 82.9% to 85.0%

Performance Contracts 2008

Institutions

January

July

July 1, 2008: Goal #2:
Quality in Undergraduate
Education Section 3.b Report:
illustrate whether & how
financial incentives are used
to implement faculty
evaluation & professional
development procedure

August (SURDS)

September

December

December 31, 2008: Goal #1:
Access & Success Section
2.1: increase 6-year
graduation for all students
47.1% to 49.0%

December 31, 2008: efforts to
increase enrollment, retention
& graduation of underserved
students

Western State College

August 1, 2008: Goal #4:
Teacher Education Section
2.1b: student identification
numbers & endorsement
areas for all teacher
candidates

December 31, 2008: Goal #1:
Access & Success Section
1.1: increase fall-to-fall
retention for first-time full-
time freshman 58.2% to
60.0%, including transfers
72.5% to 74.7%

December 31, 2008: Goal #1:
Access & Success Section 1.2
Report: current efforts & any
new or additional
plans/programs to increase
fall-to-fall retention for first-
time, full-time freshman

December 31, 2008: Goal #1:
Access & Success Section
2.1: increase 6-year
graduation for all students
30.4% to 31.8%

Performance Contracts 2008

Institutions

January

July

August (SURDS)

September

December

December 31, 2008: Goal #1:
Access & Success Section 2.2
Report: current efforts & any
new or additional
plans/programs to increase 6-
year graduation

December 31, 2008: Goal #1:
Access & Success Section 3.2
Report: programs &
additional efforts to increase
enrollment, retention, &
graduation of underserved
students

December 31, 2008: Goal #2:
Quality in Undergraduate
Education Section 1.8 Report:
statistics on the demand for &
supply of courses that satisfy
general education core
curriculum

December 31, 2008: Goal #2:
Quality in Undergraduate
Education Section 2.1 Report:
assessment results to
maintain appropriate
academic quality & high
standards for student
achievement

Performance Contracts 2008

Institutions

January

July

August (SURDS)

September

December

December 31, 2008: Goal #2:
Quality in Undergraduate
Education Section 3.2 Report:
faculty compensation
policies, provisions,
evaluation, promotion &
tenure policies and
procedures

December 31, 2008: Goal #5:
Workforce & Economic
Development Section 1.3
Report: performance related
to the Institution's designation
as a regional education

Note:

Highlighted items have been submitted and filed

Performance Contracts 2009

Institutions	January	June	July	August (SURDS)	September	December
Adams State College		<p>June 30, 2009: Goal #1: Access & Success Section 2.1: increase 6-year graduation for first-time, full-time freshman 27.8% to 30.4%</p> <p>June 30, 2009: Goal #1: Access & Success Section 3.1: increase overall resident undergraduate enrollment by 10% over baseline enrollment of 1999-2003</p>	<p>July 1, 2009: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses that satisfy general education core curriculum</p> <p>July 1, 2009: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure</p>	<p>August 1, 2009: Goal #4: Other State Needs - Teacher Education Section 2.1: student identification numbers & endorsement areas for all teacher candidates</p>	<p>September 1, 2009: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on course grades conferred during the previous year, disaggregated by academic subject and course level</p>	<p>December 31, 2009: Goal #1: Access & Success Section 1.2 Report: current efforts & new or additional plans/programs to increase fall-to-fall retention for first-time, full-time freshman</p> <p>December 31, 2009: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman</p> <p>December 31, 2009: Goal #1 Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p>

Performance Contracts 2009

Institutions	January	June	July	August (SURDS)	September	December
Colorado Community College System			July 1, 2009: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the enrollment system-wide in each course that satisfies the general education core curriculum			December 31, 2009: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman
			July 1, 2009: Goal #4: Other State Needs - Teacher Education Section 1.3: certify that the system colleges will adhere to the GT Pathways courses required with the statewide Teacher Education Articulation Agreements			December 31, 2009: Goal #1: Access & Success Section 2.1 Report: current efforts & any new/additional plans/programs to increase 3-year degree completion rate for first- time, full-time certificate & associate degree-seeking freshman
						December 31, 2009: Goal #1: Access & Success Section 3.3 Report: results of programs to increase enrollment, retention & graduation of underserved students

Performance Contracts 2009

Institutions	January	June	July	August (SURDS)	September	December December 31, 2009: Goal #5: Workforce & Economic Development Section 1.3 Report: status of the Perkins Act State Plan indicator for postsecondary education
Colorado State University	January 1, 2009: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by CSUS institutions' assessment & institutional analysis unit		July 1, 2009: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for and supply of courses in CSUS that satisfy general education core curriculum	August 1, 2009: Goal #4: Other State Needs - Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2009: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on all course grades conferred during the previous year, disaggregated by subject and course level	December 31, 2009: Goal #1: Access and Success Section 1.2 Report: current efforts & new or additional plan/programs to increase fall-to-fall retention for first-time, full-time freshman December 31, 2009: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman

Performance Contracts 2009

Institutions	January	June	July	August (SURDS)	September	December
						December 31, 2009: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students
						December 31, 2009: Goal #5: Other State Needs - Workforce & Economic Development Section 1.4 Report: status of programs addressing high-demand areas
Fort Lewis College			July 1, 2009: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure	August 1, 2009: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates		December 31, 2009: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman

Performance Contracts 2009

Institutions

January

June

July

August (SURDS)

September

December

December 31, 2009:

Goal #1: Access &

Success Section 2.2

Report: current efforts

& new or additional

plans/programs to

increase 6-year

graduation for first-time,

full-time degree seeking

freshman

December 31, 2009:

Goal #1: Access &

Success Section 3.2

Report: result of

programs, any change or

new/additional efforts to

increase enrollment,

retention & graduation

of underserved students

December 31, 2009:

Goal #2: Quality in

Undergraduate

Education Section 2.2

Report: policies to

maintain appropriate

high academic quality &

rigor, including efforts

to mitigate grade

inflation

Performance Contracts 2009

Institutions	January	June	July	August (SURDS)	September	December
						December 31, 2009: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3 Report: status of programs addressing high-demand areas
Mesa State College				August 1, 2006: Section 1.2f Student ID # & Endorsement Areas of Teacher Candidates		December 31, 2009: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman December 31, 2009: Goal #4: Other State Needs - Teacher Education Section 4.4 Report: status of programs & any proposed changes to high-demand programs, including certification as to whether it has achieved stated goals & benchmarks

Performance Contracts 2009

Institutions
Metro State
College of Denver

January

June

July

July 1, 2009: Goal #2:
 Quality in
 Undergraduate
 Education Section 1.8:
 statistics on the demand
 for & supply of courses
 that satisfy general
 education core
 curriculum

August (SURDS)

August 1, 2009: Goal
 #4: Other State Needs -
 Teacher Education
 Section 2.1b: student
 identification numbers
 & endorsement areas for
 all teacher candidates

September

September 1, 2009:
 Goal #2: Quality in
 Undergraduate
 Education Section 2.1
 Report: data on course
 grades conferred during
 the previous year,
 disaggregated by
 academic subjects and
 course level

December

December 31, 2009:
 Goal #1: Access &
 Success Section 1.2
 Report: current efforts
 & any new or additional
 plans/programs to
 increase fall-to-fall
 retention for first-time,
 full-time degree-seeking
 freshman

December 31, 2009:
 Goal #1: Access &
 Success Section 2.2
 Report: current efforts
 & any new or additional
 plans/programs to
 increase 6-year
 graduation for first-time,
 full-time degree-seeking
 freshman

December 31, 2009:
 Goal #1: Access &
 Success Section 3.3
 Report: result of
 programs any change or
 new/additional efforts to
 increase enrollment,
 retention & graduation
 of underserved students

Performance Contracts 2009

Institutions
University of
Colorado

January

June

July

August (SURDS)

September

December

June 30, 2009: Goal #1:
Access & Success
Section 1.2: increase
number of males from
underrepresented groups
served by the Pre-
Collegiate Programs by
5%

June 30, 2009: Goal #1:
Access & Success
Section 1.4: nominate
all general education
core courses offered by
each campus to GE 25
Council for review

June 30, 2009: Goal #2:
Quality in
Undergraduate
Education Section 2.2
Report: increase number
of undergraduate
students engaged in
small learning & service
communities

August 1, 2009: Goal
#4: Addressing Other
State Needs Section 4.3:
student identification
numbers & endorsement
areas for all teacher
candidates

December 31, 2009:
Goal #1: Access &
Success Section 1.2
Report: fall-to-fall
retention rates for first-
time, full-time, in-state
minority freshmen

December 31, 2009:
Goal #1: Access &
Success Section 1.2
Report: 6-year
graduation rates for in-
state minority
undergraduates &
percent of students
completing the Pre-
Collegiate Program

Performance Contracts 2009

Institutions	January	June	July	August (SURDS)	September	December
		June 30, 2009: Goal #2: Quality in Undergraduate Education Section 2.5: increase fall-to-fall retention for first-time, full-time freshmen by at least 1%				
		June 30, 2009: Goal #2: Quality in Undergraduate Education Section 2.5: increase 6-year graduation: Boulder = 66.8% to 71%, Colorado Springs = 37.4% to 42%, Denver = 39.2% to 42%				
		June 30, 2009: Goal #3: Efficiency Section 3.2: increase revenues from private sources by 1%, increase technology transfer revenues from licensing fees & royalties by 5%, generate at least 20% of annual expenditures from grants & contracts				

Performance Contracts 2009

Institutions	January	June	July	August (SURDS)	September	December
		<p>June 30, 2009: Goal #4: Addressing State Needs Section 4.2: efforts to increase the numbers of degrees, certificates & licenses earned in disciplines & professions</p> <p>June 30, 2009: Goal #4: Addressing State Needs Section 4.3 Report: assessment of teacher candidates & revisions to teacher education core curriculum</p>				
University of Northern Colorado	<p>January 1, 2009: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by office of assessment & accreditation</p>		<p>July 1, 2009: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses for Best University Experience Core Curriculum</p>	<p>August 1, 2009: Goal #4: Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates</p>	<p>September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies developed to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation</p>	<p>December 31, 2009: efforts to increase enrollment, retention & graduation of underserved students</p>

Performance Contracts 2009

Institutions

January

June

July

July 1, 2009: Goal #2:
Quality in
Undergraduate
Education Section 3.b
Report: illustrate
whether & how
financial incentives are
used to implement
faculty evaluation &
professional
development procedure

August (SURDS)

September

December

**Western State
College**

August 1, 2009: Goal
#4: Teacher Education
Section 2.1b: student
identification numbers
& endorsement areas for
all teacher candidates

December 31, 2009:
Goal #1: Access &
Success Section 1.2
Report: current efforts
& any new or additional
plans/programs to
increase fall-to-fall
retention for first-time,
full-time freshman

December 31, 2009:
Goal #1: Access &
Success Section 2.2
Report: current efforts
& any new or additional
plans/programs to
increase 6-year
graduation

Performance Contracts 2009

Institutions

January

June

July

August (SURDS)

September

December

December 31, 2009:
Goal #1: Access &
Success Section 3.2
Report: programs &
additional efforts to
increase enrollment,
retention, & graduation
of underserved students

December 31, 2009:
Goal #2: Quality in
Undergraduate
Education Section 1.8
Report: statistics on the
demand for & supply of
courses that satisfy
general education core
curriculum

December 31, 2009:
Goal #2: Quality in
Undergraduate
Education Section 2.1
Report: assessment
results to maintain
appropriate academic
quality & high standards
for student achievement

Performance Contracts 2009

Institutions	January	June	July	August (SURDS)	September	December
						December 31, 2009: Goal #2: Quality in Undergraduate Education Section 3.2 Report: faculty compensation policies, provisions, evaluation, promotion & tenure policies and procedures
						December 31, 2009: Goal #5: Workforce & Economic Development Section 1.3 Report: performance related to the Institution's designation as a regional education

Note: **Highlighted items have been submitted and filed**

Performance Contracts 2010

Institutions
Adams State College

January

June

July

July 1, 2010: Goal #2:
Quality in
Undergraduate
Education Section 1.6
Report: statistics on the
demand for & supply of
courses that satisfy
general education core
curriculum

July 1, 2010: Goal #2:
Quality in
Undergraduate
Education Section 3.2
Report: illustrate
whether & how
financial incentives are
used to implement
faculty evaluation &
professional
development procedure

August (SURDS)

August 1, 2010: Goal
#4: Other State Needs -
Teacher Education
Section 2.1: student
identification numbers
& endorsement areas
for all teacher
candidates

September

September 1, 2010:
Goal #2: Quality in
Undergraduate
Education Section 2.1
Report: data on course
grades conferred during
the previous year,
disaggregated by
academic subject and
course level

December

December 31, 2010:
Goal #1: Access &
Success Section 1.2
Report: current efforts
& new or additional
plans/programs to
increase fall-to-fall
retention for first-time,
full-time freshman

December 31, 2010:
Goal #1: Access &
Success Section 2.2
Report: current efforts
& new or additional
plans/programs to
increase 6-year
graduation for first-
time, full-time degree-
seeking freshman

December 31, 2010:
Goal #1 Section 3.2
Report: result of
programs, any change
or new/additional
efforts to increase
enrollment, retention &
graduation of
underserved students

Performance Contracts 2010

Institutions	January	June	July	August (SURDS)	September	December
Colorado Community College System			<p>July 1, 2010: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the enrollment system-wide in each course that satisfies the general education core curriculum</p> <p>July 1, 2010: Goal #4: Other State Needs - Teacher Education Section 1.3: certify that the system colleges will adhere to the GT Pathways courses required with the statewide Teacher Education Articulation Agreements</p>			<p>December 31, 2010: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman</p> <p>December 31, 2010: Goal #1: Access & Success Section 2.1 Report: current efforts & any new/additional plans/programs to increase 3-year degree completion rate for first-time, full-time certificate & associate degree-seeking freshman</p> <p>December 31, 2010: Goal #1: Access & Success Section 3.3 Report: results of programs to increase enrollment, retention & graduation of underserved students</p>

Performance Contracts 2010

Institutions	January	June	July	August (SURDS)	September	December December 31, 2010: Goal #5: Workforce & Economic Development Section 1.3 Report: status of the Perkins Act State Plan indicator for postsecondary education
Colorado State University	January 1, 2010: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by CSUS institutions' assessment & institutional analysis unit		July 1, 2010: Goal #2: Quality in Undergraduate Education Section 1.8 Report: statistics on the demand for and supply of courses in CSUS that satisfy general education core curriculum	August 1, 2010: Goal #4: Other State Needs - Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates	September 1, 2010: Goal #2: Quality in Undergraduate Education Section 2.1 Report: data on all course grades conferred during the previous year, disaggregated by subject and course level	December 31, 2010: Goal #1: Access and Success Section 1.2 Report: current efforts & new or additional plan/programs to increase fall-to-fall retention for first-time, full-time freshman December 31, 2010: Goal #1: Access & Success Section 2.2 Report: current efforts & new or additional plans/programs to increase 6-year graduation for first-time, full-time degree seeking freshman

Performance Contracts 2010

Institutions	January	June	July	August (SURDS)	September	December
Fort Lewis College			<p>July 1, 2010: Goal #2: Quality in Undergraduate Education Section 3.2 Report: illustrate whether & how financial incentives are used to implement faculty evaluation & professional development procedure</p>	<p>August 1, 2010: Goal #4: Other State Needs - Teacher Education Section 2.1b: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2010: Goal #1: Access & Success Section 3.2 Report: result of programs, any change or new/additional efforts to increase enrollment, retention & graduation of underserved students</p> <p>December 31, 2010: Goal #5: Other State Needs - Workforce & Economic Development Section 1.4 Report: status of programs addressing high-demand areas</p> <p>December 31, 2010: Goal #1: Access & Success Section 1.2 Report: current efforts & any new or additional plans/programs to increase fall-to-fall retention for first-time, full-time degree-seeking freshman</p>

Performance Contracts 2010

Institutions

January

June

July

August (SURDS)

September

December

December 31, 2010:

Goal #1: Access &
Success Section 2.2

Report: current efforts
& new or additional
plans/programs to
increase 6-year
graduation for first-
time, full-time degree
seeking freshman

December 31, 2010:

Goal #1: Access &
Success Section 3.2

Report: result of
programs, any change
or new/additional
efforts to increase
enrollment, retention &
graduation of
underserved students

December 31, 2010:

Goal #2: Quality in
Undergraduate
Education Section 2.2

Report: policies to
maintain appropriate
high academic quality
& rigor, including
efforts to mitigate grade
inflation

Performance Contracts 2010

Institutions	January	June	July	August (SURDS)	September	December
Mesa State College				August 1, 2006: Section 1.2f Student ID # & Endorsement Areas of Teacher Candidates		December 31, 2010: Goal #5: Other State Needs - Workforce & Economic Development Section 1.3 Report: status of programs addressing high-demand areas December 31, 2010: Goal #1: Access & Success Section 2.2 Report: current efforts & any new or additional plans/programs to increase 6-year graduation for first-time, full-time degree-seeking freshman December 31, 2010: Goal #4: Other State Needs - Teacher Education Section 4.4 Report: status of programs & any proposed changes to high-demand programs, including certification as to whether it has achieved stated goals & benchmarks

Performance Contracts 2010

Institutions
Metro State College of
Denver

January

June

July

July 1, 2010: Goal #2:
Quality in
Undergraduate
Education Section 1.8:
statistics on the demand
for & supply of courses
that satisfy general
education core
curriculum

August (SURDS)

August 1, 2010: Goal
#4: Other State Needs -
Teacher Education
Section 2.1b: student
identification numbers
& endorsement areas
for all teacher
candidates

September

September 1, 2010:
Goal #2: Quality in
Undergraduate
Education Section 2.1
Report: data on course
grades conferred during
the previous year,
disaggregated by
academic subjects and
course level

December

December 31, 2010:
Goal #1: Access &
Success Section 1.2
Report: current efforts
& any new or
additional
plans/programs to
increase fall-to-fall
retention for first-time,
full-time degree-
seeking freshman

December 31, 2010:
Goal #1: Access &
Success Section 2.2
Report: current efforts
& any new or
additional
plans/programs to
increase 6-year
graduation for first-
time, full-time degree-
seeking freshman

December 31, 2010:
Goal #1: Access &
Success Section 3.3
Report: result of
programs any change or
new/additional efforts
to increase enrollment,
retention & graduation
of underserved students

Performance Contracts 2010

Institutions	January	June	July	August (SURDS)	September	December
University of Colorado		<p>June 30, 2010: Goal #2: Quality in Undergraduate Education Section 2.2 Report: increase number of undergraduate students engaged in small learning & service communities</p> <p>June 30, 2009: Goal #4: Addressing State Needs Section 4.3 Report: assessment of teacher candidates & revisions to teacher education core curriculum</p>		<p>August 1, 2010: Goal #4: Addressing Other State Needs Section 4.3: student identification numbers & endorsement areas for all teacher candidates</p>		<p>December 31, 2010: Goal #1: Access & Success Section 1.2 Report: fall-to-fall retention rates for first-time, full-time, in-state minority freshmen</p> <p>December 31, 2010: Goal #1: Access & Success Section 1.2 Report: 6-year graduation rates for in-state minority undergraduates & percent of students completing the Pre-Collegiate Program</p>
University of Northern Colorado	<p>January 1, 2010: Goal #2: Quality in Undergraduate Education Section 4.2 Report: outcomes of student assessments created & administered by office of assessment & accreditation</p>		<p>July 1, 2010: Goal #2: Quality in Undergraduate Education Section 1.6 Report: statistics on the demand for & supply of courses for Best University Experience Core Curriculum</p>	<p>August 1, 2010: Goal #4: Teacher Education Section 2.2: student identification numbers & endorsement areas for all teacher candidates</p>	<p>September 1, 2006: Goal #2: Quality in Undergraduate Education Section 2.2 Report: policies developed to maintain appropriate high academic quality & rigor, including efforts to mitigate grade inflation</p>	<p>December 31, 2010: efforts to increase enrollment, retention & graduation of underserved students</p>

Performance Contracts 2010

Institutions

January

June

July

July 1, 2010: Goal #2:
Quality in
Undergraduate
Education Section 3.b
Report: illustrate
whether & how
financial incentives are
used to implement
faculty evaluation &
professional
development procedure

August (SURDS)

September

December

Western State College

August 1, 2010: Goal
#4: Teacher Education
Section 2.1b: student
identification numbers
& endorsement areas
for all teacher
candidates

December 31, 2010:
Goal #1: Access &
Success Section 1.2
Report: current efforts
& any new or
additional
plans/programs to
increase fall-to-fall
retention for first-time,
full-time freshman

December 31, 2010:
Goal #1: Access &
Success Section 2.2
Report: current efforts
& any new or
additional
plans/programs to
increase 6-year
graduation

Performance Contracts 2010

Institutions

January

June

July

August (SURDS)

September

December

December 31, 2010:
Goal #1: Access &
Success Section 3.2
Report: programs &
additional efforts to
increase enrollment,
retention, & graduation
of underserved students

December 31, 2010:
Goal #2: Quality in
Undergraduate
Education Section 1.8
Report: statistics on the
demand for & supply of
courses that satisfy
general education core
curriculum

December 31, 2010:
Goal #2: Quality in
Undergraduate
Education Section 2.1
Report: assessment
results to maintain
appropriate academic
quality & high
standards for student
achievement

Performance Contracts 2010

Institutions	January	June	July	August (SURDS)	September	December
						December 31, 2010: Goal #2: Quality in Undergraduate Education Section 3.2 Report: faculty compensation policies, provisions, evaluation, promotion & tenure policies and procedures
						December 31, 2010: Goal #5: Workforce & Economic Development Section 1.3 Report: performance related to the Institution's designation as a regional education

Note:
Highlighted items
have been submitted
and filed

**TOPIC: REPORT TO THE EDUCATION COMMITTEES OF THE
 COLORADO GENERAL ASSEMBLY IN RESPONSE TO HB
 06-1024**

PREPARED BY: VICKI A. LEAL

I. SUMMARY

The purpose of this report is to describe the programs and services designed to address the retention and success of underserved students enrolled at public colleges and universities in Colorado. Information in this report was provided to the Colorado Department of Higher Education (DHE) in response to HB 06-1024.

II. BACKGROUND

This report was prepared in response to HB06-1024 Concerning Underserved Students at Institutions of Higher Education, which requires each governing board to prepare and submit a report regarding underserved students to include:

- a. The programs and services that each state institution of higher education under the governing board's control provides to address the retention and success of underserved students; and
- b. Additional programs or services for underserved students that the state institution of higher education would propose to provide and the related costs for the implementation of those proposed programs or services.

The DHE collected information for this report from all public colleges and universities in the state. Institution-specific reports appear in appendices A (four-year colleges) and B (two-year colleges) of the attached report.

III. STAFF ANALYSIS

[Report attached.](#)

IV. STAFF RECOMMENDATION

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

STATUTORY AUTHORITY

The DHE is charged, in section 23-5-135, C.R.S., which requires each governing board of a state institution of higher education, on or before September 1, 2006, to submit to the

Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students.



**PROGRAMS TO IMPROVE THE RETENTION AND
SUCCESS OF UNDERSERVED STUDENTS AT
COLORADO PUBLIC INSTITUTIONS:**

**REPORT TO THE EDUCATION COMMITTEES OF THE COLORADO GENERAL
ASSEMBLY IN RESPONSE TO HB 06-1024**

APRIL 2007

The purpose of this paper is to describe the programs and services designed to address the retention and success of underserved students enrolled at public colleges and universities in Colorado. Information in this report was provided to the Colorado Department of Higher Education in response to HB 06-1024.

Prepared by:

**Division of Academic Affairs
Colorado Department of Higher Education
1380 Lawrence Street
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Denver, CO 80204
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April 2007

OVERVIEW, REPORT HIGHLIGHTS, AND IMPLICATIONS

OVERVIEW

The purpose of this report is to describe the programs and services designed to support underserved students at Colorado’s public colleges and universities. This report was prepared in response to HB06-1024 Concerning Underserved Students at Institutions of Higher Education, which requires each governing board to prepare and submit a report regarding underserved students to include:

- a. The programs and services that each state institution of higher education under the governing board’s control provides to address the retention and success of underserved students; and
- b. Additional programs or services for underserved students that the state institution of higher education would propose to provide and the related costs for the implementation of those proposed programs or services.

The Department of Higher Education (DHE) collected information for this report from all public colleges and universities in the state. Institution-specific reports appear in appendices A (four-year colleges) and B (two-year colleges) of this report.

It is important to note that while HB06-1024 requested a response by the state’s public two and four-year institutions, section 23-5-135, C.R.S.); the DHE did not create and disperse a report template to the institutions for the collection and presentation of the data provided herein. As such, submissions from the state’s institutions are highly variable and inconsistent; the data collected are not comparable. However, the narrative portions of the institutional level reports provide a rich, robust description of the services, programs and activities designed to serve underserved students, and the reports yield a great deal of information concerning the institutional level programs and services designed to recruit, retain and graduate underserved populations. The reports do not contain or provide consistent definitions of or data for underserved students, including low-income and first generation students. Most of the institutions provided some institutional level data concerning overall enrollment numbers of racially diverse students; in most institutional reports this data is disaggregated by race category.

Underserved Students

Pursuant to SB 04-189 (section 23-5-135, C.R.S.), “underserved students” are typically those who represent racial minorities, are low-income, and/or first generation (the first generation label refers to students who are the first in their nuclear family to pursue post-secondary education; neither parents *completed* a baccalaureate degree). The DHE does not collect or maintain data on the numbers of first-generation students; however, the numbers of enrolled, first-generation students are maintained individually and at the institutional level of Colorado’s two and four-year institutions. For the purposes of this report, the term “underserved students” will be used generically to refer to students categorized into one or more of the above classifications.

Colorado Minority Enrollment Data

The number and proportion of minority student enrollments at public institutions of higher education in Colorado grew from 38,304 (18.8% of total enrollment) in fall 2001 to 43,223 (20.3%) in fall 2005, a change of 4,919 or +12.8%. In-state minority student enrollments grew faster, from 34,953 (19.9% of total in-state enrollment) in fall 2001 to 39,626 (21.1%) in fall 2005.

At the undergraduate level, minority student enrollments increased from 19.7% in fall 2001 to 21.2% in fall 2005. However, during the same period, the proportion of minority student enrollments in graduate/first professional programs—11.4% in fall 2001 and 11.9% in fall 2005—lagged far behind that at the undergraduate level. Among all institutions, the largest minority student enrollments in fall 2005 were at Metropolitan State College of Denver (5,006) and the Community College of Denver (4,279). The largest proportions of minority student enrollments were at the Community College of Denver (48.1% of total enrollment) and the Community College of Aurora (39.9%).

Please refer to Table 1 for a graphic presentation of the Colorado Minority Enrollment Data, and Table 2 for Colorado Minority Enrollment Data, by Institution.

Colorado Low-Income and First Generation Enrollment Data

For purposes of this report low-income will be defined by identifying and quantifying Pell Grant eligible students. In other words, Pell-eligibility will be used as a proxy to identify students labeled as “low-income”. Typically, students from families earning less than \$35-\$40K, depending on family size and circumstances, are considered “low income”.

The first generation label refers to students who are the first in their nuclear family to pursue post-secondary education, that is, neither parent *completed* a baccalaureate degree. Of the institutions reporting on their numbers of first generation students, most obtained the information through an amalgamation of data collected from the Free Application for Federal Student Aid (FAFSA), from questionnaires provided at campus orientation sessions or from self-identification on admissions applications.

The Colorado School of Mines, The University of Northern Colorado, Mesa State College and Colorado State University Pueblo did submit data concerning the enrollments of both low-income and first generation students. Fort Lewis College, Metropolitan State College of Denver, Adams State College, Western State College, the CU system institutions, (UCB, UCDHSC, and UCCS), the Colorado Community College System, Colorado Mountain College and AIMS Community College did not provide enrollment data concerning low-income and first generation students.

*Low-Income and First Generation Students, 2004-2005

Institution	Low-Income	First Generation
Mines	17% (of all enrolled students)	---
UNC	---	39% (of newly enrolled freshman)
MSC	54% (of all enrolled students)	29% (of all enrolled students)
CSU-P	35% (of all enrolled students)	80% (of all enrolled students)

*The submission of this specific data was not a reporting requirement of HB06-1024, therefore, not all institutions provided the information.

Table 1: Colorado Minority Enrollment Data, by Race/Ethnicity, 2001-2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	5,616	3.5	6,018	3.6	6,261	3.6	6,476	3.7	6,477	3.8
	Black, Non-Hispanic	5,820	3.7	6,437	3.9	6,868	4.0	7,036	4.0	7,135	4.2
	Hispanic	19,079	12.0	20,120	12.0	21,156	12.3	21,838	12.6	21,546	12.6
	Native American	2,334	1.5	2,695	1.6	2,201	1.3	2,269	1.3	2,223	1.3
	Minority Subtotal	32,849	20.7	35,270	21.1	36,486	21.2	37,619	21.6	37,381	21.9
	White, Non-Hispanic	121,076	76.1	123,787	74.0	127,230	73.8	127,353	73.3	123,679	72.6
	NR Alien	625	0.4	889	0.5	861	0.5	809	0.5	707	0.4
	Unknown	4,484	2.8	7,229	4.3	7,878	4.6	8,009	4.6	8,602	5.0
	Level Total	159,034	100.0	167,175	100.0	172,455	100.0	173,790	100.0	170,369	100.0
In-State Graduate/First Professional*	Asian	686	4.2	745	4.3	746	4.1	777	4.3	715	4.2
	Black, Non-Hispanic	355	2.2	337	1.9	369	2.0	373	2.1	341	2.0
	Hispanic	945	5.8	1,051	6.0	1,146	6.3	1,162	6.4	1,047	6.1
	Native American	118	0.7	159	0.9	152	0.8	137	0.8	142	0.8
	Minority Subtotal	2,104	12.8	2,292	13.1	2,413	13.3	2,449	13.5	2,245	13.0
	White, Non-Hispanic	13,428	82.0	14,011	80.0	14,444	79.5	14,347	79.1	13,651	79.3
	NR Alien	85	0.5	188	1.1	160	0.9	145	0.8	123	0.7
	Unknown	761	4.6	1,032	5.9	1,152	6.3	1,203	6.6	1,199	7.0
	Level Total	16,378	100.0	17,523	100.0	18,169	100.0	18,144	100.0	17,218	100.0
In-State Total*	Asian	6,302	3.6	6,763	3.7	7,007	3.7	7,253	3.8	7,192	3.8
	Black, Non-Hispanic	6,175	3.5	6,774	3.7	7,237	3.8	7,409	3.9	7,476	4.0
	Hispanic	20,024	11.4	21,171	11.5	22,302	11.7	23,000	12.0	22,593	12.0
	Native American	2,452	1.4	2,854	1.5	2,353	1.2	2,406	1.3	2,365	1.3
	Minority Subtotal	34,953	19.9	37,562	20.3	38,899	20.4	40,068	20.9	39,626	21.1
	White, Non-Hispanic	134,504	76.7	137,798	74.6	141,674	74.3	141,700	73.8	137,330	73.2
	NR Alien	710	0.4	1,077	0.6	1,021	0.5	954	0.5	830	0.4
	Unknown	5,245	3.0	8,261	4.5	9,030	4.7	9,212	4.8	9,801	5.2
	Level Total	175,412	100.0	184,698	100.0	190,624	100.0	191,934	100.0	187,587	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	6,551	3.6	6,908	3.6	7,050	3.6	7,293	3.7	7,277	3.8
	Black, Non-Hispanic	6,606	3.6	7,309	3.8	7,543	3.8	7,653	3.9	7,776	4.0
	Hispanic	20,200	11.1	21,312	11.2	22,305	11.4	23,065	11.7	22,628	11.8
	Native American	2,573	1.4	2,960	1.5	3,036	1.5	3,135	1.6	3,035	1.6
	Minority Subtotal	35,930	19.7	38,489	20.1	39,934	20.4	41,146	20.9	40,716	21.2
	White, Non-Hispanic	138,457	75.9	141,318	74.0	144,348	73.7	144,246	73.2	139,304	72.6
	NR Alien	2,678	1.5	2,838	1.5	2,584	1.3	2,433	1.2	2,142	1.1
	Unknown	5,422	3.0	8,372	4.4	9,096	4.6	9,271	4.7	9,841	5.1
	Level Total	182,487	100.0	191,017	100.0	195,962	100.0	197,096	100.0	192,003	100.0
Total Graduate/First Professional*	Asian	790	3.8	837	3.8	844	3.8	868	3.9	823	3.9
	Black, Non-Hispanic	392	1.9	374	1.7	407	1.8	402	1.8	373	1.8
	Hispanic	1,042	5.0	1,154	5.3	1,247	5.6	1,255	5.7	1,142	5.4
	Native American	150	0.7	182	0.8	181	0.8	168	0.8	169	0.8
	Minority Subtotal	2,374	11.4	2,547	11.6	2,679	12.0	2,693	12.2	2,507	11.9
	White, Non-Hispanic	15,125	72.8	15,692	71.5	16,071	71.8	15,920	72.2	15,281	72.5
	NR Alien	2,346	11.3	2,485	11.3	2,270	10.1	2,013	9.1	1,846	8.8
	Unknown	935	4.5	1,222	5.6	1,355	6.1	1,428	6.5	1,433	6.8
	Level Total	20,780	100.0	21,946	100.0	22,375	100.0	22,054	100.0	21,067	100.0
Total*	Asian	7,341	3.6	7,745	3.6	7,894	3.6	8,161	3.7	8,100	3.8
	Black, Non-Hispanic	6,998	3.4	7,683	3.6	7,950	3.6	8,055	3.7	8,149	3.8
	Hispanic	21,242	10.5	22,466	10.5	23,552	10.8	24,320	11.1	23,770	11.2
	Native American	2,723	1.3	3,142	1.5	3,217	1.5	3,303	1.5	3,204	1.5
	Minority Subtotal	38,304	18.8	41,036	19.3	42,613	19.5	43,839	20.0	43,223	20.3
	White, Non-Hispanic	153,582	75.6	157,010	73.7	160,419	73.5	160,166	73.1	154,585	72.6
	NR Alien	5,024	2.5	5,323	2.5	4,854	2.2	4,446	2.0	3,988	1.9
	Unknown	6,357	3.1	9,594	4.5	10,451	4.8	10,699	4.9	11,274	5.3
	Level Total	203,267	100.0	212,963	100.0	218,337	100.0	219,150	100.0	213,070	100.0

Table 2: Colorado Minority Enrollment Data, by Institution, 2001-2005

College Type	Institution Name	Total Minority Enrollment (Headcount)						Total Minority Enrollment as Percentage of Total Enrollment					
		2001	2002	2003	2004	2005	Change	2001	2002	2003	2004	2005	Change
		#	#	#	#	#		%	%	%	%	%	
Four-Year Colleges and Universities	Adams State College	829	815	788	843	896	8.1%	32.2%	31.2%	29.5%	32.1%	32.3%	0.3%
	Colorado School of Mines	369	414	439	451	497	34.7%	11.0%	12.2%	12.5%	12.2%	12.6%	14.5%
	Colorado State University	2,553	2,854	2,889	2,924	2,985	16.9%	10.5%	11.4%	11.4%	11.3%	11.8%	12.4%
	Colorado State University - Pueblo	1,409	1,463	1,494	1,505	1,415	0.4%	34.6%	36.2%	35.7%	35.2%	33.7%	-2.6%
	Fort Lewis College	977	1,009	987	1,041	1,025	4.9%	22.1%	23.2%	23.6%	24.8%	26.0%	17.6%
	Mesa State College	653	727	715	740	764	17.0%	12.3%	13.1%	12.4%	12.8%	13.5%	9.8%
	Metropolitan State College	4,074	4,211	4,673	4,925	5,006	22.9%	23.3%	22.9%	23.4%	24.1%	24.2%	3.9%
	University of Colorado - Boulder	3,527	3,750	4,013	4,151	4,200	19.1%	12.7%	12.9%	13.2%	13.7%	14.1%	11.0%
	University of Colorado - Colorado Springs	1,186	1,274	1,314	1,349	1,359	14.6%	17.3%	17.1%	17.1%	17.6%	17.8%	2.9%
	University of Colorado - DHSC*	2,945	3,009	3,102	3,257	3,177	7.9%	20.8%	20.6%	20.8%	21.1%	20.8%	0.0%
	University of Northern Colorado	1,502	1,534	1,580	1,712	1,835	22.2%	13.2%	13.5%	13.5%	14.1%	14.8%	12.1%
Western State College	179	177	206	186	197	10.1%	7.8%	7.6%	8.5%	8.1%	8.7%	11.5%	
Two-Year Colleges	Aims Community College	1,555	1,600	1,030	1,025	995	-36.0%	22.6%	22.6%	19.9%	21.2%	22.3%	-1.3%
	Arapahoe Community College	1,026	1,103	1,138	1,163	1,116	8.8%	14.1%	14.1%	14.7%	15.4%	15.8%	12.1%
	Colorado Mountain College	568	663	671	710	705	24.1%	8.6%	9.7%	9.2%	11.6%	12.4%	44.2%
	Colorado Northwestern Community College	144	126	161	158	135	-6.3%	6.8%	6.1%	7.2%	7.0%	8.9%	30.9%
	Community College of Aurora	1,658	1,765	2,002	2,090	2,181	31.5%	34.1%	34.6%	36.3%	38.4%	39.9%	17.0%
	Community College of Denver	3,430	4,041	4,509	4,526	4,279	24.8%	52.7%	51.0%	50.1%	48.8%	48.1%	-8.7%
	Front Range Community College	2,120	2,261	2,464	2,564	2,456	15.8%	15.7%	15.5%	16.1%	16.4%	16.5%	5.1%
	Lamar Community College	211	225	229	203	193	-8.5%	21.2%	19.2%	21.0%	19.2%	19.8%	-6.6%
	Morgan Community College	232	217	200	217	260	12.1%	13.0%	13.3%	12.8%	13.4%	15.5%	19.2%
	Northeastern Junior College	276	280	289	280	269	-2.5%	7.3%	7.7%	9.4%	9.6%	9.4%	28.8%
	Otero Junior College	503	509	551	573	568	12.9%	35.8%	32.9%	33.4%	34.2%	34.7%	-3.1%
	Pikes Peak Community College	2,675	2,944	2,844	2,791	2,690	0.6%	27.4%	28.2%	26.9%	25.6%	25.7%	-6.2%
	Pueblo Community College	1,714	1,861	2,130	2,195	2,132	24.4%	35.2%	36.3%	37.1%	39.3%	40.0%	13.6%
	Red Rocks Community College	1,063	1,204	1,270	1,243	1,012	-4.8%	15.4%	16.3%	16.5%	16.6%	15.5%	0.6%
Trinidad State Junior College	926	1,000	925	1,017	876	-5.4%	46.8%	45.5%	45.7%	48.3%	47.9%	2.4%	

HIGHLIGHTS FROM INSTITUTIONAL REPORTS

Though varying in scope and focus, all public institutions in Colorado provide some form of institutional activities, programs and services to support underserved students. The types of programs offered by the state's public institutions can be classified as pre-collegiate, academic, financial and social/cultural programs.

Precollegiate programs

One of the most widespread services for the support of underserved students provided by public colleges and universities in Colorado is pre-collegiate programming. Pre-collegiate programming involves outreach and support to underserved middle and high school students. Many such programs administered by Colorado institutions are funded by federal TRIO grants with occasional matching funds provided by the host institutions. Nonetheless, institutions have also developed their own activities to reach out to underserved students and in some cases have fully institutionalized TRIO-type support programs in the absence of continued, longitudinal funding from the federal government. Please note that TRIO's history, programs and approach to recruitment, retention and graduation of all underserved student populations is described in greater detail later in this report.

Many of the pre-collegiate services are joint efforts occurring between post-secondary institutions and local middle, junior and high schools within the state's K-12 education system. Most of the pre-collegiate programs involve ongoing academic and curriculum support at the K-12 level in combination with varying degrees of exposure to various post-secondary education options. The ultimate goal of the pre-collegiate programs is to ensure a pool of college and university-ready students who are both academically and socially prepared to pursue both the rigor and cultural milieu of post-secondary education.

It is important to note that most of the post-secondary institutions within the state offer some degree of pre-collegiate programming and services. Some examples of current, active programs within the state are provided below.

The Colorado School of Mines administers a program called SUMMET (Summer Minority Engineering Training Program), a summer campus residential program established in 1970 and since institutionalized by the School that seeks to expose 11th and 12th graders to post-secondary and Science, Technology, Engineering and Math (STEM) programs. The University of Colorado administers a self-funded program called CU Pre-Collegiate. This program serves nearly 2,000 students each year at a total cost of nearly \$1M. In the San Luis Valley, Adams State College (ASC) runs two programs, PAVE (Partners Advancing Valley Education) and TITLES V Outreach and CELT (Center for Excellence in Learning and Teaching). The former is a federally funded project designed to increase institutional capacity to better serve Hispanic/Latino students, while the latter is a federal grant which supports retraining 20% of the ASC faculty each year in learner-centered classroom practices and instructional technology. Both the University of Northern Colorado and Fort Lewis College have positions in their offices of admission dedicated exclusively to minority student enrollment. Also within its office of admission, Colorado State University created a program

entitled (STARS-Schools Targeted for Admission and Retention Services), which targets for intensive recruitment efforts a number of high schools with particularly large numbers of low income and minority students.

TRIO Programs (excerpted from the Office of Postsecondary Education website)

The first reauthorization of the Higher Education Act in 1968 prompted the TRIO label that continues to be used today. TRIO referred to the three programs: Upward Bound, Talent Search, and Student Support Services, which existed within this reauthorization of the Higher Education Act designed to assist eligible students to begin and complete a post-secondary education.

Upward Bound was created by the Educational Opportunity Act of 1964, the original War on Poverty statute. Upward Bound assists eligible students (low-income, first generation, minority students) and veterans as they prepare for higher education. Talent Search was created by the original Higher Education Act of 1965. Talent Search programs serve young people in the sixth through twelfth grades and assists them in gaining a greater awareness of various educational options and opportunities. When the 1968 reauthorization of the Higher Education Act created Student Support Services and transferred Upward Bound out of the Office of Economic Opportunity into the Higher Education Act, the TRIO label was created. Student Support Services helps eligible students to stay in college until they earn their baccalaureate degree.

Although "trio" means three, TRIO is actually five programs under one umbrella. The second reauthorization of the Higher Education Act of 1972 created the Educational Opportunity Centers. Educational Opportunity Centers primarily serve displaced or underemployed workers by helping them to choose a college and a suitable financial aid program. It took 22 years, from 1964 to 1986, to construct the current array of TRIO programs. TRIO is our nation's commitment to the dream of education for all Americans regardless of race, ethnic background or economic circumstances. To that end, federal TRIO programs are educational opportunity outreach programs designed to promote and support students from disadvantaged backgrounds. TRIO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects and a dissemination partnership program to encourage the replication or adaptation of successful practices of TRIO projects at institutions and agencies that do not have TRIO grants. TRIO programs by institution are provided on page 10.

- [Veterans Upward Bound](#)
- [Upward Bound Math-Science](#)
- [Upward Bound](#)
- [Student Support Services](#)
- [Talent Search](#)
- [Ronald E. McNair Post baccalaureate Achievement](#)
- [Educational Opportunity Centers](#)

Institution	TRIO Program Type
Adams State College	Upward Bound
Colorado State University	Educational Opportunity Center
Colorado State University	Ronald E. McNair Scholars Prog
Colorado State University	Student Support Services
Colorado State University	Talent Search
Colorado State University	Upward Bound
Colorado State University at Pueblo	Educational Opportunity Center
Colorado State University at Pueblo	Student Support Services
Colorado State University at Pueblo	Upward Bound
Colorado State University at Pueblo	Upward Bound
Community College of Denver	Educational Opportunity Center
Community College of Denver	Talent Search
Community College of Denver	Talent Search
Fort Lewis College	Student Support Services
Fort Lewis College	Talent Search
Lamar Community College	Student Support Services
Metropolitan State College	Student Support Services
Metropolitan State College	Upward Bound
Metropolitan State College	Veterans Upward Bound
Pikes Peak Community College	Student Support Services
Pueblo Community College	Student Support Services
Trinidad State Junior College	Talent Search
University of Colorado - Boulder	Student Support Services
University of Colorado - Boulder	Upward Bound
University of Colorado-Boulder	McNair Program
University of Northern Colorado	Upward Bound Math/Science

Academic Programs

The ability of underserved students to persist in the competitive postsecondary academic environment is understandably a high priority at colleges and universities. As demographics continue to change, especially in the western states of the United States, post-secondary institutions have become critically aware of internal, institutional infrastructure and the provision and availability of support services for underserved students. To that end, academic support programs take many forms at Colorado's public colleges and universities, most often fashioned in a manner consistent with the institutions' roles and missions and reflective of the institution's geographical service region.

The hallmark of most of the academic support programs is a quadruple grouping of academic support services that combines ongoing, consistent advising and counseling, tutoring support, course clustering/cohort building and some degree of mentoring. Many TRIO programs across the state served as some of the first model programs for the establishment and delivery of academic support services to both historically underrepresented, underserved students as well as the general student population.

Ongoing, consistent academic advising allows students to meet frequently with both student peer advisors as well as faculty advisors in order to refine course schedules, establish academic plans and stay within a 4-6 year graduation timeline. Tutoring in the form of individual, one-on-one tutoring by both peers and faculty enables students to maintain high grade point averages, or remediate, as is necessary on an individual student by student basis. Supplemental Instruction programs provide group tutoring for entire course enrollments when courses are identified as having consistently high failure rates. Other elements of academic support on our state's college and university campuses include academic support structures designed to directly impact the delivery of curriculum.

For example, course clustering and cohort building occurs on college and university campuses when course schedules are offered as a bundle of thematically-linked courses designed to fulfill both general education as well as major and minor requirements. Course clustering enables students to successfully link both reading and writing assignments across the curriculum, while faculty are extended the opportunity to provide instruction in more of an interdisciplinary, competency-based manner. Cohort building occurs by design within the clustering of thematically-linked courses and serves to promote peer-mentoring, the formation of study groups and additional peer support, as cohorts of the same students move from semester to semester taking the same classes as a group.

Originally embarked upon as part of the Freshman Year Experience (FYE)- any collection of academic support services designed to improve the freshman experience and retention rates, the clustering of courses and cohort building has proven to be a highly effective retention tool, especially for typically underserved students. Another feature of many campuses academic support structures is mentoring.

Mentoring serves as an occasional feature of many programs designed to serve historically underserved students. Many of the retention programs featured in most of the programs submitted by the state's post-secondary institutions employ some degree of mentoring, either using other students as peer mentors, faculty or, as in the case of the CUMBRES program at UNC, mentors from the surrounding community.

Finally, many institutions have moved to establish Learning Communities. Learning Communities take the course clustering concept combined with the cohort building it naturally produces and extend the experience to dormitory living. Programs, again, such as UNC's CUMBRES program, have exclusive dorm room space (or entire dorms) dedicated to housing students who participate in one of the course clustering programs. The program has demonstrated increased retention and serves to especially enhance the success of underserved student populations. In addition to UNC, the Learning Community concept is offered at CSU-Fort Collins as well as other institutions across the state.

Examples of various academic support programs are provided below:

The Colorado School of Mines, the state's most selective institution, offers programs such as the Minority Engineering Program (MEP), which is geared toward assisting minority students through the rigors of science, math and engineering programs in an inviting and culturally sensitive manner. Other campuses, such as the Metropolitan State College of

Denver and Fort Lewis College, focus their efforts on addressing academic deficiencies common to students enrolling at their campuses. Finally, some institutions have joined together to better serve the “pipeline” of students who begin at one institution and eventually transfer to another. Such partnerships exist between the University of Colorado at Denver Health Sciences Center and the Community College of Denver as well as between Colorado State University at Pueblo and Pueblo Community College. Strong transfer linkages also exist between AIMS Community College and the University of Northern Colorado, as well as Front Range Community College and Colorado State University at Fort Collins.

Financial Programs

One of the most significant barriers to access to postsecondary education is financial assistance, especially in recent years as the costs of tuition and fees for students and parents have risen steadily, outpacing growth in both average personal income and state Gross Domestic Product (GDP). Importantly, minority and low-income students often respond differently to various types of financial aid compared to middle- and high-income students and non-minority students. Specifically, many minority and low-income students tend to respond positively to grants and scholarships but not to loans. To address this, all institutions have need-based grants programs in addition to those provided by the state (Colorado State Grant, Governor’s Opportunity Scholarship, etc.), though funding for these institution-based aid programs remains low.

Several institutions reported the Daniels College Prep and Scholarship Program and the Daniels Opportunity Award Program are having noteworthy impacts on their financial support of underserved students. Additionally, at least two institutions, Colorado State University and Fort Lewis College, reported having successful scholarship programs targeted toward first generation college students. And, the University of Colorado system reported successes associated with its CU Pre-Collegiate Scholarship program.

Overall, there has been a state-wide push in state aid to low-income students, resulting in a shift in the amount of aid availability from merit-based scholarships and aid to need-based aid.

Though not mentioned in the institution’s report as it is not a program *per se*, Fort Lewis College (FLC) provides free tuition and fees to Native American students. This aspect of support to and for underrepresented Native students is an integral part of the FLC mission, as they were originally established as a Tribal School. More than 700 students participate in this program.

Social/Cultural Programs

Though the academic and financial programs offered by institutions to support underserved students are critical, those programs designed to support students’ social and personal growth can be equally influential. Nearly all institutions provide programs designed to develop underserved students’ personal and social development. Most social/cultural offerings on our state’s campuses exist as administrative units, programs, services or activities.

Some examples of administrative units on our state's college and university campuses include cultural centers. The campus cultural centers are physical locales where students can go to interact with students similar to themselves or talk to advisors and mentors in a culturally sensitive and welcoming environment. Campus cultural centers serve as a nexus for cultural diversity, linking institutional academics with social/cultural programming while serving the dual purpose of accommodating minority culture students and promoting diversity among the majority campus culture. Cultural Centers exist at several campuses around the state, including at UNC, WSC and CSU-FC. Similarly, some campuses offer advocacy offices, administrative units designed to support the recruitment, retention and graduation of underserved students, (such as The Academic Advancement Center at CSU-Fort Collins).

Additionally, many campuses centralize funding in order to provide programs, services and activities that are designed and serve to enhance the culture and climate of the institution. The social and cultural programming is administered within the larger context of the academic and learning environment, complimenting the students' overall college and university experience, both academically and socially.

Many campuses feature social/cultural programming that is designed to strengthen the ties between and among multiple campus units as well as the community surrounding the institution. Most campuses highlighted social/cultural programs that linked academics, faculty, various student support services as well as the local K-12 and greater, surrounding community.

One of the goals of the social/cultural programming is to foster a greater depth of understanding of both majority culture and the collective cultures of smaller groups on campus. A secondary goal of the social/cultural programming is to shepherd a meaningful facilitation of the process of understanding how the various campus groups and stakeholders interact, collectively, on college and university campuses.

Finally, most institutions support student-lead organizations that serve to enhance both the overall campus milieu while fostering a campus culture and climate that is conducive to the success of all students, with a particular focus on underserved populations.

Some examples of social and cultural programming at our various state post-secondary institutions include: The Colorado School of Mines Women's History Luncheon, UNC's Women's History Month and Cesar Chavez Week, UCDHSC's Minority Health Professions Opportunity Day, WSC's Amigos Club, (a group of campus students dedicated to providing free English as a Second Language tutors for the local and surrounding K-12 education system), and the Black Issues Forum at CSU-Fort Collins, a leadership program that was developed in collaboration with African American community leaders and agencies. The program, designed for high school juniors, is a summer residential program designed to enhance leadership abilities and to develop written and oral communication skills. The Forum serves the dual purpose of pre-collegiate programming.

Proposed Programs or Services

The list of proposed programs and services (see Table 2a) is revealing, as most institutions propose not additional "add-on" programs, but rather funding for programs that augment

and compliment existing programs and services. By far the most universal proposal was that for additional financial aid support—grant, scholarship, and work-study. Another common request was that for targeted student academic support services. Following a case management-like approach, several institutions—University of Northern Colorado, Mesa State College, Fort Lewis College, Adams State College, and Colorado State University at Pueblo—proposed creating intensive, specialized programs to provide one-on-one counseling, tutoring, and basic skills development for underserved students. Finally, one college acknowledged the need for but difficulty involved in hiring minority faculty. Western State College proposed increasing faculty salary levels in order to better compete for minority faculty, who are coveted by most institutions, and therefore difficult to attract to smaller, regional state colleges.

Table 2a: Proposed Programs and Estimated Associated Costs, By Institution, 2006

Adams State College	Comprehensive Learning and Testing Center	\$650,000
	Expanded Daycare	\$200,000
	Increase Peer Mentors and Tutors in Basic Skills Courses	\$75,000
	Increase Scholarship Funds	\$100,000
Aims Community College	Pilot Student Achievement and Retention Program	\$150,000
Colorado Mountain College	Improve Academic Transitions for ESL Students	--
	Improve Academic Transitions for Basic Skills Students	--
	Create Spanish Language Sections on CMC Website	--
	Create College-wide Academic Alert System	--
Colorado School of Mines	K-12 Math, Engineering, and Science Achievement (MESA)	\$210,000
	Peer and Mentor Support	\$56,000
	Summer Education Programs	\$184,000
	Scholarships and Fellowships	\$110,000
Colorado State University	Expand Existing Precollegiate Summer Programs	\$100,000
	Create Financial Aid Awareness Program	--
	Augment Existing Partnerships with Minority Institutions	\$50,000
	Develop Culturally-responsive Curricular and Co-curricular Advising	--
Colorado State University at Pueblo	Centralized Tutoring Center	\$170,400
	Summer Bridge Program	\$75,000
	Science Learning Center	\$150,000
	Develop Chicano Studies Program	\$50,000
	Fund Students in Free Enterprise Program	\$4,000
	Expand Summer Business Academy	\$25,000
Fort Lewis College	Office of Underserved Students	\$200,000
	Need-based Grants	\$258,000
	Campus Employment	\$270,000
	Non-traditional Student Center	\$50,000
	Enhance Cultural Centers	\$100,000
	Learning Support Programs	\$25,000
	Additional Summer School Courses	\$100,000
	Weekend Courses	\$100,000
	"Total Support" Program	\$271,072
	Facility for Newly Proposed Programs	\$5 - 8 M
Mesa State College	Project Right Start (first generation student program)	\$850,000
	Daniels Opportunity Scholarship Program	\$5,000
	Native Teachers Program	--
University of Colorado at Boulder	Increase Financial Aid for Graduate and Professional Students	--
	Increase Financial Aid for Undergraduate Students	--
	Improve and Expand Pre-Collegiate Programs	--
	Increase Scholarship Funding for Pre-Collegiate Program Completers	--
University of Northern Colorado	Academic and Cultural Planning	\$1,950
	Disability Support Services	\$181,800
	Minority Student Recruitment	\$55,460
	Renovation of Center for Human Enrichment/McNair Program	\$612,000
Western State College	Increase Funds for Salaries to Better Compete for Minority Faculty	--
	Increase Multicultural Services Staff	--
	Increase Scholarship Funds Targeted to Underserved Students	--

Appendix A: Campus Level Data, Four-Year Colleges and Universities

Adams State College

Table 1A: Student Enrollments at Adams State College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	17	1.0	13	0.8	12	0.7	13	0.8	12	0.7
	Black, Non-Hispanic	58	3.3	62	3.6	64	3.8	82	4.9	87	4.8
	Hispanic	517	29.6	512	30.1	486	28.7	505	30.0	560	30.8
	Native American	16	0.9	25	1.5	26	1.5	21	1.2	27	1.5
	Minority Subtotal	608	34.8	612	36.0	588	34.7	621	36.9	686	37.7
	White, Non-Hispanic	1,134	65.0	1,062	62.5	1,089	64.2	1,011	60.0	1,069	58.7
	NR Alien	0	0.0	10	0.6	0	0.0	0	0.0	0	0.0
	Unknown	3	0.2	16	0.9	18	1.1	53	3.1	66	3.6
Level Total	1,745	100.0	1,700	100.0	1,695	100.0	1,685	100.0	1,821	100.0	
In-State Graduate/First Professional*	Asian	4	0.8	5	0.9	6	0.9	6	0.9	3	0.4
	Black, Non-Hispanic	3	0.6	4	0.7	2	0.3	2	0.3	4	0.6
	Hispanic	92	18.6	82	14.3	100	15.0	135	20.2	131	18.9
	Native American	5	1.0	5	0.9	4	0.6	4	0.6	8	1.2
	Minority Subtotal	104	21.0	96	16.8	112	16.8	147	22.0	146	21.0
	White, Non-Hispanic	386	78.0	457	79.8	534	79.9	499	74.8	530	76.4
	NR Alien	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
	Unknown	5	1.0	19	3.3	22	3.3	21	3.1	18	2.6
Level Total	495	100.0	573	100.0	668	100.0	667	100.0	694	100.0	
In-State Total*	Asian	21	0.9	18	0.8	18	0.8	19	0.8	15	0.6
	Black, Non-Hispanic	61	2.7	66	2.9	66	2.8	84	3.6	91	3.6
	Hispanic	609	27.2	594	26.1	586	24.8	640	27.2	691	27.5
	Native American	21	0.9	30	1.3	30	1.3	25	1.1	35	1.4
	Minority Subtotal	712	31.8	708	31.1	700	29.6	768	32.7	832	33.1
	White, Non-Hispanic	1,520	67.9	1,519	66.8	1,623	68.7	1,510	64.2	1,599	63.6
	NR Alien	0	0.0	11	0.5	0	0.0	0	0.0	0	0.0
	Unknown	8	0.4	35	1.5	40	1.7	74	3.1	84	3.3
Level Total	2,240	100.0	2,273	100.0	2,363	100.0	2,352	100.0	2,515	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	28	1.4	21	1.0	18	0.9	18	0.9	17	0.8
	Black, Non-Hispanic	82	4.0	87	4.3	89	4.5	101	5.2	105	5.1
	Hispanic	573	27.9	571	28.3	535	26.8	543	27.9	592	28.7
	Native American	37	1.8	35	1.7	33	1.7	30	1.5	34	1.6
	Minority Subtotal	720	35.1	714	35.4	675	33.9	692	35.6	748	36.3
	White, Non-Hispanic	1,326	64.6	1,278	63.3	1,293	64.8	1,191	61.2	1,242	60.2
	NR Alien	5	0.2	10	0.5	8	0.4	5	0.3	2	0.1
	Unknown	3	0.1	16	0.8	18	0.9	58	3.0	70	3.4
Level Total	2,054	100.0	2,018	100.0	1,994	100.0	1,946	100.0	2,062	100.0	
Total Graduate/First Professional*	Asian	4	0.8	6	1.0	6	0.9	6	0.9	3	0.4
	Black, Non-Hispanic	3	0.6	4	0.7	2	0.3	2	0.3	4	0.6
	Hispanic	92	17.7	85	14.3	101	14.9	139	20.4	133	18.8
	Native American	10	1.9	6	1.0	4	0.6	4	0.6	8	1.1
	Minority Subtotal	109	20.9	101	17.0	113	16.7	151	22.1	148	20.9
	White, Non-Hispanic	405	77.7	474	79.7	542	80.1	510	74.8	542	76.6
	NR Alien	1	0.2	1	0.2	0	0.0	0	0.0	0	0.0
	Unknown	6	1.2	19	3.2	22	3.2	21	3.1	18	2.5
Level Total	521	100.0	595	100.0	677	100.0	682	100.0	708	100.0	
Total*	Asian	32	1.2	27	1.0	24	0.9	24	0.9	20	0.7
	Black, Non-Hispanic	85	3.3	91	3.5	91	3.4	103	3.9	109	3.9
	Hispanic	665	25.8	656	25.1	636	23.8	682	26.0	725	26.2
	Native American	47	1.8	41	1.6	37	1.4	34	1.3	42	1.5
	Minority Subtotal	829	32.2	815	31.2	788	29.5	843	32.1	896	32.3
	White, Non-Hispanic	1,731	67.2	1,752	67.0	1,835	68.7	1,701	64.7	1,784	64.4
	NR Alien	6	0.2	11	0.4	8	0.3	5	0.2	2	0.1
	Unknown	9	0.3	35	1.3	40	1.5	79	3.0	88	3.2
Level Total	2,575	100.0	2,613	100.0	2,671	100.0	2,628	100.0	2,770	100.0	

Table 1AA: Student Enrollments at Adams State College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	968	55.5	980	57.6	980	57.8	974	57.8	1,019	56.0
	Male	776	44.5	709	41.7	710	41.9	711	42.2	802	44.0
	No Gender Data	1	0.1	11	0.6	5	0.3	0	0.0	0	0.0
	Level Total	1,745	100	1,700	100	1,695	100	1,685	100	1,821	100
In-State Graduate/First	Female	368	74.3	421	73.5	489	73.2	490	73.5	516	74.4
	Male	125	25.3	151	26.4	176	26.3	172	25.8	173	24.9
	No Gender Data	2	0.4	1	0.2	3	0.4	5	0.7	5	0.7
	Level Total	495	100	573	100	668	100	667	100	694	100
In-State Total*	Female	1,336	59.6	1,401	61.6	1,469	62.2	1,464	62.2	1,535	61.0
	Male	901	40.2	860	37.8	886	37.5	883	37.5	975	38.8
	No Gender Data	3	0.1	12	0.5	8	0.3	5	0.2	5	0.2
	Level Total	2,240	100	2,273	100	2,363	100	2,352	100	2,515	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	1,119	54.5	1,144	56.7	1,139	57.1	1,109	57.0	1,136	55.1
	Male	934	45.5	863	42.8	850	42.6	837	43.0	926	44.9
	No Gender Data	1	0.0	11	0.5	5	0.3	0	0.0	0	0.0
	Level Total	2,054	100	2,018	100	1,994	100	1,946	100	2,062	100
Total Graduate/First	Female	386	74.1	437	73.4	494	73.0	500	73.3	527	74.4
	Male	133	25.5	157	26.4	180	26.6	177	26.0	176	24.9
	No Gender Data	2	0.4	1	0.2	3	0.4	5	0.7	5	0.7
	Level Total	521	100	595	100	677	100	682	100	708	100
Total*	Female	1,505	58.4	1,581	60.5	1,633	61.1	1,609	61.2	1,663	60.0
	Male	1,067	41.4	1,020	39.0	1,030	38.6	1,014	38.6	1,102	39.8
	No Gender Data	3	0.1	12	0.5	8	0.3	5	0.2	5	0.2
	Level Total	2,575	100	2,613	100	2,671	100	2,628	100	2,770	100

COLORADO SCHOOL OF MINES

Table 2A: Student Enrollments at Colorado School of Mines, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	116	5.8	122	6.1	129	6.1	131	5.7	145	5.8
	Black, Non-Hispanic	26	1.3	27	1.4	31	1.5	34	1.5	40	1.6
	Hispanic	128	6.4	148	7.4	163	7.7	157	6.8	185	7.4
	Native American	10	0.5	15	0.8	14	0.7	11	0.5	16	0.6
	Minority Subtotal	280	14.0	312	15.6	337	15.9	333	14.5	386	15.5
	White, Non-Hispanic	1,672	83.9	1,591	79.7	1,661	78.2	1,797	78.3	1,930	77.3
	NR Alien	7	0.4	8	0.4	10	0.5	12	0.5	7	0.3
	Unknown	34	1.7	86	4.3	116	5.5	154	6.7	175	7.0
Level Total	1,993	100.0	1,997	100.0	2,124	100.0	2,296	100.0	2,498	100.0	
In-State Graduate/First Professional*	Asian	13	3.3	12	2.5	10	2.0	14	2.9	17	3.2
	Black, Non-Hispanic	5	1.3	11	2.3	10	2.0	14	2.9	10	1.9
	Hispanic	12	3.0	21	4.3	20	4.1	26	5.3	20	3.8
	Native American	1	0.3	3	0.6	1	0.2	1	0.2	1	0.2
	Minority Subtotal	31	7.8	47	9.7	41	8.4	55	11.2	48	9.2
	White, Non-Hispanic	347	87.0	401	82.3	406	82.9	393	80.2	429	81.9
	NR Alien	7	1.8	7	1.4	7	1.4	2	0.4	2	0.4
	Unknown	14	3.5	32	6.6	36	7.3	40	8.2	45	8.6
Level Total	399	100.0	487	100.0	490	100.0	490	100.0	524	100.0	
In-State Total*	Asian	129	5.4	134	5.4	139	5.3	145	5.2	162	5.4
	Black, Non-Hispanic	31	1.3	38	1.5	41	1.6	48	1.7	50	1.7
	Hispanic	140	5.9	169	6.8	183	7.0	183	6.6	205	6.8
	Native American	11	0.5	18	0.7	15	0.6	12	0.4	17	0.6
	Minority Subtotal	311	13.0	359	14.5	378	14.5	388	13.9	434	14.4
	White, Non-Hispanic	2,019	84.4	1,992	80.2	2,067	79.1	2,190	78.6	2,359	78.1
	NR Alien	14	0.6	15	0.6	17	0.7	14	0.5	9	0.3
	Unknown	48	2.0	118	4.8	152	5.8	194	7.0	220	7.3
Level Total	2,392	100.0	2,484	100.0	2,614	100.0	2,786	100.0	3,022	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	138	5.3	136	5.3	147	5.4	149	5.2	159	5.1
	Black, Non-Hispanic	32	1.2	31	1.2	34	1.3	39	1.4	45	1.4
	Hispanic	144	5.5	165	6.4	180	6.6	176	6.1	210	6.7
	Native American	18	0.7	26	1.0	25	0.9	22	0.8	26	0.8
	Minority Subtotal	332	12.7	358	13.9	386	14.3	386	13.4	440	14.0
	White, Non-Hispanic	2,116	80.9	1,983	77.2	2,073	76.6	2,209	76.5	2,378	75.8
	NR Alien	115	4.4	116	4.5	103	3.8	100	3.5	97	3.1
	Unknown	53	2.0	112	4.4	146	5.4	191	6.6	224	7.1
Level Total	2,616	100.0	2,569	100.0	2,708	100.0	2,886	100.0	3,139	100.0	
Total Graduate/First Professional*	Asian	15	2.0	16	2.0	13	1.6	18	2.3	20	2.5
	Black, Non-Hispanic	5	0.7	12	1.5	11	1.4	14	1.8	10	1.3
	Hispanic	14	1.9	23	2.8	27	3.4	31	3.9	25	3.1
	Native American	3	0.4	5	0.6	2	0.2	2	0.3	2	0.3
	Minority Subtotal	37	4.9	56	6.9	53	6.6	65	8.2	57	7.2
	White, Non-Hispanic	400	53.1	459	56.3	465	57.8	467	58.6	501	62.9
	NR Alien	295	39.2	265	32.5	239	29.7	216	27.1	181	22.7
	Unknown	21	2.8	36	4.4	48	6.0	49	6.1	58	7.3
Level Total	753	100.0	816	100.0	805	100.0	797	100.0	797	100.0	
Total*	Asian	153	4.5	152	4.5	160	4.6	167	4.5	179	4.5
	Black, Non-Hispanic	37	1.1	43	1.3	45	1.3	53	1.4	55	1.4
	Hispanic	158	4.7	188	5.6	207	5.9	207	5.6	235	6.0
	Native American	21	0.6	31	0.9	27	0.8	24	0.7	28	0.7
	Minority Subtotal	369	11.0	414	12.2	439	12.5	451	12.2	497	12.6
	White, Non-Hispanic	2,516	74.7	2,442	72.1	2,538	72.2	2,676	72.7	2,879	73.1
	NR Alien	410	12.2	381	11.3	342	9.7	316	8.6	278	7.1
	Unknown	74	2.2	148	4.4	194	5.5	240	6.5	282	7.2
Level Total	3,369	100.0	3,385	100.0	3,513	100.0	3,683	100.0	3,936	100.0	

**Table 2AA: Student Enrollments at Colorado School of Mines, by Gender,
2001 - 2005.**

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	521	26.1	504	25.2	516	24.3	548	23.9	560	22.4
	Male	1,472	73.9	1,493	74.8	1,608	75.7	1,746	76.0	1,937	77.5
	No Gender Data	0	0.0	0	0.0	0	0.0	2	0.1	1	0.0
	Level Total	1,993	100	1,997	100	2,124	100	2,296	100	2,498	100
In-State Graduate/First	Female	129	32.3	159	32.6	154	31.4	149	30.4	140	26.7
	Male	270	67.7	328	67.4	336	68.6	341	69.6	384	73.3
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	399	100	487	100	490	100	490	100	524	100
In-State Total*	Female	650	27.2	663	26.7	670	25.6	697	25.0	700	23.2
	Male	1,742	72.8	1,821	73.3	1,944	74.4	2,087	74.9	2,321	76.8
	No Gender Data	0	0.0	0	0.0	0	0.0	2	0.1	1	0.0
	Level Total	2,392	100	2,484	100	2,614	100	2,786	100	3,022	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	649	24.8	630	24.5	638	23.6	661	22.9	675	21.5
	Male	1,967	75.2	1,939	75.5	2,070	76.4	2,222	77.0	2,463	78.5
	No Gender Data	0	0.0	0	0.0	0	0.0	3	0.1	1	0.0
	Level Total	2,616	100	2,569	100	2,708	100	2,886	100	3,139	100
Total Graduate/First	Female	217	28.8	254	31.1	234	29.1	219	27.5	214	26.9
	Male	536	71.2	562	68.9	571	70.9	578	72.5	583	73.1
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	753	100	816	100	805	100	797	100	797	100
Total*	Female	866	25.7	884	26.1	872	24.8	880	23.9	889	22.6
	Male	2,503	74.3	2,501	73.9	2,641	75.2	2,800	76.0	3,046	77.4
	No Gender Data	0	0.0	0	0.0	0	0.0	3	0.1	1	0.0
	Level Total	3,369	100	3,385	100	3,513	100	3,683	100	3,936	100

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Table 3A: Student Enrollments at Colorado State University, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	390	2.4	436	2.6	429	2.5	464	2.7	477	2.8
	Black, Non-Hispanic	296	1.8	344	2.1	343	2.0	334	1.9	345	2.0
	Hispanic	957	5.9	1,043	6.2	1,093	6.5	1,094	6.3	1,096	6.4
	Native American	122	0.8	202	1.2	204	1.2	228	1.3	254	1.5
	Minority Subtotal	1,765	10.9	2,025	12.1	2,069	12.2	2,120	12.2	2,172	12.6
	White, Non-Hispanic	14,126	87.0	14,122	84.5	14,190	84.0	14,606	84.0	14,395	83.6
	NR Alien	5	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	333	2.1	556	3.3	642	3.8	658	3.8	659	3.8
Level Total	16,229	100.0	16,703	100.0	16,901	100.0	17,384	100.0	17,226	100.0	
In-State Graduate/First Professional*	Asian	79	3.0	84	2.9	73	2.4	86	2.8	90	3.0
	Black, Non-Hispanic	34	1.3	26	0.9	29	1.0	32	1.0	37	1.3
	Hispanic	111	4.2	147	5.1	135	4.4	126	4.1	112	3.8
	Native American	32	1.2	42	1.5	41	1.4	37	1.2	32	1.1
	Minority Subtotal	256	9.7	299	10.4	278	9.2	281	9.1	271	9.2
	White, Non-Hispanic	2,208	84.0	2,338	81.0	2,460	81.1	2,515	81.6	2,396	81.2
	NR Alien	11	0.4	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	153	5.8	248	8.6	297	9.8	285	9.3	284	9.6
Level Total	2,628	100.0	2,885	100.0	3,035	100.0	3,081	100.0	2,951	100.0	
In-State Total*	Asian	469	2.5	520	2.7	502	2.5	550	2.7	567	2.8
	Black, Non-Hispanic	330	1.8	370	1.9	372	1.9	366	1.8	382	1.9
	Hispanic	1,068	5.7	1,190	6.1	1,228	6.2	1,220	6.0	1,208	6.0
	Native American	154	0.8	244	1.2	245	1.2	265	1.3	286	1.4
	Minority Subtotal	2,021	10.7	2,324	11.9	2,347	11.8	2,401	11.7	2,443	12.1
	White, Non-Hispanic	16,334	86.6	16,460	84.0	16,650	83.5	17,121	83.7	16,791	83.2
	NR Alien	16	0.1	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	486	2.6	804	4.1	939	4.7	943	4.6	943	4.7
Level Total	18,857	100.0	19,588	100.0	19,936	100.0	20,465	100.0	20,177	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	537	2.6	573	2.8	566	2.7	598	2.8	604	2.9
	Black, Non-Hispanic	364	1.8	421	2.0	423	2.0	424	2.0	438	2.1
	Hispanic	1,137	5.6	1,219	5.9	1,264	6.1	1,263	5.9	1,267	6.1
	Native American	168	0.8	249	1.2	253	1.2	269	1.3	300	1.4
	Minority Subtotal	2,206	10.9	2,462	11.8	2,506	12.0	2,554	12.0	2,609	12.5
	White, Non-Hispanic	17,488	86.0	17,444	83.9	17,351	83.2	17,747	83.4	17,293	82.6
	NR Alien	196	1.0	185	0.9	199	1.0	181	0.9	185	0.9
	Unknown	440	2.2	698	3.4	801	3.8	809	3.8	843	4.0
Level Total	20,330	100.0	20,789	100.0	20,857	100.0	21,291	100.0	20,930	100.0	
Total Graduate/First Professional*	Asian	110	2.7	110	2.5	111	2.4	115	2.6	129	3.0
	Black, Non-Hispanic	47	1.2	42	1.0	43	0.9	45	1.0	49	1.1
	Hispanic	147	3.7	186	4.3	172	3.8	159	3.6	148	3.4
	Native American	43	1.1	54	1.2	57	1.3	51	1.1	50	1.1
	Minority Subtotal	347	8.6	392	9.0	383	8.4	370	8.3	376	8.6
	White, Non-Hispanic	2,814	69.9	2,951	67.9	3,081	67.9	3,101	69.3	3,042	69.8
	NR Alien	650	16.1	673	15.5	680	15.0	618	13.8	553	12.7
	Unknown	215	5.3	331	7.6	391	8.6	388	8.7	386	8.9
Level Total	4,026	100.0	4,347	100.0	4,535	100.0	4,477	100.0	4,357	100.0	
Total*	Asian	647	2.7	683	2.7	677	2.7	713	2.8	733	2.9
	Black, Non-Hispanic	411	1.7	463	1.8	466	1.8	469	1.8	487	1.9
	Hispanic	1,284	5.3	1,405	5.6	1,436	5.7	1,422	5.5	1,415	5.6
	Native American	211	0.9	303	1.2	310	1.2	320	1.2	350	1.4
	Minority Subtotal	2,553	10.5	2,854	11.4	2,889	11.4	2,924	11.3	2,985	11.8
	White, Non-Hispanic	20,302	83.4	20,395	81.1	20,432	80.5	20,848	80.9	20,335	80.4
	NR Alien	846	3.5	858	3.4	879	3.5	799	3.1	738	2.9
	Unknown	655	2.7	1,029	4.1	1,192	4.7	1,197	4.6	1,229	4.9
Level Total	24,356	100.0	25,136	100.0	25,392	100.0	25,768	100.0	25,287	100.0	

**Table 3AA: Student Enrollments at Colorado State University, by Gender,
2001 - 2005.**

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	8,478	52.2	8,633	51.7	8,646	51.2	8,865	51.0	8,861	51.4
	Male	7,751	47.8	8,070	48.3	8,255	48.8	8,519	49.0	8,365	48.6
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	16,229	100	16,703	100	16,901	100	17,384	100	17,226	100
In-State Graduate/First	Female	1,483	56.4	1,618	56.1	1,683	55.5	1,733	56.2	1,687	57.2
	Male	1,145	43.6	1,267	43.9	1,352	44.5	1,348	43.8	1,264	42.8
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	2,628	100	2,885	100	3,035	100	3,081	100	2,951	100
In-State Total*	Female	9,961	52.8	10,251	52.3	10,329	51.8	10,598	51.8	10,548	52.3
	Male	8,896	47.2	9,337	47.7	9,607	48.2	9,867	48.2	9,629	47.7
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	18,857	100	19,588	100	19,936	100	20,465	100	20,177	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	10,690	52.6	10,775	51.8	10,684	51.2	10,884	51.1	10,826	51.7
	Male	9,640	47.4	10,014	48.2	10,173	48.8	10,407	48.9	10,104	48.3
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	20,330	100	20,789	100	20,857	100	21,291	100	20,930	100
Total Graduate/First	Female	2,127	52.8	2,282	52.5	2,371	52.3	2,418	54.0	2,390	54.9
	Male	1,899	47.2	2,065	47.5	2,164	47.7	2,059	46.0	1,967	45.1
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	4,026	100	4,347	100	4,535	100	4,477	100	4,357	100
Total*	Female	12,817	52.6	13,057	51.9	13,055	51.4	13,302	51.6	13,216	52.3
	Male	11,539	47.4	12,079	48.1	12,337	48.6	12,466	48.4	12,071	47.7
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	24,356	100	25,136	100	25,392	100	25,768	100	25,287	100

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Table 4A: Student Enrollments at Colorado State University at Pueblo, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	63	1.8	64	1.9	65	1.8	77	2.0	68	1.9
	Black, Non-Hispanic	132	3.8	133	3.9	149	4.1	162	4.3	155	4.2
	Hispanic	1,044	29.8	1,057	30.9	1,065	29.5	1,059	28.2	999	27.2
	Native American	41	1.2	61	1.8	70	1.9	68	1.8	64	1.7
	Minority Subtotal	1,280	36.5	1,315	38.4	1,349	37.4	1,366	36.3	1,286	35.0
	White, Non-Hispanic	2,169	61.9	2,020	59.0	2,149	59.6	2,228	59.3	2,169	59.1
	NR Alien	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	52	1.5	87	2.5	110	3.0	164	4.4	218	5.9
Level Total	3,503	100.0	3,422	100.0	3,608	100.0	3,758	100.0	3,673	100.0	
In-State Graduate/First Professional*	Asian	0	0.0	3	1.5	4	2.6	1	0.7	1	0.7
	Black, Non-Hispanic	4	4.3	3	1.5	2	1.3	1	0.7	3	2.1
	Hispanic	23	25.0	42	21.2	33	21.3	34	23.9	24	16.4
	Native American	0	0.0	3	1.5	3	1.9	1	0.7	2	1.4
	Minority Subtotal	27	29.3	51	25.8	42	27.1	37	26.1	30	20.5
	White, Non-Hispanic	60	65.2	136	68.7	106	68.4	96	67.6	109	74.7
	NR Alien	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	5	5.4	11	5.6	7	4.5	9	6.3	7	4.8
Level Total	92	100.0	198	100.0	155	100.0	142	100.0	146	100.0	
In-State Total*	Asian	63	1.8	67	1.9	69	1.8	78	2.0	69	1.8
	Black, Non-Hispanic	136	3.8	136	3.8	151	4.0	163	4.2	158	4.1
	Hispanic	1,067	29.7	1,099	30.4	1,098	29.2	1,093	28.0	1,023	26.8
	Native American	41	1.1	64	1.8	73	1.9	69	1.8	66	1.7
	Minority Subtotal	1,307	36.4	1,366	37.7	1,391	37.0	1,403	36.0	1,316	34.5
	White, Non-Hispanic	2,229	62.0	2,156	59.6	2,255	59.9	2,324	59.6	2,278	59.6
	NR Alien	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	57	1.6	98	2.7	117	3.1	173	4.4	225	5.9
Level Total	3,595	100.0	3,620	100.0	3,763	100.0	3,900	100.0	3,819	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	93	2.4	92	2.4	90	2.2	100	2.4	93	2.3
	Black, Non-Hispanic	141	3.6	140	3.7	160	4.0	169	4.1	174	4.3
	Hispanic	1,093	27.7	1,112	29.1	1,123	28.1	1,120	27.2	1,043	26.0
	Native American	55	1.4	67	1.8	79	2.0	79	1.9	75	1.9
	Minority Subtotal	1,382	35.1	1,411	37.0	1,452	36.3	1,468	35.7	1,385	34.5
	White, Non-Hispanic	2,360	59.9	2,184	57.2	2,316	57.9	2,397	58.3	2,329	58.0
	NR Alien	141	3.6	128	3.4	115	2.9	62	1.5	63	1.6
	Unknown	58	1.5	93	2.4	119	3.0	184	4.5	237	5.9
Level Total	3,941	100.0	3,816	100.0	4,002	100.0	4,111	100.0	4,014	100.0	
Total Graduate/First Professional*	Asian	0	0.0	4	1.7	4	2.2	1	0.6	1	0.5
	Black, Non-Hispanic	4	3.0	3	1.3	2	1.1	1	0.6	3	1.6
	Hispanic	23	17.4	42	18.3	33	18.5	34	21.0	24	13.0
	Native American	0	0.0	3	1.3	3	1.7	1	0.6	2	1.1
	Minority Subtotal	27	20.5	52	22.7	42	23.6	37	22.8	30	16.3
	White, Non-Hispanic	62	47.0	136	59.4	110	61.8	97	59.9	110	59.8
	NR Alien	38	28.8	30	13.1	19	10.7	18	11.1	36	19.6
	Unknown	5	3.8	11	4.8	7	3.9	10	6.2	8	4.3
Level Total	132	100.0	229	100.0	178	100.0	162	100.0	184	100.0	
Total*	Asian	93	2.3	96	2.4	94	2.2	101	2.4	94	2.2
	Black, Non-Hispanic	145	3.6	143	3.5	162	3.9	170	4.0	177	4.2
	Hispanic	1,116	27.4	1,154	28.5	1,156	27.7	1,154	27.0	1,067	25.4
	Native American	55	1.4	70	1.7	82	2.0	80	1.9	77	1.8
	Minority Subtotal	1,409	34.6	1,463	36.2	1,494	35.7	1,505	35.2	1,415	33.7
	White, Non-Hispanic	2,422	59.5	2,320	57.4	2,426	58.0	2,494	58.4	2,439	58.1
	NR Alien	179	4.4	158	3.9	134	3.2	80	1.9	99	2.4
	Unknown	63	1.5	104	2.6	126	3.0	194	4.5	245	5.8
Level Total	4,073	100.0	4,045	100.0	4,180	100.0	4,273	100.0	4,198	100.0	

**Table 4AA: Student Enrollments at Colorado State University at Pueblo, by Gender,
2001 - 2005.**

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	2,022	57.7	1,939	56.7	2,096	58.1	2,195	58.4	2,160	58.8
	Male	1,481	42.3	1,483	43.3	1,512	41.9	1,563	41.6	1,513	41.2
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	3,503	100	3,422	100	3,608	100	3,758	100	3,673	100
In-State Graduate/First	Female	51	55.4	112	56.6	85	54.8	84	59.2	88	60.3
	Male	41	44.6	86	43.4	70	45.2	58	40.8	58	39.7
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	92	100	198	100	155	100	142	100	146	100
In-State Total*	Female	2,073	57.7	2,051	56.7	2,181	58.0	2,279	58.4	2,248	58.9
	Male	1,522	42.3	1,569	43.3	1,582	42.0	1,621	41.6	1,571	41.1
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	3,595	100	3,620	100	3,763	100	3,900	100	3,819	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	2,208	56.0	2,119	55.5	2,268	56.7	2,362	57.5	2,324	57.9
	Male	1,733	44.0	1,697	44.5	1,734	43.3	1,749	42.5	1,690	42.1
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	3,941	100	3,816	100	4,002	100	4,111	100	4,014	100
Total Graduate/First	Female	62	47.0	116	50.7	90	50.6	91	56.2	94	51.1
	Male	70	53.0	113	49.3	88	49.4	71	43.8	90	48.9
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	132	100	229	100	178	100	162	100	184	100
Total*	Female	2,270	55.7	2,235	55.3	2,358	56.4	2,453	57.4	2,418	57.6
	Male	1,803	44.3	1,810	44.7	1,822	43.6	1,820	42.6	1,780	42.4
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	4,073	100	4,045	100	4,180	100	4,273	100	4,198	100

FORT LEWIS COLLEGE

Table 5A: Student Enrollments at Fort Lewis College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	30	0.9	32	0.9	27	0.9	28	1.0	30	1.1
	Black, Non-Hispanic	43	1.2	42	1.2	27	0.9	32	1.1	29	1.0
	Hispanic	176	5.0	170	4.9	180	6.3	200	6.8	195	6.9
	Native American	684	19.6	723	20.7	120	4.2	129	4.4	148	5.3
	Minority Subtotal	933	26.7	967	27.6	354	12.4	389	13.2	402	14.3
	White, Non-Hispanic	2,455	70.2	2,381	68.0	2,352	82.6	2,365	80.3	2,206	78.4
	NR Alien	1	0.0	0	0.0	2	0.1	0	0.0	0	0.0
	Unknown	109	3.1	152	4.3	141	4.9	193	6.5	207	7.4
Level Total	3,498	100.0	3,500	100.0	2,849	100.0	2,947	100.0	2,815	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	38	0.9	39	0.9	35	0.8	36	0.9	39	1.0
	Black, Non-Hispanic	45	1.0	48	1.1	35	0.8	42	1.0	38	1.0
	Hispanic	210	4.7	199	4.6	209	5.0	233	5.6	228	5.8
	Native American	684	15.4	723	16.6	708	16.9	730	17.4	720	18.2
	Minority Subtotal	977	22.1	1,009	23.2	987	23.6	1,041	24.8	1,025	26.0
	White, Non-Hispanic	3,198	72.2	3,062	70.4	2,953	70.6	2,862	68.2	2,620	66.4
	NR Alien	87	2.0	81	1.9	64	1.5	61	1.5	51	1.3
	Unknown	167	3.8	197	4.5	178	4.3	230	5.5	250	6.3
Level Total	4,429	100.0	4,349	100.0	4,182	100.0	4,194	100.0	3,946	100.0	

Table 5AA: Student Enrollments at Fort Lewis College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Total*	Female	1,410	48.2	1,359	47.0	1,357	47.6	1,426	48.4	1,370	48.7
	Male	1,513	51.8	1,535	53.0	1,492	52.4	1,521	51.6	1,445	51.3
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	2,923	100	2,894	100	2,849	100	2,947	100	2,815	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total*	Female	2,091	47.2	2,058	47.3	2,020	48.3	2,018	48.1	1,907	48.3
	Male	2,338	52.8	2,291	52.7	2,162	51.7	2,176	51.9	2,039	51.7
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	4,429	100	4,349	100	4,182	100	4,194	100	3,946	100

MESA STATE COLLEGE

Table 6A: Student Enrollments at Mesa State College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	62	1.3	75	1.5	70	1.3	71	1.4	70	1.4
	Black, Non-Hispanic	66	1.4	72	1.4	75	1.4	79	1.5	84	1.6
	Hispanic	401	8.4	430	8.5	414	7.9	434	8.3	443	8.6
	Native American	50	1.0	54	1.1	63	1.2	63	1.2	77	1.5
	Minority Subtotal	579	12.1	631	12.5	622	11.9	647	12.4	674	13.1
	White, Non-Hispanic	4,085	85.1	4,232	83.8	4,381	83.9	4,317	82.6	4,208	81.7
	NR Alien	1	0.0	4	0.1	5	0.1	2	0.0	2	0.0
	Unknown	137	2.9	186	3.7	212	4.1	262	5.0	266	5.2
Level Total	4,802	100.0	5,053	100.0	5,220	100.0	5,228	100.0	5,150	100.0	
In-State Graduate/First Professional*	Asian	1	2.3	1	1.8	2	3.3	0	0.0	0	0.0
	Black, Non-Hispanic	0	0.0	0	0.0	0	0.0	1	2.4	0	0.0
	Hispanic	3	7.0	4	7.1	4	6.7	0	0.0	1	3.7
	Native American	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Minority Subtotal	4	9.3	5	8.9	6	10.0	1	2.4	1	3.7
	White, Non-Hispanic	39	90.7	47	83.9	50	83.3	39	92.9	23	85.2
	NR Alien	0	0.0	0	0.0	1	1.7	1	2.4	1	3.7
	Unknown	0	0.0	4	7.1	3	5.0	1	2.4	2	7.4
Level Total	43	100.0	56	100.0	60	100.0	42	100.0	27	100.0	
In-State Total*	Asian	63	1.3	76	1.5	72	1.4	71	1.3	70	1.4
	Black, Non-Hispanic	66	1.4	72	1.4	75	1.4	80	1.5	84	1.6
	Hispanic	404	8.3	434	8.5	418	7.9	434	8.2	444	8.6
	Native American	50	1.0	54	1.1	63	1.2	63	1.2	77	1.5
	Minority Subtotal	583	12.0	636	12.4	628	11.9	648	12.3	675	13.0
	White, Non-Hispanic	4,124	85.1	4,279	83.8	4,431	83.9	4,356	82.7	4,231	81.7
	NR Alien	1	0.0	4	0.1	6	0.1	3	0.1	3	0.1
	Unknown	137	2.8	190	3.7	215	4.1	263	5.0	268	5.2
Level Total	4,845	100.0	5,109	100.0	5,280	100.0	5,270	100.0	5,177	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	88	1.7	116	2.1	112	2.0	111	1.9	119	2.1
	Black, Non-Hispanic	81	1.5	87	1.6	89	1.6	93	1.6	95	1.7
	Hispanic	421	8.0	452	8.2	433	7.6	460	8.0	462	8.2
	Native American	58	1.1	67	1.2	74	1.3	75	1.3	87	1.5
	Minority Subtotal	648	12.3	722	13.1	708	12.4	739	12.9	763	13.5
	White, Non-Hispanic	4,413	84.1	4,549	82.6	4,722	82.9	4,683	81.4	4,557	80.7
	NR Alien	41	0.8	40	0.7	39	0.7	37	0.6	29	0.5
	Unknown	146	2.8	199	3.6	230	4.0	291	5.1	298	5.3
Level Total	5,248	100.0	5,510	100.0	5,699	100.0	5,750	100.0	5,647	100.0	
Total Graduate/First Professional*	Asian	1	2.0	1	1.7	3	4.6	0	0.0	0	0.0
	Black, Non-Hispanic	0	0.0	0	0.0	0	0.0	1	2.3	0	0.0
	Hispanic	4	8.2	4	6.8	4	6.2	0	0.0	1	3.6
	Native American	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Minority Subtotal	5	10.2	5	8.5	7	10.8	1	2.3	1	3.6
	White, Non-Hispanic	42	85.7	48	81.4	52	80.0	39	90.7	24	85.7
	NR Alien	2	4.1	2	3.4	3	4.6	2	4.7	1	3.6
	Unknown	0	0.0	4	6.8	3	4.6	1	2.3	2	7.1
Level Total	49	100.0	59	100.0	65	100.0	43	100.0	28	100.0	
Total*	Asian	89	1.7	117	2.1	115	2.0	111	1.9	119	2.1
	Black, Non-Hispanic	81	1.5	87	1.6	89	1.5	94	1.6	95	1.7
	Hispanic	425	8.0	456	8.2	437	7.6	460	7.9	463	8.2
	Native American	58	1.1	67	1.2	74	1.3	75	1.3	87	1.5
	Minority Subtotal	653	12.3	727	13.1	715	12.4	740	12.8	764	13.5
	White, Non-Hispanic	4,455	84.1	4,597	82.5	4,774	82.8	4,722	81.5	4,581	80.7
	NR Alien	43	0.8	42	0.8	42	0.7	39	0.7	30	0.5
	Unknown	146	2.8	203	3.6	233	4.0	292	5.0	300	5.3
Level Total	5,297	100.0	5,569	100.0	5,764	100.0	5,793	100.0	5,675	100.0	

Table 6AA: Student Enrollments at Mesa State College, by Gender, 2001 - 2005.

		In-State Student Headcount* Enrolled in Fall --									
Enrollment Level	Gender	2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	2,772	57.7	2,905	57.5	3,040	58.2	3,020	57.8	3,029	58.8
	Male	2,029	42.3	2,147	42.5	2,177	41.7	2,207	42.2	2,121	41.2
	No Gender Data	1	0.0	1	0.0	3	0.1	1	0.0	0	0.0
	Level Total	4,802	100	5,053	100	5,220	100	5,228	100	5,150	100
In-State Graduate/First	Female	22	51.2	33	58.9	32	53.3	23	54.8	12	44.4
	Male	21	48.8	23	41.1	28	46.7	19	45.2	15	55.6
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	43	100	56	100	60	100	42	100	27	100
In-State Total*	Female	2,794	57.7	2,938	57.5	3,072	58.2	3,043	57.7	3,041	58.7
	Male	2,050	42.3	2,170	42.5	2,205	41.8	2,226	42.2	2,136	41.3
	No Gender Data	1	0.0	1	0.0	3	0.1	1	0.0	0	0.0
	Level Total	4,845	100	5,109	100	5,280	100	5,270	100	5,177	100

		Total Student Headcount* Enrolled in Fall --									
Enrollment Level	Gender	2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	3,023	57.6	3,160	57.4	3,287	57.7	3,302	57.4	3,313	58.7
	Male	2,224	42.4	2,349	42.6	2,409	42.3	2,447	42.6	2,334	41.3
	No Gender Data	1	0.0	1	0.0	3	0.1	1	0.0	0	0.0
	Level Total	5,248	100	5,510	100	5,699	100	5,750	100	5,647	100
Total Graduate/First	Female	24	49.0	34	57.6	36	55.4	24	55.8	12	42.9
	Male	25	51.0	25	42.4	29	44.6	19	44.2	16	57.1
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	49	100	59	100	65	100	43	100	28	100
Total*	Female	3,047	57.5	3,194	57.4	3,323	57.7	3,326	57.4	3,325	58.6
	Male	2,249	42.5	2,374	42.6	2,438	42.3	2,466	42.6	2,350	41.4
	No Gender Data	1	0.0	1	0.0	3	0.1	1	0.0	0	0.0
	Level Total	5,297	100	5,569	100	5,764	100	5,793	100	5,675	100

METROPOLITAN STATE COLLEGE OF DENVER

Table 7A: Student Enrollments at Metropolitan State College of Denver, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	671	4.0	702	3.9	784	4.0	780	3.9	782	3.9
	Black, Non-Hispanic	979	5.8	1,045	5.9	1,123	5.8	1,169	5.9	1,223	6.0
	Hispanic	2,181	13.0	2,232	12.6	2,501	12.9	2,687	13.5	2,709	13.4
	Native American	149	0.9	153	0.9	182	0.9	207	1.0	234	1.2
	Minority Subtotal	3,980	23.7	4,132	23.2	4,590	23.7	4,843	24.4	4,948	24.5
	White, Non-Hispanic	12,328	73.3	12,615	71.0	13,672	70.6	13,923	70.1	13,964	69.0
	NR Alien	14	0.1	25	0.1	35	0.2	30	0.2	20	0.1
	Unknown	489	2.9	1,004	5.6	1,074	5.5	1,053	5.3	1,299	6.4
	Level Total	16,811	100.0	17,776	100.0	19,371	100.0	19,849	100.0	20,231	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	693	4.0	720	3.9	794	4.0	791	3.9	786	3.8
	Black, Non-Hispanic	1,011	5.8	1,072	5.8	1,151	5.8	1,188	5.8	1,245	6.0
	Hispanic	2,216	12.7	2,261	12.3	2,536	12.7	2,730	13.4	2,735	13.2
	Native American	154	0.9	158	0.9	192	1.0	216	1.1	240	1.2
	Minority Subtotal	4,074	23.3	4,211	22.9	4,673	23.4	4,925	24.1	5,006	24.2
	White, Non-Hispanic	12,699	72.7	12,946	70.3	13,958	70.0	14,218	69.7	14,240	68.7
	NR Alien	171	1.0	227	1.2	204	1.0	184	0.9	143	0.7
	Unknown	513	2.9	1,034	5.6	1,094	5.5	1,077	5.3	1,332	6.4
	Level Total	17,457	100.0	18,418	100.0	19,929	100.0	20,404	100.0	20,721	100.0

Table 7AA: Student Enrollments at Metropolitan State College of Denver, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Total*	Female	9,546	56.8	10,053	56.6	10,876	56.1	11,107	56.0	11,218	55.4
	Male	7,265	43.2	7,723	43.4	8,495	43.9	8,742	44.0	9,013	44.6
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	16,811	100	17,776	100	19,371	100	19,849	100	20,231	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total*	Female	9,901	56.7	10,380	56.4	11,169	56.0	11,415	55.9	11,476	55.4
	Male	7,556	43.3	8,038	43.6	8,760	44.0	8,989	44.1	9,245	44.6
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	17,457	100	18,418	100	19,929	100	20,404	100	20,721	100

UNIVERSITY OF COLORADO AT BOULDER

Table 8A: Student Enrollments at the University of Colorado at Boulder, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	1,008	6.6	1,083	6.8	1,192	7.1	1,258	7.3	1,306	7.5
	Black, Non-Hispanic	286	1.9	293	1.8	306	1.8	313	1.8	323	1.9
	Hispanic	1,051	6.9	1,121	7.0	1,189	7.1	1,232	7.2	1,287	7.4
	Native American	105	0.7	122	0.8	129	0.8	140	0.8	142	0.8
	Minority Subtotal	2,450	16.0	2,619	16.3	2,816	16.7	2,943	17.2	3,058	17.6
	White, Non-Hispanic	12,325	80.5	12,487	77.9	12,998	77.2	13,170	76.8	13,269	76.4
	NR Alien	10	0.1	49	0.3	42	0.2	39	0.2	45	0.3
	Unknown	518	3.4	884	5.5	986	5.9	995	5.8	987	5.7
Level Total	15,303	100.0	16,039	100.0	16,842	100.0	17,147	100.0	17,359	100.0	
In-State Graduate/First Professional*	Asian	171	4.8	159	4.4	153	4.1	156	4.2	161	4.6
	Black, Non-Hispanic	59	1.6	50	1.4	53	1.4	59	1.6	50	1.4
	Hispanic	178	5.0	187	5.2	234	6.2	219	5.9	197	5.7
	Native American	27	0.8	30	0.8	36	1.0	38	1.0	34	1.0
	Minority Subtotal	435	12.2	426	11.9	476	12.7	472	12.6	442	12.7
	White, Non-Hispanic	2,871	80.3	2,826	79.0	2,907	77.6	2,894	77.4	2,690	77.5
	NR Alien	37	1.0	48	1.3	41	1.1	44	1.2	36	1.0
	Unknown	233	6.5	276	7.7	324	8.6	331	8.8	305	8.8
Level Total	3,576	100.0	3,576	100.0	3,748	100.0	3,741	100.0	3,473	100.0	
In-State Total*	Asian	1,179	6.2	1,242	6.3	1,345	6.5	1,414	6.8	1,467	7.0
	Black, Non-Hispanic	345	1.8	343	1.7	359	1.7	372	1.8	373	1.8
	Hispanic	1,229	6.5	1,308	6.7	1,423	6.9	1,451	6.9	1,484	7.1
	Native American	132	0.7	152	0.8	165	0.8	178	0.9	176	0.8
	Minority Subtotal	2,885	15.3	3,045	15.5	3,292	16.0	3,415	16.3	3,500	16.8
	White, Non-Hispanic	15,196	80.5	15,313	78.1	15,905	77.2	16,064	76.9	15,959	76.6
	NR Alien	47	0.2	97	0.5	83	0.4	83	0.4	81	0.4
	Unknown	751	4.0	1,160	5.9	1,310	6.4	1,326	6.3	1,292	6.2
Level Total	18,879	100.0	19,615	100.0	20,590	100.0	20,888	100.0	20,832	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	1,256	5.5	1,347	5.6	1,445	5.7	1,521	6.0	1,566	6.2
	Black, Non-Hispanic	372	1.6	377	1.6	397	1.6	402	1.6	414	1.6
	Hispanic	1,253	5.5	1,351	5.6	1,433	5.7	1,484	5.9	1,517	6.0
	Native American	149	0.6	179	0.7	183	0.7	193	0.8	186	0.7
	Minority Subtotal	3,030	13.2	3,254	13.5	3,458	13.7	3,600	14.2	3,683	14.6
	White, Non-Hispanic	18,730	81.7	19,229	79.7	19,984	79.2	19,933	78.6	19,706	78.3
	NR Alien	308	1.3	334	1.4	334	1.3	322	1.3	333	1.3
	Unknown	864	3.8	1,309	5.4	1,449	5.7	1,506	5.9	1,431	5.7
Level Total	22,932	100.0	24,126	100.0	25,225	100.0	25,361	100.0	25,153	100.0	
Total Graduate/First Professional*	Asian	194	4.0	184	3.7	176	3.4	189	3.8	198	4.3
	Black, Non-Hispanic	68	1.4	60	1.2	66	1.3	66	1.3	58	1.2
	Hispanic	202	4.1	217	4.4	267	5.2	245	4.9	220	4.7
	Native American	33	0.7	35	0.7	46	0.9	51	1.0	41	0.9
	Minority Subtotal	497	10.2	496	9.9	555	10.8	551	11.1	517	11.1
	White, Non-Hispanic	3,336	68.3	3,318	66.5	3,419	66.7	3,368	67.8	3,193	68.6
	NR Alien	767	15.7	835	16.7	770	15.0	663	13.3	589	12.6
	Unknown	285	5.8	337	6.8	385	7.5	389	7.8	358	7.7
Level Total	4,885	100.0	4,986	100.0	5,129	100.0	4,971	100.0	4,657	100.0	
Total*	Asian	1,450	5.2	1,531	5.3	1,621	5.3	1,710	5.6	1,764	5.9
	Black, Non-Hispanic	440	1.6	437	1.5	463	1.5	468	1.5	472	1.6
	Hispanic	1,455	5.2	1,568	5.4	1,700	5.6	1,729	5.7	1,737	5.8
	Native American	182	0.7	214	0.7	229	0.8	244	0.8	227	0.8
	Minority Subtotal	3,527	12.7	3,750	12.9	4,013	13.2	4,151	13.7	4,200	14.1
	White, Non-Hispanic	22,066	79.3	22,547	77.4	23,403	77.1	23,301	76.8	22,899	76.8
	NR Alien	1,075	3.9	1,169	4.0	1,104	3.6	985	3.2	922	3.1
	Unknown	1,149	4.1	1,646	5.7	1,834	6.0	1,895	6.2	1,789	6.0
Level Total	27,817	100.0	29,112	100.0	30,354	100.0	30,332	100.0	29,810	100.0	

Table 8AA: Student Enrollments at the University of Colorado at Boulder, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	7,459	48.7	7,839	48.9	8,258	49.0	8,415	49.1	8,434	48.6
	Male	7,844	51.3	8,200	51.1	8,583	51.0	8,732	50.9	8,925	51.4
	No Gender Data	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0
	Level Total	15,303	100	16,039	100	16,842	100	17,147	100	17,359	100
In-State Graduate/First	Female	1,790	50.1	1,799	50.3	1,917	51.1	1,883	50.3	1,714	49.4
	Male	1,786	49.9	1,777	49.7	1,831	48.9	1,858	49.7	1,759	50.6
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	3,576	100	3,576	100	3,748	100	3,741	100	3,473	100
In-State Total*	Female	9,249	49.0	9,638	49.1	10,175	49.4	10,298	49.3	10,148	48.7
	Male	9,630	51.0	9,977	50.9	10,414	50.6	10,590	50.7	10,684	51.3
	No Gender Data	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0
	Level Total	18,879	100	19,615	100	20,590	100	20,888	100	20,832	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	10,907	47.6	11,415	47.3	12,018	47.6	12,054	47.5	11,911	47.4
	Male	12,025	52.4	12,711	52.7	13,206	52.4	13,307	52.5	13,242	52.6
	No Gender Data	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0
	Level Total	22,932	100	24,126	100	25,225	100	25,361	100	25,153	100
Total Graduate/First	Female	2,313	47.3	2,339	46.9	2,440	47.6	2,366	47.6	2,187	47.0
	Male	2,572	52.7	2,647	53.1	2,689	52.4	2,605	52.4	2,470	53.0
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	4,885	100	4,986	100	5,129	100	4,971	100	4,657	100
Total*	Female	13,220	47.5	13,754	47.2	14,458	47.6	14,420	47.5	14,098	47.3
	Male	14,597	52.5	15,358	52.8	15,895	52.4	15,912	52.5	15,712	52.7
	No Gender Data	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0
	Level Total	27,817	100	29,112	100	30,354	100	30,332	100	29,810	100

UNIVERSITY OF COLORADO AT COLORADO SPRINGS

Table 9A: Student Enrollments at the University of Colorado at Colorado Springs, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	257	5.3	288	5.4	276	5.0	268	4.7	273	4.7
	Black, Non-Hispanic	176	3.7	181	3.4	198	3.6	222	3.9	212	3.7
	Hispanic	423	8.8	425	8.0	475	8.5	504	8.9	539	9.3
	Native American	44	0.9	60	1.1	57	1.0	55	1.0	59	1.0
	Minority Subtotal	900	18.7	954	18.0	1,006	18.1	1,049	18.5	1,083	18.8
	White, Non-Hispanic	3,789	78.8	4,108	77.4	4,280	77.0	4,360	76.7	4,414	76.5
	NR Alien	6	0.1	27	0.5	22	0.4	24	0.4	21	0.4
	Unknown	116	2.4	217	4.1	248	4.5	249	4.4	252	4.4
Level Total	4,811	100.0	5,306	100.0	5,556	100.0	5,682	100.0	5,770	100.0	
In-State Graduate/First Professional*	Asian	49	3.2	68	4.0	61	3.6	55	3.5	59	4.2
	Black, Non-Hispanic	55	3.6	54	3.2	73	4.3	59	3.8	39	2.8
	Hispanic	90	5.9	109	6.5	105	6.2	107	6.8	92	6.6
	Native American	9	0.6	9	0.5	11	0.7	14	0.9	15	1.1
	Minority Subtotal	203	13.3	240	14.3	250	14.8	235	15.0	205	14.7
	White, Non-Hispanic	1,230	80.3	1,334	79.4	1,346	79.7	1,250	79.9	1,116	80.1
	NR Alien	17	1.1	52	3.1	36	2.1	30	1.9	18	1.3
	Unknown	82	5.4	54	3.2	57	3.4	50	3.2	54	3.9
Level Total	1,532	100.0	1,680	100.0	1,689	100.0	1,565	100.0	1,393	100.0	
In-State Total*	Asian	306	4.8	356	5.1	337	4.7	323	4.5	332	4.6
	Black, Non-Hispanic	231	3.6	235	3.4	271	3.7	281	3.9	251	3.5
	Hispanic	513	8.1	534	7.6	580	8.0	611	8.4	631	8.8
	Native American	53	0.8	69	1.0	68	0.9	69	1.0	74	1.0
	Minority Subtotal	1,103	17.4	1,194	17.1	1,256	17.3	1,284	17.7	1,288	18.0
	White, Non-Hispanic	5,019	79.1	5,442	77.9	5,626	77.7	5,610	77.4	5,530	77.2
	NR Alien	23	0.4	79	1.1	58	0.8	54	0.7	39	0.5
	Unknown	198	3.1	271	3.9	305	4.2	299	4.1	306	4.3
Level Total	6,343	100.0	6,986	100.0	7,245	100.0	7,247	100.0	7,163	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	282	5.4	310	5.5	288	4.9	282	4.7	290	4.7
	Black, Non-Hispanic	193	3.7	197	3.5	208	3.5	238	4.0	224	3.7
	Hispanic	443	8.5	451	8.0	493	8.4	526	8.7	561	9.2
	Native American	50	1.0	67	1.2	65	1.1	60	1.0	65	1.1
	Minority Subtotal	968	18.5	1,025	18.1	1,054	17.9	1,106	18.4	1,140	18.6
	White, Non-Hispanic	4,109	78.6	4,355	76.9	4,532	76.9	4,608	76.6	4,687	76.5
	NR Alien	19	0.4	44	0.8	36	0.6	36	0.6	30	0.5
	Unknown	134	2.6	236	4.2	269	4.6	266	4.4	273	4.5
Level Total	5,230	100.0	5,660	100.0	5,891	100.0	6,016	100.0	6,130	100.0	
Total Graduate/First Professional*	Asian	52	3.2	70	3.9	63	3.5	59	3.6	63	4.2
	Black, Non-Hispanic	59	3.6	56	3.1	77	4.3	59	3.6	42	2.8
	Hispanic	96	5.8	113	6.3	108	6.1	110	6.6	99	6.7
	Native American	11	0.7	10	0.6	12	0.7	15	0.9	15	1.0
	Minority Subtotal	218	13.3	249	13.9	260	14.6	243	14.7	219	14.7
	White, Non-Hispanic	1,286	78.3	1,398	78.1	1,399	78.4	1,305	78.8	1,166	78.5
	NR Alien	54	3.3	86	4.8	66	3.7	55	3.3	40	2.7
	Unknown	84	5.1	56	3.1	59	3.3	53	3.2	60	4.0
Level Total	1,642	100.0	1,789	100.0	1,784	100.0	1,656	100.0	1,485	100.0	
Total*	Asian	334	4.9	380	5.1	351	4.6	341	4.4	353	4.6
	Black, Non-Hispanic	252	3.7	253	3.4	285	3.7	297	3.9	266	3.5
	Hispanic	539	7.8	564	7.6	601	7.8	636	8.3	660	8.7
	Native American	61	0.9	77	1.0	77	1.0	75	1.0	80	1.1
	Minority Subtotal	1,186	17.3	1,274	17.1	1,314	17.1	1,349	17.6	1,359	17.8
	White, Non-Hispanic	5,395	78.5	5,753	77.2	5,931	77.3	5,913	77.1	5,853	76.9
	NR Alien	73	1.1	130	1.7	102	1.3	91	1.2	70	0.9
	Unknown	218	3.2	292	3.9	328	4.3	319	4.2	333	4.4
Level Total	6,872	100.0	7,449	100.0	7,675	100.0	7,672	100.0	7,615	100.0	

**Table 9AA: Student Enrollments at the University of Colorado at Colorado Springs,
by Gender, 2001 - 2005.**

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	2,907	60.4	3,244	61.1	3,423	61.6	3,446	60.6	3,538	61.3
	Male	1,904	39.6	2,062	38.9	2,133	38.4	2,236	39.4	2,232	38.7
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	4,811	100	5,306	100	5,556	100	5,682	100	5,770	100
In-State Graduate/First	Female	844	55.1	966	57.5	998	59.1	924	59.0	829	59.5
	Male	688	44.9	714	42.5	691	40.9	641	41.0	564	40.5
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	1,532	100	1,680	100	1,689	100	1,565	100	1,393	100
In-State Total*	Female	3,751	59.1	4,210	60.3	4,421	61.0	4,370	60.3	4,367	61.0
	Male	2,592	40.9	2,776	39.7	2,824	39.0	2,877	39.7	2,796	39.0
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	6,343	100	6,986	100	7,245	100	7,247	100	7,163	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	3,164	60.5	3,461	61.1	3,628	61.6	3,646	60.6	3,746	61.1
	Male	2,066	39.5	2,199	38.9	2,263	38.4	2,370	39.4	2,384	38.9
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	5,230	100	5,660	100	5,891	100	6,016	100	6,130	100
Total Graduate/First	Female	910	55.4	1,023	57.3	1,039	58.2	966	58.3	878	59.1
	Male	732	44.6	763	42.7	745	41.8	690	41.7	607	40.9
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	1,642	100	1,786	100	1,784	100	1,656	100	1,485	100
Total*	Female	4,074	59.3	4,484	60.2	4,667	60.8	4,612	60.1	4,624	60.7
	Male	2,798	40.7	2,962	39.8	3,008	39.2	3,060	39.9	2,991	39.3
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	6,872	100	7,446	100	7,675	100	7,672	100	7,615	100

UNIVERSITY OF COLORADO AT DENVER

Table 10A: Student Enrollments at the University of Colorado at Denver, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall –									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	710	11.6	747	11.8	744	11.3	776	11.1	802	10.4
	Black, Non-Hispanic	305	5.0	309	4.9	289	4.4	321	4.6	335	4.3
	Hispanic	720	11.8	713	11.2	734	11.2	810	11.6	911	11.8
	Native American	63	1.0	75	1.2	79	1.2	82	1.2	72	0.9
	Minority Subtotal	1,798	29.5	1,844	29.0	1,846	28.1	1,989	28.5	2,120	27.4
	White, Non-Hispanic	4,114	67.5	4,046	63.7	4,214	64.2	4,417	63.3	4,930	63.7
	NR Alien	7	0.1	22	0.3	18	0.3	22	0.3	10	0.1
	Unknown	179	2.9	439	6.9	483	7.4	552	7.9	678	8.8
	Level Total	6,098	100.0	6,351	100.0	6,561	100.0	6,980	100.0	7,738	100.0
In-State Graduate/First Professional*	Asian	191	4.3	210	4.5	233	4.9	251	5.3	360	5.6
	Black, Non-Hispanic	137	3.1	115	2.5	112	2.3	113	2.4	168	2.6
	Hispanic	250	5.6	276	5.9	316	6.6	302	6.3	390	6.1
	Native American	29	0.7	36	0.8	31	0.6	22	0.5	36	0.6
	Minority Subtotal	607	13.7	637	13.7	692	14.4	688	14.5	954	14.8
	White, Non-Hispanic	3,600	81.2	3,689	79.1	3,781	78.9	3,741	78.6	5,057	78.7
	NR Alien	13	0.3	75	1.6	70	1.5	64	1.3	66	1.0
	Unknown	214	4.8	262	5.6	252	5.3	265	5.6	349	5.4
	Level Total	4,434	100.0	4,663	100.0	4,795	100.0	4,758	100.0	6,426	100.0
In-State Total*	Asian	901	8.6	957	8.7	977	8.6	1,027	8.7	1,162	8.2
	Black, Non-Hispanic	442	4.2	424	3.8	401	3.5	434	3.7	503	3.6
	Hispanic	970	9.2	989	9.0	1,050	9.2	1,112	9.5	1,301	9.2
	Native American	92	0.9	111	1.0	110	1.0	104	0.9	108	0.8
	Minority Subtotal	2,405	22.8	2,481	22.5	2,538	22.3	2,677	22.8	3,074	21.7
	White, Non-Hispanic	7,714	73.2	7,735	70.2	7,995	70.4	8,158	69.5	9,987	70.5
	NR Alien	20	0.2	97	0.9	88	0.8	86	0.7	76	0.5
	Unknown	393	3.7	701	6.4	735	6.5	817	7.0	1,027	7.3
	Level Total	10,532	100.0	11,014	100.0	11,356	100.0	11,738	100.0	14,164	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall –									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	738	11.0	761	11.1	767	11.0	794	10.7	818	10.0
	Black, Non-Hispanic	318	4.8	313	4.6	299	4.3	331	4.5	345	4.2
	Hispanic	732	11.0	733	10.7	750	10.7	823	11.1	940	11.5
	Native American	65	1.0	79	1.2	84	1.2	89	1.2	79	1.0
	Minority Subtotal	1,853	27.7	1,886	27.6	1,900	27.2	2,037	27.4	2,182	26.6
	White, Non-Hispanic	4,260	63.7	4,174	61.1	4,359	62.3	4,606	62.0	5,160	63.0
	NR Alien	381	5.7	311	4.6	216	3.1	200	2.7	128	1.6
	Unknown	190	2.8	463	6.8	519	7.4	584	7.9	724	8.8
	Level Total	6,684	100.0	6,834	100.0	6,994	100.0	7,427	100.0	8,194	100.0
Total Graduate/First Professional*	Asian	210	4.1	221	4.2	242	4.6	259	5.0	376	5.3
	Black, Non-Hispanic	143	2.8	117	2.2	114	2.2	119	2.3	174	2.5
	Hispanic	261	5.1	285	5.5	326	6.2	309	5.9	408	5.8
	Native American	31	0.6	37	0.7	32	0.6	22	0.4	37	0.5
	Minority Subtotal	645	12.6	660	12.6	714	13.6	709	13.6	995	14.1
	White, Non-Hispanic	3,822	74.7	3,846	73.6	3,942	74.8	3,908	75.1	5,303	75.3
	NR Alien	410	8.0	447	8.6	351	6.7	304	5.8	356	5.1
	Unknown	237	4.6	275	5.3	261	5.0	283	5.4	391	5.6
	Level Total	5,114	100.0	5,228	100.0	5,268	100.0	5,204	100.0	7,045	100.0
Total*	Asian	948	8.0	982	8.1	1,009	8.2	1,053	8.3	1,194	7.8
	Black, Non-Hispanic	461	3.9	430	3.6	413	3.4	450	3.6	519	3.4
	Hispanic	993	8.4	1,018	8.4	1,076	8.8	1,132	9.0	1,348	8.8
	Native American	96	0.8	116	1.0	116	0.9	111	0.9	116	0.8
	Minority Subtotal	2,498	21.2	2,546	21.1	2,614	21.3	2,746	21.7	3,177	20.8
	White, Non-Hispanic	8,082	68.5	8,020	66.5	8,301	67.7	8,514	67.4	10,463	68.7
	NR Alien	791	6.7	758	6.3	567	4.6	504	4.0	484	3.2
	Unknown	427	3.6	738	6.1	780	6.4	867	6.9	1,115	7.3
	Level Total	11,798	100.0	12,062	100.0	12,262	100.0	12,631	100.0	15,239	100.0

**Table 10AA: Student Enrollments at University of Colorado at Denver, by Gender,
2001 - 2005.**

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Female	3,412	56.0	3,504	55.2	3,553	54.2	3,764	53.9	4,336	56.0
	Male	2,686	44.0	2,847	44.8	3,008	45.8	3,216	46.1	3,402	44.0
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	6,098	100	6,351	100	6,561	100	6,980	100	7,738	100
In-State Graduate/First	Female	2,514	56.7	2,655	56.9	2,780	58.0	2,720	57.2	3,907	60.8
	Male	1,920	43.3	2,008	43.1	2,015	42.0	2,038	42.8	2,519	39.2
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	4,434	100	4,663	100	4,795	100	4,758	100	6,426	100
In-State Total*	Female	5,926	56.3	6,159	55.9	6,333	55.8	6,484	55.2	8,243	58.2
	Male	4,606	43.7	4,855	44.1	5,023	44.2	5,254	44.8	5,921	41.8
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	10,532	100	11,014	100	11,356	100	11,738	100	14,164	100
Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Female	3,641	54.5	3,665	53.6	3,721	53.2	3,944	53.1	4,552	55.6
	Male	3,043	45.5	3,169	46.4	3,273	46.8	3,483	46.9	3,642	44.4
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	6,684	100	6,834	100	6,994	100	7,427	100	8,194	100
Total Graduate/First	Female	2,790	54.6	2,902	55.5	3,011	57.2	2,927	56.2	4,200	59.6
	Male	2,324	45.4	2,326	44.5	2,257	42.8	2,277	43.8	2,845	40.4
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	5,114	100	5,228	100	5,268	100	5,204	100	7,045	100
Total*	Female	6,431	54.5	6,567	54.4	6,732	54.9	6,871	54.4	8,752	57.4
	Male	5,367	45.5	5,495	45.6	5,530	45.1	5,760	45.6	6,487	42.6
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	11,798	100	12,062	100	12,262	100	12,631	100	15,239	100

UNIVERSITY OF COLORADO HEALTH SCIENCE CENTER

Table 11A: Student Enrollments at the University of Colorado Health Science Center, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005 (see UCD)	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	27	7.9	22	5.6	27	6.5	35	7.7		
	Black, Non-Hispanic	19	5.6	18	4.5	17	4.1	10	2.2		
	Hispanic	25	7.3	28	7.1	32	7.7	33	7.2		
	Native American	2	0.6	5	1.3	3	0.7	6	1.3		
	Minority Subtotal	73	21.4	73	18.4	79	19.1	84	18.4		
	White, Non-Hispanic	266	78.0	304	76.8	317	76.6	346	75.9		
	NR Alien	0	0.0	0	0.0	0	0.0	1	0.2		
	Unknown	2	0.6	19	4.8	18	4.3	25	5.5		
Level Total	341	100.0	396	100.0	414	100.0	456	100.0			
In-State Graduate/First Professional*	Asian	159	9.2	178	9.5	172	8.6	179	8.5		
	Black, Non-Hispanic	46	2.7	54	2.9	66	3.3	70	3.3		
	Hispanic	120	6.9	109	5.8	125	6.3	143	6.8		
	Native American	9	0.5	13	0.7	9	0.5	10	0.5		
	Minority Subtotal	334	19.3	354	18.9	372	18.7	402	19.2		
	White, Non-Hispanic	1,366	79.1	1,475	78.7	1,566	78.7	1,630	77.7		
	NR Alien	0	0.0	4	0.2	5	0.3	4	0.2		
	Unknown	28	1.6	41	2.2	47	2.4	63	3.0		
Level Total	1,728	100.0	1,874	100.0	1,990	100.0	2,099	100.0			
In-State Total*	Asian	186	9.0	200	8.8	199	8.3	214	8.4		
	Black, Non-Hispanic	65	3.1	72	3.2	83	3.5	80	3.1		
	Hispanic	145	7.0	137	6.0	157	6.5	176	6.9		
	Native American	11	0.5	18	0.8	12	0.5	16	0.6		
	Minority Subtotal	407	19.7	427	18.8	451	18.8	486	19.0		
	White, Non-Hispanic	1,632	78.9	1,779	78.4	1,883	78.3	1,976	77.3		
	NR Alien	0	0.0	4	0.2	5	0.2	5	0.2		
	Unknown	30	1.4	60	2.6	65	2.7	88	3.4		
Level Total	2,069	100.0	2,270	100.0	2,404	100.0	2,555	100.0			

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	37	9.9	29	6.7	35	7.8	39	7.9		
	Black, Non-Hispanic	20	5.4	19	4.4	20	4.4	10	2.0		
	Hispanic	27	7.2	29	6.7	32	7.1	37	7.5		
	Native American	2	0.5	6	1.4	6	1.3	7	1.4		
	Minority Subtotal	86	23.1	83	19.1	93	20.6	93	18.8		
	White, Non-Hispanic	284	76.1	330	75.9	338	74.9	373	75.5		
	NR Alien	0	0.0	2	0.5	1	0.2	2	0.4		
	Unknown	3	0.8	20	4.6	19	4.2	26	5.3		
Level Total	373	100.0	435	100.0	451	100.0	494	100.0			
Total Graduate/First Professional*	Asian	171	8.7	192	9.1	186	8.6	185	8.1		
	Black, Non-Hispanic	48	2.5	55	2.6	67	3.1	72	3.2		
	Hispanic	133	6.8	120	5.7	133	6.1	151	6.6		
	Native American	9	0.5	13	0.6	9	0.4	10	0.4		
	Minority Subtotal	361	18.4	380	18.0	395	18.2	418	18.3		
	White, Non-Hispanic	1,510	77.2	1,617	76.6	1,659	76.5	1,729	75.7		
	NR Alien	53	2.7	67	3.2	60	2.8	59	2.6		
	Unknown	33	1.7	48	2.3	54	2.5	77	3.4		
Level Total	1,957	100.0	2,112	100.0	2,168	100.0	2,283	100.0			
Total*	Asian	208	8.9	221	8.7	221	8.4	224	8.1		
	Black, Non-Hispanic	68	2.9	74	2.9	87	3.3	82	3.0		
	Hispanic	160	6.9	149	5.9	165	6.3	188	6.8		
	Native American	11	0.5	19	0.7	15	0.6	17	0.6		
	Minority Subtotal	447	19.2	463	18.2	488	18.6	511	18.4		
	White, Non-Hispanic	1,794	77.0	1,947	76.4	1,997	76.3	2,102	75.7		
	NR Alien	53	2.3	69	2.7	61	2.3	61	2.2		
	Unknown	36	1.5	68	2.7	73	2.8	103	3.7		
Level Total	2,330	100.0	2,547	100.0	2,619	100.0	2,777	100.0			

Table 11AA: Student Enrollments at the University of Colorado Health Science Center, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005 (See UCD)	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Female	294	86.2	337	85.1	357	86.2	395	86.6		
	Male	47	13.8	59	14.9	57	13.8	61	13.4		
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0		
	Level Total	341	100	396	100	414	100	456	100		
In-State Graduate/First	Female	1,182	68.4	1,287	68.7	1,304	65.5	1,400	66.7		
	Male	546	31.6	587	31.3	686	34.5	699	33.3		
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0		
	Level Total	1,728	100	1,874	100	1,990	100	2,099	100		
In-State Total*	Female	1,476	71.3	1,624	71.5	1,661	69.1	1,795	70.3		
	Male	593	28.7	646	28.5	743	30.9	760	29.7		
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0		
	Level Total	2,069	100	2,270	100	2,404	100	2,555	100		
Total Student Headcount* Enrolled in Fall --											
Enrollment Level	Gender	2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Female	320	85.8	367	84.4	384	85.1	427	86.4		
	Male	53	14.2	68	15.6	67	14.9	67	13.6		
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0		
	Level Total	373	100	435	100	451	100	494	100		
Total Graduate/First	Female	1,317	67.3	1,418	67.1	1,408	64.9	1,504	65.9		
	Male	640	32.7	694	32.9	760	35.1	779	34.1		
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0		
	Level Total	1,957	100	2,112	100	2,168	100	2,283	100		
Total*	Female	1,637	70.3	1,785	70.1	1,792	68.4	1,931	69.5		
	Male	693	29.7	762	29.9	827	31.6	846	30.5		
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0		
	Level Total	2,330	100	2,547	100	2,619	100	2,777	100		

UNIVERSITY OF NORTHERN COLORADO

Table 12A: Student Enrollments at the University of Northern Colorado, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	182	2.1	201	2.3	197	2.2	230	2.5	226	2.4
	Black, Non-Hispanic	209	2.4	200	2.3	219	2.4	234	2.5	271	2.8
	Hispanic	711	8.3	712	8.3	756	8.4	805	8.6	861	9.0
	Native American	45	0.5	59	0.7	78	0.9	112	1.2	111	1.2
	Minority Subtotal	1,147	13.4	1,172	13.6	1,250	13.9	1,381	14.8	1,469	15.3
	White, Non-Hispanic	7,262	85.0	7,095	82.4	7,303	81.4	7,521	80.4	7,716	80.3
	NR Alien	0	0.0	15	0.2	13	0.1	17	0.2	23	0.2
	Unknown	135	1.6	327	3.8	404	4.5	432	4.6	403	4.2
Level Total	8,544	100.0	8,609	100.0	8,970	100.0	9,351	100.0	9,611	100.0	
In-State Graduate/First Professional*	Asian	19	1.3	25	1.6	32	2.1	29	1.9	24	1.5
	Black, Non-Hispanic	12	0.8	20	1.3	22	1.4	23	1.5	30	1.9
	Hispanic	66	4.5	74	4.8	74	4.8	69	4.4	80	5.1
	Native American	6	0.4	18	1.2	16	1.0	10	0.6	14	0.9
	Minority Subtotal	103	7.1	137	8.9	144	9.4	131	8.4	148	9.3
	White, Non-Hispanic	1,321	91.0	1,308	85.4	1,288	83.7	1,290	82.7	1,301	82.1
	NR Alien	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0
	Unknown	27	1.9	85	5.6	107	7.0	138	8.9	135	8.5
Level Total	1,451	100.0	1,531	100.0	1,539	100.0	1,559	100.0	1,584	100.0	
In-State Total*	Asian	201	2.0	226	2.2	229	2.2	259	2.4	250	2.2
	Black, Non-Hispanic	221	2.2	220	2.2	241	2.3	257	2.4	301	2.7
	Hispanic	777	7.8	786	7.8	830	7.9	874	8.0	941	8.4
	Native American	51	0.5	77	0.8	94	0.9	122	1.1	125	1.1
	Minority Subtotal	1,250	12.5	1,309	12.9	1,394	13.3	1,512	13.9	1,617	14.4
	White, Non-Hispanic	8,583	85.9	8,403	82.9	8,591	81.7	8,811	80.8	9,017	80.5
	NR Alien	0	0.0	16	0.2	13	0.1	17	0.2	23	0.2
	Unknown	162	1.6	412	4.1	511	4.9	570	5.2	538	4.8
Level Total	9,995	100.0	10,140	100.0	10,509	100.0	10,910	100.0	11,195	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	377	3.9	366	3.8	324	3.3	356	3.4	350	3.3
	Black, Non-Hispanic	219	2.3	211	2.2	234	2.4	249	2.4	297	2.8
	Hispanic	729	7.5	739	7.7	782	7.9	834	8.0	894	8.4
	Native American	49	0.5	62	0.6	83	0.8	125	1.2	130	1.2
	Minority Subtotal	1,374	14.2	1,378	14.3	1,423	14.3	1,564	15.1	1,671	15.8
	White, Non-Hispanic	8,065	83.4	7,832	81.4	8,024	80.8	8,275	79.8	8,442	79.6
	NR Alien	67	0.7	51	0.5	47	0.5	52	0.5	56	0.5
	Unknown	164	1.7	359	3.7	442	4.4	483	4.7	438	4.1
Level Total	9,670	100.0	9,620	100.0	9,936	100.0	10,374	100.0	10,607	100.0	
Total Graduate/First Professional*	Asian	33	1.9	33	1.8	40	2.3	36	2.0	33	1.8
	Black, Non-Hispanic	15	0.9	25	1.4	25	1.4	24	1.3	33	1.8
	Hispanic	70	4.1	79	4.4	76	4.3	76	4.3	84	4.7
	Native American	10	0.6	19	1.1	16	0.9	12	0.7	14	0.8
	Minority Subtotal	128	7.5	156	8.7	157	8.9	148	8.3	164	9.1
	White, Non-Hispanic	1,448	85.1	1,445	81.0	1,402	79.4	1,396	78.5	1,400	77.5
	NR Alien	76	4.5	79	4.4	82	4.6	78	4.4	90	5.0
	Unknown	49	2.9	105	5.9	125	7.1	157	8.8	152	8.4
Level Total	1,701	100.0	1,785	100.0	1,766	100.0	1,779	100.0	1,806	100.0	
Total*	Asian	410	3.6	399	3.5	364	3.1	392	3.2	383	3.1
	Black, Non-Hispanic	234	2.1	236	2.1	259	2.2	273	2.2	330	2.7
	Hispanic	799	7.0	818	7.2	858	7.3	910	7.5	978	7.9
	Native American	59	0.5	81	0.7	99	0.8	137	1.1	144	1.2
	Minority Subtotal	1,502	13.2	1,534	13.5	1,580	13.5	1,712	14.1	1,835	14.8
	White, Non-Hispanic	9,513	83.7	9,277	81.3	9,426	80.6	9,671	79.6	9,842	79.3
	NR Alien	143	1.3	130	1.1	129	1.1	130	1.1	146	1.2
	Unknown	213	1.9	464	4.1	567	4.8	640	5.3	590	4.8
Level Total	11,371	100.0	11,405	100.0	11,702	100.0	12,153	100.0	12,413	100.0	

Table 12AA: Student Enrollments at University of Northern Colorado, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Female	5,145	60.2	5,255	61.0	5,513	61.5	5,637	60.3	5,778	60.1
	Male	3,399	39.8	3,354	39.0	3,457	38.5	3,714	39.7	3,833	39.9
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	8,544	100	8,609	100	8,970	100	9,351	100	9,611	100
In-State Graduate/First	Female	1,029	70.9	1,111	72.6	1,109	72.1	1,134	72.7	1,124	71.0
	Male	422	29.1	420	27.4	430	27.9	425	27.3	460	29.0
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	1,451	100	1,531	100	1,539	100	1,559	100	1,584	100
In-State Total*	Female	6,174	61.8	6,366	62.8	6,622	63.0	6,771	62.1	6,902	61.7
	Male	3,821	38.2	3,774	37.2	3,887	37.0	4,139	37.9	4,293	38.3
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	9,995	100	10,140	100	10,509	100	10,910	100	11,195	100
Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Female	5,823	60.2	5,874	61.1	6,087	61.3	6,254	60.3	6,376	60.1
	Male	3,847	39.8	3,746	38.9	3,849	38.7	4,120	39.7	4,231	39.9
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	9,670	100	9,620	100	9,936	100	10,374	100	10,607	100
Total Graduate/First	Female	1,183	69.5	1,273	71.3	1,245	70.5	1,255	70.5	1,258	69.7
	Male	517	30.4	512	28.7	521	29.5	524	29.5	548	30.3
	No Gender Data	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	1,701	100	1,785	100	1,766	100	1,779	100	1,806	100
Total*	Female	7,006	61.6	7,147	62.7	7,332	62.7	7,509	61.8	7,634	61.5
	Male	4,364	38.4	4,258	37.3	4,370	37.3	4,644	38.2	4,779	38.5
	No Gender Data	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	11,371	100	11,405	100	11,702	100	12,153	100	12,413	100

WESTERN STATE COLLEGE

Table 13A: Student Enrollments at Western State College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	14	0.8	17	1.0	18	1.0	18	1.0	19	1.1
	Black, Non-Hispanic	25	1.5	19	1.1	19	1.0	20	1.1	23	1.3
	Hispanic	96	5.8	101	6.0	123	6.7	105	6.0	103	6.0
	Native American	13	0.8	16	0.9	22	1.2	17	1.0	11	0.6
	Minority Subtotal	148	9.0	153	9.0	182	10.0	160	9.1	156	9.1
	White, Non-Hispanic	1,464	88.6	1,443	85.3	1,519	83.1	1,473	83.6	1,402	81.9
	NR Alien	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	41	2.5	96	5.7	126	6.9	128	7.3	154	9.0
Level Total	1,653	100.0	1,692	100.0	1,827	100.0	1,761	100.0	1,712	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	18	0.8	21	0.9	21	0.9	20	0.9	26	1.2
	Black, Non-Hispanic	33	1.4	23	1.0	25	1.0	29	1.3	43	1.9
	Hispanic	112	4.9	115	4.9	135	5.6	118	5.1	112	5.0
	Native American	16	0.7	18	0.8	25	1.0	19	0.8	16	0.7
	Minority Subtotal	179	7.8	177	7.6	206	8.5	186	8.1	197	8.7
	White, Non-Hispanic	2,051	88.9	2,002	85.9	2,032	84.3	1,942	84.4	1,841	81.7
	NR Alien	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	78	3.4	151	6.5	172	7.1	173	7.5	215	9.5
Level Total	2,308	100.0	2,330	100.0	2,410	100.0	2,301	100.0	2,253	100.0	

Table 13AA: Student Enrollments at Western State College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Total*	Female	738	44.6	767	45.3	806	44.1	776	44.1	762	44.5
	Male	914	55.3	924	54.6	1,019	55.8	985	55.9	950	55.5
	No Gender Data	1	0.1	1	0.1	2	0.1	0	0.0	0	0.0
	Level Total	1,653	100	1,692	100	1,827	100	1,761	100	1,712	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total*	Female	962	41.7	981	42.1	977	40.5	948	41.2	928	41.2
	Male	1,344	58.2	1,346	57.8	1,430	59.3	1,353	58.8	1,325	58.8
	No Gender Data	2	0.1	3	0.1	3	0.1	0	0.0	0	0.0
	Level Total	2,308	100	2,330	100	2,410	100	2,301	100	2,253	100

Appendix B: Campus Level Data,

Two-Year Colleges

AIMS COMMUNITY COLLEGE

Table 1B: Student Enrollments at Aims Community College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	68	1.0	69	1.0	59	1.2	63	1.4	62	1.5
	Black, Non-Hispanic	51	0.8	60	0.9	46	0.9	48	1.0	60	1.4
	Hispanic	1,278	19.7	1,296	19.1	804	16.4	831	17.8	763	17.9
	Native American	53	0.8	87	1.3	62	1.3	47	1.0	43	1.0
	Minority Subtotal	1,450	22.3	1,512	22.3	971	19.8	989	21.2	928	21.8
	White, Non-Hispanic	4,914	75.6	5,012	74.0	3,744	76.2	3,524	75.5	3,172	74.4
	NR Alien	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	132	2.0	247	3.6	198	4.0	153	3.3	162	3.8
	Level Total	6,496	100.0	6,771	100.0	4,913	100.0	4,666	100.0	4,262	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	97	1.4	104	1.5	76	1.5	76	1.6	88	2.0
	Black, Non-Hispanic	83	1.2	84	1.2	64	1.2	56	1.2	83	1.9
	Hispanic	1,319	19.2	1,323	18.7	825	16.0	844	17.4	778	17.5
	Native American	56	0.8	89	1.3	65	1.3	49	1.0	46	1.0
	Minority Subtotal	1,555	22.6	1,600	22.6	1,030	19.9	1,025	21.2	995	22.3
	White, Non-Hispanic	5,162	75.2	5,215	73.6	3,924	75.9	3,653	75.5	3,291	73.9
	NR Alien	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Unknown	151	2.2	266	3.8	214	4.1	159	3.3	169	3.8
	Level Total	6,868	100.0	7,081	100.0	5,168	100.0	4,837	100.0	4,455	100.0

Table 1BB: Student Enrollments at Aims Community College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	3,622	55.8	3,692	54.5	2,685	54.7	2,659	57.0	2,395	56.2
	Male	2,747	42.3	2,928	43.2	2,165	44.1	2,001	42.9	1,862	43.7
	No Gender Data	127	2.0	151	2.2	63	1.3	6	0.1	5	0.1
	Level Total	6,496	100	6,771	100	4,913	100	4,666	100	4,262	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	3,767	54.8	3,820	53.9	2,784	53.9	2,741	56.7	2,475	55.6
	Male	2,960	43.1	3,105	43.8	2,315	44.8	2,090	43.2	1,975	44.3
	No Gender Data	141	2.1	156	2.2	69	1.3	6	0.1	5	0.1
	Level Total	6,868	100	7,081	100	5,168	100	4,837	100	4,455	100

ARAPAHOE COMMUNITY COLLEGE

Table 2B: Student Enrollments at Arapahoe Community College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	204	3.0	208	2.7	194	2.6	222	3.1	237	3.5
	Black, Non-Hispanic	136	2.0	159	2.1	176	2.4	183	2.5	199	2.9
	Hispanic	552	8.0	615	8.1	653	8.8	646	8.9	572	8.4
	Native American	79	1.1	93	1.2	82	1.1	79	1.1	64	0.9
	Minority Subtotal	971	14.1	1,075	14.2	1,105	14.9	1,130	15.5	1,072	15.8
	White, Non-Hispanic	5,548	80.6	5,979	79.0	5,857	78.8	5,713	78.5	5,363	79.1
	NR Alien	41	0.6	56	0.7	51	0.7	54	0.7	47	0.7
	Unknown	321	4.7	458	6.1	417	5.6	378	5.2	300	4.4
	Level Total	6,881	100.0	7,568	100.0	7,430	100.0	7,275	100.0	6,782	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	218	3.0	215	2.7	203	2.6	228	3.0	247	3.5
	Black, Non-Hispanic	149	2.1	169	2.2	190	2.5	195	2.6	215	3.1
	Hispanic	577	7.9	624	8.0	660	8.5	658	8.7	588	8.3
	Native American	82	1.1	95	1.2	85	1.1	82	1.1	66	0.9
	Minority Subtotal	1,026	14.1	1,103	14.1	1,138	14.7	1,163	15.4	1,116	15.8
	White, Non-Hispanic	5,757	79.3	6,122	78.1	6,008	77.6	5,879	77.8	5,519	78.3
	NR Alien	118	1.6	130	1.7	117	1.5	112	1.5	97	1.4
	Unknown	361	5.0	488	6.2	481	6.2	406	5.4	315	4.5
	Level Total	7,262	100.0	7,843	100.0	7,744	100.0	7,560	100.0	7,047	100.0

**Table 2
2BB: Student Enrollments at Arapahoe Community College, by Gender, 2001 - 2005.**

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	4,191	60.9	4,707	62.2	4,729	63.6	4,593	63.1	4,330	63.8
	Male	2,644	38.4	2,825	37.3	2,677	36.0	2,668	36.7	2,445	36.1
	No Gender Data	46	0.7	36	0.5	24	0.3	14	0.2	7	0.1
	Level Total	6,881	100	7,568	100	7,430	100	7,275	100	6,782	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	4,368	60.1	4,846	61.8	4,894	63.2	4,748	62.8	4,480	63.6
	Male	2,842	39.1	2,955	37.7	2,797	36.1	2,793	36.9	2,558	36.3
	No Gender Data	52	0.7	42	0.5	53	0.7	19	0.3	9	0.1
	Level Total	7,262	100	7,843	100	7,744	100	7,560	100	7,047	100

COLORADO MOUNTAIN COLLEGE

Table 3B: Student Enrollments at Colorado Mountain College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	55	1.0	59	1.0	64	1.0	46	0.9	39	0.8
	Black, Non-Hispanic	24	0.4	23	0.4	16	0.3	27	0.5	21	0.4
	Hispanic	356	6.2	381	6.4	389	6.1	440	8.4	443	9.2
	Native American	29	0.5	34	0.6	36	0.6	39	0.7	45	0.9
	Minority Subtotal	464	8.1	497	8.4	505	8.0	552	10.5	548	11.4
	White, Non-Hispanic	4,677	81.6	4,629	78.3	4,977	78.7	4,048	77.2	3,678	76.6
	NR Alien	13	0.2	19	0.3	18	0.3	10	0.2	5	0.1
	Unknown	580	10.1	770	13.0	828	13.1	631	12.0	568	11.8
	Level Total	5,734	100.0	5,915	100.0	6,328	100.0	5,241	100.0	4,799	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	69	1.0	71	1.0	76	1.0	68	1.1	50	0.9
	Black, Non-Hispanic	29	0.4	28	0.4	21	0.3	32	0.5	31	0.5
	Hispanic	435	6.6	523	7.7	532	7.3	561	9.2	569	10.0
	Native American	35	0.5	41	0.6	42	0.6	49	0.8	55	1.0
	Minority Subtotal	568	8.6	663	9.7	671	9.2	710	11.6	705	12.4
	White, Non-Hispanic	5,365	81.1	5,266	77.3	5,658	77.8	4,696	76.6	4,323	76.1
	NR Alien	24	0.4	29	0.4	26	0.4	16	0.3	11	0.2
	Unknown	661	10.0	858	12.6	919	12.6	708	11.5	643	11.3
	Level Total	6,618	100.0	6,816	100.0	7,274	100.0	6,130	100.0	5,682	100.0

Table 3BB: Student Enrollments at Colorado Mountain College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Total*	Female	3,533	61.6	3,667	62.0	3,929	62.1	3,169	60.5	2,865	59.7
	Male	2,201	38.4	2,248	38.0	2,399	37.9	2,072	39.5	1,930	40.2
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	4	0.1
	Level Total	5,734	100	5,915	100	6,328	100	5,241	100	4,799	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total*	Female	3,920	59.2	4,079	59.8	4,364	60.0	3,517	57.4	3,232	56.9
	Male	2,698	40.8	2,737	40.2	2,910	40.0	2,613	42.6	2,446	43.0
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	4	0.1
	Level Total	6,618	100	6,816	100	7,274	100	6,130	100	5,682	100

COLORADO NORTHWESTERN COMMUNITY COLLEGE

Table 4B: Student Enrollments at Colorado Northwestern Community College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	9	0.4	7	0.4	12	0.6	17	0.8	10	0.7
	Black, Non-Hispanic	25	1.2	16	0.8	12	0.6	11	0.5	9	0.6
	Hispanic	83	4.1	74	3.8	103	4.9	89	4.2	79	5.6
	Native American	17	0.8	17	0.9	21	1.0	21	1.0	15	1.1
	Minority Subtotal	134	6.6	114	5.8	148	7.0	138	6.5	113	8.0
	White, Non-Hispanic	1,803	89.4	1,752	89.9	1,850	87.7	1,876	89.0	1,223	86.6
	NR Alien	0	0.0	0	0.0	1	0.0	3	0.1	4	0.3
	Unknown	79	3.9	83	4.3	110	5.2	91	4.3	73	5.2
	Level Total	2,016	100.0	1,949	100.0	2,109	100.0	2,108	100.0	1,413	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	11	0.5	8	0.4	12	0.5	19	0.8	10	0.7
	Black, Non-Hispanic	29	1.4	21	1.0	16	0.7	18	0.8	24	1.6
	Hispanic	87	4.1	79	3.8	109	4.9	99	4.4	82	5.4
	Native American	17	0.8	18	0.9	24	1.1	22	1.0	19	1.3
	Minority Subtotal	144	6.8	126	6.1	161	7.2	158	7.0	135	8.9
	White, Non-Hispanic	1,882	89.2	1,828	89.1	1,957	87.3	1,995	88.2	1,300	85.6
	NR Alien	1	0.0	5	0.2	6	0.3	6	0.3	7	0.5
	Unknown	82	3.9	93	4.5	118	5.3	102	4.5	76	5.0
	Level Total	2,109	100.0	2,052	100.0	2,242	100.0	2,261	100.0	1,518	100.0

Table 4BB: Student Enrollments at Colorado Northwestern Community College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	991	49.2	1,035	53.1	1,071	50.8	1,099	52.1	877	62.1
	Male	1,022	50.7	914	46.9	1,035	49.1	1,009	47.9	536	37.9
	No Gender Data	3	0.1	0	0.0	3	0.1	0	0.0	0	0.0
	Level Total	2,016	100	1,949	100	2,109	100	2,108	100	1,413	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	1,040	49.3	1,084	52.8	1,146	51.1	1,170	51.7	945	62.3
	Male	1,066	50.5	967	47.1	1,093	48.8	1,091	48.3	573	37.7
	No Gender Data	3	0.1	1	0.0	3	0.1	0	0.0	0	0.0
	Level Total	2,109	100	2,052	100	2,242	100	2,261	100	1,518	100

COMMUNITY COLLEGE OF AURORA

Table 5B: Student Enrollments at Community College of Aurora, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	284	6.1	294	6.1	307	5.8	315	5.9	324	6.1
	Black, Non-Hispanic	802	17.1	903	18.6	1,035	19.5	1,055	19.8	1,144	21.6
	Hispanic	483	10.3	468	9.6	564	10.6	621	11.7	635	12.0
	Native American	61	1.3	58	1.2	54	1.0	62	1.2	40	0.8
	Minority Subtotal	1,630	34.8	1,723	35.5	1,960	36.9	2,053	38.6	2,143	40.4
	White, Non-Hispanic	2,839	60.6	2,743	56.5	2,907	54.7	2,870	54.0	2,723	51.3
	NR Alien	32	0.7	40	0.8	62	1.2	56	1.1	72	1.4
	Unknown	181	3.9	346	7.1	385	7.2	337	6.3	365	6.9
	Level Total	4,682	100.0	4,852	100.0	5,314	100.0	5,316	100.0	5,303	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	292	6.0	302	5.9	313	5.7	322	5.9	327	6.0
	Black, Non-Hispanic	810	16.7	928	18.2	1,058	19.2	1,070	19.6	1,164	21.3
	Hispanic	494	10.2	472	9.3	573	10.4	635	11.7	644	11.8
	Native American	62	1.3	63	1.2	58	1.1	63	1.2	46	0.8
	Minority Subtotal	1,658	34.1	1,765	34.6	2,002	36.3	2,090	38.4	2,181	39.9
	White, Non-Hispanic	2,928	60.3	2,874	56.4	3,025	54.8	2,939	53.9	2,795	51.2
	NR Alien	79	1.6	83	1.6	78	1.4	75	1.4	92	1.7
	Unknown	193	4.0	375	7.4	416	7.5	344	6.3	392	7.2
	Level Total	4,858	100.0	5,097	100.0	5,521	100.0	5,448	100.0	5,460	100.0

Table 5BB: Student Enrollments at Community College of Aurora, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	2,727	58.2	2,888	59.5	3,246	61.1	3,189	60.0	3,228	60.9
	Male	1,940	41.4	1,942	40.0	2,039	38.4	2,108	39.7	2,054	38.7
	No Gender Data	15	0.3	22	0.5	29	0.5	19	0.4	21	0.4
	Level Total	4,682	100	4,852	100	5,314	100	5,316	100	5,303	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	2,793	57.5	3,011	59.1	3,367	61.0	3,262	59.9	3,309	60.6
	Male	2,049	42.2	2,062	40.5	2,124	38.5	2,166	39.8	2,129	39.0
	No Gender Data	16	0.3	24	0.5	30	0.5	20	0.4	22	0.4
	Level Total	4,858	100	5,097	100	5,521	100	5,448	100	5,460	100

COMMUNITY COLLEGE OF DENVER

Table 6B: Student Enrollments at Community College of Denver, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	380	6.2	432	5.8	454	5.3	461	5.2	473	5.7
	Black, Non-Hispanic	964	15.6	1,234	16.4	1,362	15.8	1,402	15.9	1,259	15.1
	Hispanic	1,897	30.8	2,175	29.0	2,494	28.9	2,444	27.8	2,262	27.0
	Native American	111	1.8	132	1.8	163	1.9	150	1.7	145	1.7
	Minority Subtotal	3,352	54.4	3,973	52.9	4,473	51.9	4,457	50.6	4,139	49.5
	White, Non-Hispanic	2,467	40.0	3,028	40.3	3,622	42.0	3,792	43.1	3,742	44.7
	NR Alien	347	5.6	430	5.7	390	4.5	378	4.3	303	3.6
	Unknown	0	0.0	77	1.0	137	1.6	173	2.0	180	2.2
Level Total	6,166	100.0	7,508	100.0	8,622	100.0	8,800	100.0	8,364	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	407	6.3	449	5.7	463	5.1	478	5.2	500	5.6
	Black, Non-Hispanic	979	15.0	1,258	15.9	1,373	15.2	1,424	15.4	1,328	14.9
	Hispanic	1,930	29.7	2,195	27.7	2,507	27.8	2,470	26.6	2,305	25.9
	Native American	114	1.8	139	1.8	166	1.8	154	1.7	146	1.6
	Minority Subtotal	3,430	52.7	4,041	51.0	4,509	50.1	4,526	48.8	4,279	48.1
	White, Non-Hispanic	2,566	39.4	3,162	39.9	3,767	41.8	3,946	42.5	3,937	44.2
	NR Alien	513	7.9	633	8.0	577	6.4	611	6.6	493	5.5
	Unknown	0	0.0	88	1.1	155	1.7	191	2.1	194	2.2
Level Total	6,509	100.0	7,924	100.0	9,008	100.0	9,274	100.0	8,903	100.0	

Table 6BB: Student Enrollments at Community College of Denver, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	3,726	60.4	4,707	62.7	5,594	64.9	5,629	64.0	5,303	63.4
	Male	2,440	39.6	2,801	37.3	3,015	35.0	3,148	35.8	3,048	36.4
	No Gender Data	0	0.0	0	0.0	13	0.2	23	0.3	13	0.2
	Level Total	6,166	100	7,508	100	8,622	100	8,800	100	8,364	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	3,909	60.1	4,928	62.2	5,799	64.4	5,910	63.7	5,631	63.2
	Male	2,600	39.9	2,996	37.8	3,194	35.5	3,341	36.0	3,257	36.6
	No Gender Data	0	0.0	0	0.0	15	0.2	23	0.2	15	0.2
	Level Total	6,509	100	7,924	100	9,008	100	9,274	100	8,903	100

FRONT RANGE COMMUNITY COLLEGE

Table 7B: Student Enrollments at Front Range Community College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	461	3.7	472	3.5	539	3.7	534	3.6	483	3.4
	Black, Non-Hispanic	177	1.4	188	1.4	201	1.4	192	1.3	187	1.3
	Hispanic	1,224	9.7	1,320	9.7	1,457	10.1	1,565	10.6	1,540	11.0
	Native American	163	1.3	181	1.3	181	1.3	182	1.2	162	1.2
	Minority Subtotal	2,025	16.1	2,161	15.9	2,378	16.5	2,473	16.8	2,372	16.9
	White, Non-Hispanic	10,093	80.1	10,672	78.7	11,260	78.0	11,448	77.7	10,746	76.6
	NR Alien	45	0.4	51	0.4	71	0.5	60	0.4	53	0.4
	Unknown	444	3.5	674	5.0	728	5.0	755	5.1	866	6.2
	Level Total	12,607	100.0	13,558	100.0	14,437	100.0	14,736	100.0	14,037	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	484	3.6	490	3.4	558	3.6	563	3.6	508	3.4
	Black, Non-Hispanic	190	1.4	205	1.4	214	1.4	204	1.3	195	1.3
	Hispanic	1,270	9.4	1,371	9.4	1,497	9.8	1,607	10.3	1,583	10.7
	Native American	176	1.3	195	1.3	195	1.3	190	1.2	170	1.1
	Minority Subtotal	2,120	15.7	2,261	15.5	2,464	16.1	2,564	16.4	2,456	16.5
	White, Non-Hispanic	10,763	79.7	11,461	78.5	11,905	77.8	12,139	77.5	11,339	76.4
	NR Alien	147	1.1	137	0.9	157	1.0	144	0.9	130	0.9
	Unknown	481	3.6	740	5.1	775	5.1	822	5.2	917	6.2
	Level Total	13,511	100.0	14,599	100.0	15,301	100.0	15,669	100.0	14,842	100.0

Table 7BB: Student Enrollments at Front Range Community College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	7,294	57.9	8,088	59.7	8,688	60.2	8,950	60.7	8,413	59.9
	Male	5,313	42.1	5,470	40.3	5,749	39.8	5,786	39.3	5,618	40.0
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	6	0.0
	Level Total	12,607	100	13,558	100	14,437	100	14,736	100	14,037	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	7,727	57.2	8,677	59.4	9,130	59.7	9,474	60.5	8,799	59.3
	Male	5,784	42.8	5,922	40.6	6,171	40.3	6,195	39.5	6,036	40.7
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	7	0.0
	Level Total	13,511	100	14,599	100	15,301	100	15,669	100	14,842	100

LAMAR COMMUNITY COLLEGE

Table 8B: Student Enrollments at Lamar Community College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	5	0.5	3	0.3	4	0.4	5	0.5	7	0.8
	Black, Non-Hispanic	12	1.3	23	2.1	15	1.4	10	1.0	9	1.0
	Hispanic	168	17.9	175	15.8	185	17.8	168	17.0	158	17.4
	Native American	12	1.3	18	1.6	18	1.7	8	0.8	9	1.0
	Minority Subtotal	197	21.0	219	19.8	222	21.4	191	19.3	183	20.1
	White, Non-Hispanic	726	77.6	875	79.0	801	77.2	772	78.1	705	77.5
	NR Alien	3	0.3	0	0.0	0	0.0	0	0.0	1	0.1
	Unknown	10	1.1	14	1.3	14	1.4	26	2.6	21	2.3
	Level Total	936	100.0	1,108	100.0	1,037	100.0	989	100.0	910	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	5	0.5	3	0.3	4	0.4	5	0.5	7	0.7
	Black, Non-Hispanic	16	1.6	25	2.1	17	1.6	12	1.1	15	1.5
	Hispanic	177	17.8	177	15.1	188	17.2	175	16.6	160	16.4
	Native American	13	1.3	20	1.7	20	1.8	11	1.0	11	1.1
	Minority Subtotal	211	21.2	225	19.2	229	21.0	203	19.2	193	19.8
	White, Non-Hispanic	769	77.3	924	78.9	844	77.3	825	78.1	760	77.9
	NR Alien	4	0.4	7	0.6	4	0.4	1	0.1	1	0.1
	Unknown	11	1.1	15	1.3	15	1.4	28	2.6	22	2.3
	Level Total	995	100.0	1,171	100.0	1,092	100.0	1,057	100.0	976	100.0

Table 8BB: Student Enrollments at Lamar Community College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	562	60.0	685	61.8	631	60.8	618	62.5	556	61.1
	Male	374	40.0	423	38.2	406	39.2	369	37.3	353	38.8
	No Gender Data	0	0.0	0	0.0	0	0.0	2	0.2	1	0.1
	Level Total	936	100	1,108	100	1,037	100	989	100	910	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	588	59.1	712	60.8	656	60.1	655	62.0	591	60.6
	Male	407	40.9	459	39.2	436	39.9	399	37.7	384	39.3
	No Gender Data	0	0.0	0	0.0	0	0.0	3	0.3	1	0.1
	Level Total	995	100	1,171	100	1,092	100	1,057	100	976	100

MORGAN COMMUNITY COLLEGE

Table 9B: Student Enrollments at Morgan Community College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	10	0.6	11	0.7	9	0.6	6	0.4	11	0.7
	Black, Non-Hispanic	4	0.2	2	0.1	2	0.1	6	0.4	9	0.6
	Hispanic	200	11.3	182	11.3	168	10.8	173	10.9	211	13.0
	Native American	14	0.8	20	1.2	20	1.3	23	1.5	19	1.2
	Minority Subtotal	228	12.9	215	13.3	199	12.8	208	13.1	250	15.4
	White, Non-Hispanic	1,486	84.0	1,380	85.4	1,334	86.1	1,357	85.6	1,323	81.3
	NR Alien	2	0.1	0	0.0	2	0.1	2	0.1	2	0.1
	Unknown	52	2.9	21	1.3	14	0.9	19	1.2	53	3.3
	Level Total	1,768	100.0	1,616	100.0	1,549	100.0	1,586	100.0	1,628	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	10	0.6	11	0.7	9	0.6	7	0.4	12	0.7
	Black, Non-Hispanic	5	0.3	2	0.1	3	0.2	7	0.4	12	0.7
	Hispanic	203	11.4	183	11.2	168	10.7	180	11.1	216	12.9
	Native American	14	0.8	21	1.3	20	1.3	23	1.4	20	1.2
	Minority Subtotal	232	13.0	217	13.3	200	12.8	217	13.4	260	15.5
	White, Non-Hispanic	1,495	83.9	1,388	85.3	1,346	86.1	1,375	85.0	1,356	81.1
	NR Alien	2	0.1	1	0.1	3	0.2	2	0.1	2	0.1
	Unknown	52	2.9	21	1.3	15	1.0	24	1.5	55	3.3
	Level Total	1,781	100.0	1,627	100.0	1,564	100.0	1,618	100.0	1,673	100.0

Table 9BB: Student Enrollments at Morgan Community College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	1,109	62.7	1,016	62.9	1,010	65.2	1,031	65.0	1,103	67.8
	Male	659	37.3	596	36.9	539	34.8	555	35.0	520	31.9
	No Gender Data	0	0.0	4	0.2	0	0.0	0	0.0	5	0.3
	Level Total	1,768	100	1,616	100	1,549	100	1,586	100	1,628	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	1,117	62.7	1,024	62.9	1,018	65.1	1,051	65.0	1,138	68.0
	Male	664	37.3	599	36.8	546	34.9	567	35.0	530	31.7
	No Gender Data	0	0.0	4	0.2	0	0.0	0	0.0	5	0.3
	Level Total	1,781	100	1,627	100	1,564	100	1,618	100	1,673	100

NORTHEASTERN JUNIOR COLLEGE

Table 10B: Student Enrollments at Northeastern Junior College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	11	0.3	17	0.5	14	0.5	17	0.6	9	0.3
	Black, Non-Hispanic	33	0.9	37	1.1	58	2.0	48	1.7	41	1.5
	Hispanic	190	5.3	188	5.4	176	6.0	171	6.2	178	6.5
	Native American	24	0.7	17	0.5	18	0.6	18	0.7	18	0.7
	Minority Subtotal	258	7.2	259	7.4	266	9.0	254	9.2	246	9.0
	White, Non-Hispanic	3,297	91.5	3,195	91.8	2,671	90.9	2,508	90.8	2,493	91.0
	NR Alien	0	0.0	4	0.1	1	0.0	0	0.0	0	0.0
	Unknown	50	1.4	22	0.6	2	0.1	0	0.0	0	0.0
	Level Total	3,605	100.0	3,480	100.0	2,940	100.0	2,762	100.0	2,739	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	13	0.3	21	0.6	16	0.5	18	0.6	9	0.3
	Black, Non-Hispanic	42	1.1	47	1.3	66	2.1	59	2.0	54	1.9
	Hispanic	197	5.2	193	5.3	189	6.1	184	6.3	186	6.5
	Native American	24	0.6	19	0.5	18	0.6	19	0.7	20	0.7
	Minority Subtotal	276	7.3	280	7.7	289	9.4	280	9.6	269	9.4
	White, Non-Hispanic	3,430	91.0	3,311	91.3	2,778	90.3	2,615	89.8	2,577	90.1
	NR Alien	5	0.1	11	0.3	8	0.3	13	0.4	10	0.3
	Unknown	57	1.5	26	0.7	2	0.1	4	0.1	3	0.1
	Level Total	3,768	100.0	3,628	100.0	3,077	100.0	2,912	100.0	2,859	100.0

Table 10BB: Student Enrollments at Northeastern Junior College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	2,137	59.3	2,057	59.1	1,818	61.8	1,753	63.5	1,718	62.7
	Male	1,464	40.6	1,422	40.9	1,122	38.2	1,009	36.5	1,021	37.3
	No Gender Data	4	0.1	1	0.0	0	0.0	0	0.0	0	0.0
	Level Total	3,605	100	3,480	100	2,940	100	2,762	100	2,739	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	2,221	58.9	2,127	58.6	1,878	61.0	1,826	62.7	1,769	61.9
	Male	1,543	41.0	1,500	41.3	1,199	39.0	1,086	37.3	1,090	38.1
	No Gender Data	4	0.1	1	0.0	0	0.0	0	0.0	0	0.0
	Level Total	3,768	100	3,628	100	3,077	100	2,912	100	2,859	100

OTERO JUNIOR COLLEGE

Table 11B: Student Enrollments at Otero Junior College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	16	1.2	16	1.1	7	0.4	7	0.4	10	0.6
	Black, Non-Hispanic	42	3.1	27	1.8	25	1.5	27	1.6	28	1.8
	Hispanic	421	30.6	434	28.6	485	30.0	504	30.8	491	30.9
	Native American	19	1.4	20	1.3	20	1.2	21	1.3	25	1.6
	Minority Subtotal	498	36.2	497	32.7	537	33.2	559	34.1	554	34.9
	White, Non-Hispanic	870	63.3	1,020	67.2	1,079	66.7	1,077	65.8	1,034	65.1
	NR Alien	1	0.1	1	0.1	1	0.1	2	0.1	0	0.0
	Unknown	6	0.4	0	0.0	0	0.0	0	0.0	0	0.0
Level Total	1,375	100.0	1,518	100.0	1,617	100.0	1,638	100.0	1,588	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	16	1.1	18	1.2	8	0.5	7	0.4	11	0.7
	Black, Non-Hispanic	44	3.1	30	1.9	28	1.7	30	1.8	35	2.1
	Hispanic	424	30.2	440	28.4	494	29.9	512	30.5	496	30.3
	Native American	19	1.4	21	1.4	21	1.3	24	1.4	26	1.6
	Minority Subtotal	503	35.8	509	32.9	551	33.4	573	34.2	568	34.7
	White, Non-Hispanic	889	63.3	1,031	66.6	1,091	66.1	1,095	65.3	1,061	64.9
	NR Alien	6	0.4	7	0.5	8	0.5	8	0.5	7	0.4
	Unknown	6	0.4	0	0.0	0	0.0	0	0.0	0	0.0
Level Total	1,404	100.0	1,547	100.0	1,650	100.0	1,676	100.0	1,636	100.0	

Table 11BB: Student Enrollments at Otero Junior College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	736	53.5	926	61.0	1,005	62.2	1,007	61.5	980	61.7
	Male	639	46.5	592	39.0	612	37.8	631	38.5	608	38.3
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	1,375	100	1,518	100	1,617	100	1,638	100	1,588	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	747	53.2	937	60.6	1,022	61.9	1,024	61.1	1,006	61.5
	Male	657	46.8	610	39.4	628	38.1	652	38.9	630	38.5
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	1,404	100	1,547	100	1,650	100	1,676	100	1,636	100

PIKES PEAK COMMUNITY COLLEGE

Table 12B: Student Enrollments at Pikes Peak Community College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	348	4.2	406	4.6	386	4.2	387	4.0	391	4.0
	Black, Non-Hispanic	741	9.0	793	9.0	799	8.6	727	7.5	783	8.1
	Hispanic	856	10.4	977	11.0	1,059	11.4	1,094	11.3	1,109	11.4
	Native American	140	1.7	160	1.8	159	1.7	189	2.0	176	1.8
	Minority Subtotal	2,085	25.4	2,336	26.4	2,403	25.8	2,397	24.8	2,459	25.4
	White, Non-Hispanic	5,723	69.6	6,089	68.8	6,485	69.7	6,833	70.7	6,748	69.6
	NR Alien	20	0.2	33	0.4	43	0.5	29	0.3	40	0.4
	Unknown	390	4.7	387	4.4	368	4.0	405	4.2	443	4.6
	Level Total	8,218	100.0	8,845	100.0	9,299	100.0	9,664	100.0	9,690	100.0

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	382	3.9	451	4.3	420	4.0	424	3.9	419	4.0
	Black, Non-Hispanic	1,111	11.4	1,170	11.2	1,048	9.9	916	8.4	887	8.5
	Hispanic	1,014	10.4	1,137	10.9	1,198	11.3	1,239	11.3	1,199	11.4
	Native American	168	1.7	186	1.8	178	1.7	212	1.9	185	1.8
	Minority Subtotal	2,675	27.4	2,944	28.2	2,844	26.9	2,791	25.6	2,690	25.7
	White, Non-Hispanic	6,541	66.9	6,956	66.6	7,217	68.2	7,586	69.5	7,222	68.9
	NR Alien	96	1.0	91	0.9	92	0.9	73	0.7	70	0.7
	Unknown	460	4.7	453	4.3	428	4.0	467	4.3	496	4.7
	Level Total	9,772	100.0	10,444	100.0	10,581	100.0	10,917	100.0	10,478	100.0

Table 12BB: Student Enrollments at Pikes Peak Community College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	4,728	57.5	5,267	59.5	5,562	59.8	5,754	59.5	5,866	60.5
	Male	3,473	42.3	3,568	40.3	3,729	40.1	3,909	40.4	3,821	39.4
	No Gender Data	17	0.2	10	0.1	8	0.1	1	0.0	3	0.0
	Level Total	8,218	100	8,845	100	9,299	100	9,664	100	9,690	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	5,270	53.9	5,851	56.0	6,095	57.6	6,268	57.4	6,205	59.2
	Male	4,480	45.8	4,582	43.9	4,478	42.3	4,648	42.6	4,269	40.7
	No Gender Data	22	0.2	11	0.1	8	0.1	1	0.0	4	0.0
	Level Total	9,772	100	10,444	100	10,581	100	10,917	100	10,478	100

PUEBLO COMMUNITY COLLEGE

Table 13B: Student Enrollments at Pueblo Community College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	31	0.6	37	0.7	48	0.8	52	0.9	49	0.9
	Black, Non-Hispanic	79	1.7	98	1.9	119	2.1	122	2.2	118	2.2
	Hispanic	1,429	29.9	1,562	30.9	1,786	31.6	1,841	33.6	1,808	34.5
	Native American	162	3.4	150	3.0	158	2.8	150	2.7	132	2.5
	Minority Subtotal	1,701	35.5	1,847	36.5	2,111	37.3	2,165	39.5	2,107	40.1
	White, Non-Hispanic	2,994	62.6	3,150	62.2	3,452	61.0	3,239	59.1	3,048	58.1
	NR Alien	2	0.0	5	0.1	5	0.1	5	0.1	4	0.1
	Unknown	88	1.8	60	1.2	90	1.6	74	1.3	89	1.7
	Level Total	4,785	100.0	5,062	100.0	5,658	100.0	5,483	100.0	5,248	100.0
	Total*	Asian	32	0.7	39	0.8	51	0.9	58	1.0	52
Black, Non-Hispanic		81	1.7	103	2.0	126	2.2	125	2.2	119	2.2
Hispanic		1,435	29.5	1,566	30.5	1,795	31.2	1,854	33.2	1,820	34.2
Native American		166	3.4	153	3.0	158	2.7	158	2.8	141	2.6
Minority Subtotal		1,714	35.2	1,861	36.3	2,130	37.1	2,195	39.3	2,132	40.0
White, Non-Hispanic		3,055	62.8	3,198	62.4	3,512	61.1	3,310	59.2	3,093	58.1
NR Alien		7	0.1	10	0.2	14	0.2	11	0.2	10	0.2
Unknown		90	1.8	60	1.2	91	1.6	76	1.4	92	1.7
Level Total		4,866	100.0	5,129	100.0	5,747	100.0	5,592	100.0	5,327	100.0

Table 13BB: Student Enrollments at Pueblo Community College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	3,007	62.8	3,155	62.3	3,652	64.5	3,556	64.9	3,397	64.7
	Male	1,778	37.2	1,907	37.7	2,001	35.4	1,927	35.1	1,851	35.3
	No Gender Data	0	0.0	0	0.0	5	0.1	0	0.0	0	0.0
	Level Total	4,785	100	5,062	100	5,658	100	5,483	100	5,248	100
Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	3,042	62.5	3,194	62.3	3,698	64.3	3,613	64.6	3,446	64.7
	Male	1,824	37.5	1,935	37.7	2,044	35.6	1,979	35.4	1,881	35.3
	No Gender Data	0	0.0	0	0.0	5	0.1	0	0.0	0	0.0
	Level Total	4,866	100	5,129	100	5,747	100	5,592	100	5,327	100

RED ROCKS COMMUNITY COLLEGE

Table 14B: Student Enrollments at Red Rocks Community College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	176	2.7	177	2.6	186	2.5	184	2.6	150	2.4
	Black, Non-Hispanic	90	1.4	93	1.4	109	1.5	122	1.7	108	1.7
	Hispanic	688	10.4	709	10.3	823	11.1	769	10.8	650	10.3
	Native American	75	1.1	103	1.5	121	1.6	111	1.6	85	1.3
	Minority Subtotal	1,029	15.5	1,082	15.7	1,239	16.7	1,186	16.6	993	15.7
	White, Non-Hispanic	5,522	83.4	5,706	83.0	6,087	82.2	5,854	81.9	5,169	81.8
	NR Alien	66	1.0	90	1.3	69	0.9	63	0.9	45	0.7
	Unknown	1	0.0	0	0.0	9	0.1	47	0.7	114	1.8
Level Total	6,618	100.0	6,878	100.0	7,404	100.0	7,150	100.0	6,321	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	179	2.6	185	2.5	190	2.5	185	2.5	154	2.4
	Black, Non-Hispanic	96	1.4	164	2.2	114	1.5	128	1.7	111	1.7
	Hispanic	709	10.3	746	10.1	842	10.9	808	10.8	661	10.1
	Native American	79	1.1	109	1.5	124	1.6	122	1.6	86	1.3
	Minority Subtotal	1,063	15.4	1,204	16.3	1,270	16.5	1,243	16.6	1,012	15.5
	White, Non-Hispanic	5,719	82.7	6,032	81.6	6,293	81.8	6,074	81.2	5,298	81.2
	NR Alien	131	1.9	153	2.1	121	1.6	111	1.5	85	1.3
	Unknown	1	0.0	0	0.0	9	0.1	56	0.7	126	1.9
Level Total	6,914	100.0	7,389	100.0	7,693	100.0	7,484	100.0	6,521	100.0	

Table 14BB: Student Enrollments at Red Rocks Community College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	3,203	48.4	3,285	47.8	3,600	48.6	3,486	48.8	3,240	51.3
	Male	3,413	51.6	3,593	52.2	3,804	51.4	3,664	51.2	3,081	48.7
	No Gender Data	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	6,618	100	6,878	100	7,404	100	7,150	100	6,321	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	3,306	47.8	3,414	46.2	3,701	48.1	3,585	47.9	3,323	51.0
	Male	3,606	52.2	3,975	53.8	3,992	51.9	3,899	52.1	3,198	49.0
	No Gender Data	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	6,914	100	7,389	100	7,693	100	7,484	100	6,521	100

TRINIDAD STATE JUNIOR COLLEGE

Table 15B: Student Enrollments at Trinidad State Junior College, by Ethnicity, 2001 - 2005.

Enrollment Level	Race/Ethnicity	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State Undergraduate*	Asian	11	0.6	8	0.4	8	0.4	11	0.6	12	0.7
	Black, Non-Hispanic	20	1.1	36	1.8	33	1.8	44	2.4	33	2.0
	Hispanic	824	45.4	872	43.5	799	43.0	857	46.3	759	45.2
	Native American	31	1.7	35	1.7	41	2.2	30	1.6	30	1.8
	Minority Subtotal	886	48.8	951	47.5	881	47.4	942	50.9	834	49.6
	White, Non-Hispanic	928	51.1	1,051	52.5	979	52.6	908	49.0	840	50.0
	NR Alien	0	0.0	0	0.0	0	0.0	0	0.0	3	0.2
	Unknown	2	0.1	1	0.0	0	0.0	2	0.1	4	0.2
Level Total	1,816	100.0	2,003	100.0	1,860	100.0	1,852	100.0	1,681	100.0	

Enrollment Level	Race/Ethnicity	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total Undergraduate*	Asian	13	0.7	10	0.5	9	0.4	20	0.9	16	0.9
	Black, Non-Hispanic	31	1.6	49	2.2	41	2.0	62	2.9	40	2.2
	Hispanic	839	42.4	886	40.3	823	40.7	892	42.4	780	42.6
	Native American	43	2.2	55	2.5	52	2.6	43	2.0	40	2.2
	Minority Subtotal	926	46.8	1,000	45.5	925	45.7	1,017	48.3	876	47.9
	White, Non-Hispanic	1,037	52.4	1,182	53.8	1,088	53.8	1,075	51.0	938	51.3
	NR Alien	14	0.7	12	0.5	7	0.3	8	0.4	10	0.5
	Unknown	3	0.2	2	0.1	2	0.1	6	0.3	6	0.3
Level Total	1,980	100.0	2,196	100.0	2,022	100.0	2,106	100.0	1,830	100.0	

Table 15BB: Student Enrollments at Trinidad State Junior College, by Gender, 2001 - 2005.

Enrollment Level	Gender	In-State Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
In-State	Female	1,118	61.6	1,256	62.7	1,133	60.9	1,198	64.7	1,030	61.3
	Male	698	38.4	747	37.3	727	39.1	654	35.3	651	38.7
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	1,816	100	2,003	100	1,860	100	1,852	100	1,681	100

Enrollment Level	Gender	Total Student Headcount* Enrolled in Fall --									
		2001		2002		2003		2004		2005	
		#	% of Level	#	% of Level	#	% of Level	#	% of Level	#	% of Level
Total	Female	1,174	59.3	1,320	60.1	1,197	59.2	1,263	60.0	1,066	58.3
	Male	806	40.7	876	39.9	825	40.8	843	40.0	764	41.7
	No Gender Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Level Total	1,980	100	2,196	100	2,022	100	2,106	100	1,830	100

**TOPIC: STATUS REPORT ON STAFF REVIEW OF THE 2010 HIGHER
EDUCATION ADMISSION REQUIREMENTS**

PREPARED BY: MATT McKEEVER

I. BACKGROUND

Since 1986, the Colorado Commission on Higher Education has held the authority to establish statewide admission standards for public colleges and universities. In 2003, CCHE Academic Affairs Policy I, Part F (Admissions Standards Policy) was modified dramatically to include minimum academic coursework requirements, otherwise known as the Higher Education Admission Requirements (HEAR). In March of 2006 representatives of the Rural Caucus attended the Commission meeting to raise concerns that existed with the 2010 Higher Education Admission Requirements. The Rural Caucus representatives were concerned with the limited resources that rural school districts have for their students to meet the 2010 requirements.

The Rural Caucus presentation resulted in a Commission directed staff review of the implementation of the 2010 HEAR. This information item and the attached documents are to serve as a status report and update on this review. Any recommended changes concerning the implementation of the 2010 HEAR will be brought to the Commission this summer.

II. SUMMARY OF ACTIVITIES

Following the adoption of the 2003 modifications to the CCHE Admissions Standards Policy, DHE staff received numerous requests from various constituent groups to clarify the intent of HEAR policy. After the Rural Caucus presentation in March of 2006, the Commission asked staff to determine the feasibility of implementation of the 2010 HEAR. DHE staff is currently in the final stages of a review process that may lead to a recommendation concerning the implementation of the 2010 requirements. During this review process, DHE staff has met with the Academic Council, Deans and Directors of Admission, the Rural Caucus, Data Advisory Group, and the State World Language Advisor Council. A summary of those meetings is included in the [attached memo](#).

DHE staff recognized several trends when facilitating the meetings about the 2010 HEAR policy. Significant among these are concerns about implementation barriers in the high schools, and in the admission processes at the postsecondary institutions. Current data suggests that the admission window size at some institutions is not large enough to accommodate applicants that would not meet the 2010 HEAR. This fact, in addition to the concerns that some high schools cannot accommodate teaching the requirements, could create a barrier in the admissions process for many students. There is little doubt among those involved in the meetings that students benefit from more rigorous high school experience. In fact Deans and Directors of Admissions and the Academic Council suggested that to remove from policy all rigor or coursework

requirements would be a mistake. These groups also believe keeping academic rigor as one of the requirements for admission is in the best interest of the state.

Moving forward DHE staff will meet with representatives of Colorado Education Association, the Colorado Association of School Boards, and the Colorado Association of School Executives. Upon completion of those meetings, DHE staff may put forward a recommendation for action by the Commission on the 2010 Higher Education Requirements. The nature of this action is not fully developed, but could include some flexibility in the implementation timeline of the additional 2010 requirement of mathematics and foreign language. Any proposed changes will be forwarded to the concerned parties prior to the Commission meeting so that those wishing to comment publicly are allowed ample time to.

III. STATUTORY AUTHORITY

23-1-108 C.R.S.

23-1-113 C.R.S.



STATE OF COLORADO

DEPARTMENT OF HIGHER EDUCATION
Colorado Commission on Higher Education

Bill Ritter, Jr.
Governor

Raymond T. Baker, Chair
Dean L. Quamme, Vice Chair
Richard L. Garcia
Jim Polsfut
Richard L. Ramirez

Edward A. Robinson
Joel Rosenstein
Greg C. Stevinson
James M. Stewart
Judy Weaver

David E. Skaggs
Executive Director

MEMORANDUM

TO: Colorado Commissioners of Higher Education

FROM: DHE Academic Affairs Staff

DATE: March 29, 2007

SUBJECT: Summary of Meetings to Discuss 2010 Higher Education Admission Requirements

RURAL CAUCUS

At the March 2006 Commission meeting, the Rural Caucus contended that the main roadblocks to the districts implementing the 2010 HEAR included declining enrollment and therefore reduced funding; the difficulty in recruiting and paying competitive wages to the qualified teachers that would be necessary to increase the math offerings at the high schools; shifting more resource to math and foreign language would lead to a further depletion of the arts, physical education and vocational education in the high school curriculum; and the alternatives available to the rural district to meet the requirements are not funded properly and to some districts are not viable options.

In September 2006, The Rural Caucus forwarded to staff *Rural School District Study: The Impact Of The Higher Education Admission Requirements On Colorado's Rural School Districts* ([attached](#)). The study is the result of a survey completed by rural school districts. Conclusions concerning the impact of the 2010 requirements on those districts that replied include:

- The breadth of education that will be offered in Colorado's rural high schools will decrease;
- There will be a drop in rural Colorado students applying for and attending the state's four-year higher education institutions;
- High school graduation rates may decline.

Recommendations to the Commission include:

- Postpone the Phase II college entrance requirements until such time as the effectiveness of the Phase I requirements can be evaluated, or allow each college/university to use the Phase I entrance requirements as a base line but to set its own entrance requirements, if it so chooses, above and/or beyond Phase I;
- Develop a weighted admissions system that takes into account the rigor of a student's particular area of pre-collegiate study;
- Allow more flexibility in the types of courses that satisfy the entrance requirements, i.e. accounting as a valid math class;

- Engage in a collaborative dialogue that highlights and promotes what is working in K-12 and higher education but that also takes a realistic look at areas in which and ways in which we can improve P-16;
- Take part in the discussions currently being promoted by CASB and other organizations to address what we want our students to know and be able to do when they receive a high school diploma;
- Work with the CRSC to draw attention to the need for a statewide communications network and associated policy structure that can provide accelerated learning opportunities for all of Colorado's students;

ACADEMIC COUNCIL

Over the course of several months DHE staff discussed the admission policy and the goals of the policy. Some of the discussion focused on HEAR in relation to the admission index. Several comprehensive change models were presented to the academic council. All models presented included coursework requirements for admission. Although the discussions concerned a comprehensive change to the admission policy, DHE staff is not ready to bring forth major revisions soon. In regard to the 2010 HEAR implementation, an outcome of the discussion was allowing the institutions more flexibility in the admission process during implementation. Also, the Academic Council concluded that coursework should be a component in the admission process, and a move towards the 2010 requirements should continue.

DEANS AND DIRECTORS OF ADMISSION

During the summer of 2006 four meetings were held with the Deans and Directors of Admission. During these meetings one topic of discussion was the implementation of 2010 HEAR. During the discussion the group shared some obstacles that could hamper admitting students in 2010.

1. Requirements of foreign language could disqualify many applicants
2. There would be potential difficulties in reaching enrollment goals at some institutions
3. Course rigor should be a component of the admission policy, but flexibility at the institution level should be available

DATA ADVISORY GROUP

The Data Advisory Group - composed of Institutional Research Directors from the higher education institutions raised concerns about the implementation of HEAR requirements, in terms of documentation, and data collection. How will the transcripts of recent high school graduates be reviewed and quantified for purposes of determining whether the student has or has not met the HEAR requirements. Specific to the 2010 HEAR, this group was concerned with the projected high number of students not meeting requirements (over 1/3 at some institutions according to current first time freshman applicants) and how this will impact the institution's admissions window, or if the window is or should be applicable with HEAR.

STATE WORLD LANGUAGE ADVISOR COUNCIL (SWLAC)

In a meeting with DHE staff, representatives of the SWLAC expressed their support of the 2010 HEAR. Their support is based on the concepts put forth in "The Toolbox Revisited: Paths to Degree Completion from High School Through College". The SWLAC recognize that there are concerns that need to be addressed on the delivery of foreign language coursework in high schools. Among others, the solutions to these challenges included:

- Funding a test out option to demonstrate proficiency for student who do not or cannot take coursework.
- Utilization of online coursework to meet the requirements (although SWLAC recognized that online is not ideal for foreign language course delivery)
- Fund a plan for teacher recruitment through loan forgiveness and other mechanisms.
- Facilitate a method for native speakers of foreign language to acquire teacher licenses.

COLORADO RURAL SCHOOLS CAUCUS

**RURAL SCHOOL DISTRICT STUDY:
THE IMPACT OF THE HIGHER EDUCATION
ADMISSION REQUIREMENTS ON
COLORADO'S RURAL SCHOOL DISTRICTS**

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September 2006

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EXECUTIVE SUMMARY

This report presents the results of the Rural Impact Survey conducted by the Colorado Rural Schools Caucus (CRSC). It provides both statistical and philosophical contexts for a discussion about the impact of the implementation of the Phase I and Phase II higher education admissions requirements (HEAR) on Colorado's rural school districts.

Several themes guided the survey:

1. Number of highly qualified teachers
2. High school curricula and graduation requirements
3. Changes made to accommodate the Phase I HEAR
4. Adjustments that will need to be made to meet the Phase II HEAR

The CRSC shares the concerns of the higher education community regarding the need to raise expectations in our high schools. However, the implementation of the HEAR are creating additional strains on the already thinning budgets of many of Colorado's rural school districts.

Should the Colorado Commission on Higher Education (CCHE) move forward as planned with the fall 2006 implementation of the Phase II requirements, rural school districts will likely be altered in the following ways:

1. The breadth of education that will be offered in Colorado's rural high schools will decrease;
2. There will be a drop in rural Colorado students applying for and attending the state's four-year higher education institutions;
3. High school graduation rates may decline.

The CRSC wants rural students to remain in Colorado and to succeed, but rural schools do not currently have the resources (money, teachers, and technological infrastructure) to meet all of the state and federal performance standards, much less to accommodate the new HEAR policies of CCHE. And unless major changes occur, these limitations of choice will become a full blown crisis of opportunity.

Therefore, the CRSC has the following recommendations for CCHE:

1. Postpone the Phase II college entrance requirements until such time as the effectiveness of the Phase I requirements can be evaluated, or allow each college/university to use the Phase I entrance requirements as a base line but to set its own entrance requirements, if it so chooses, above and/or beyond Phase I;
2. Develop a weighted admissions system that takes into account the rigor of a student's particular area of pre-collegiate study;
3. Allow more flexibility in the types of courses that satisfy the entrance requirements, i.e. accounting as a valid math class;
4. Engage in a collaborative dialogue that highlights and promotes what is working in K-12 and higher education but that also takes a realistic look at areas in which and ways in which we can improve P-16;

5. Take part in the discussions currently being promoted by CASB and other organizations to address what we want our students to know and be able to do when they receive a high school diploma;
6. Work with the CRSC to draw attention to the need for a statewide communications network and associated policy structure that can provide accelerated learning opportunities for all of Colorado's students;

Introduction and Background Information

In November 2005, members of the Colorado Rural Schools Caucus (CRSC) began meeting with representatives of the Colorado Commission on Higher Education (CCHE) to discuss the CRSC's concerns regarding the implementation of the Phase II college entrance requirements and the affects they would have on many of Colorado's rural school districts. For several months, the Caucus had been hearing from its members that there was a general frustration with the new entrance requirements, and many district superintendents and boards of education were concerned that CCHE was making policy decisions without the substantive input and stakeholder dialogue necessary for such comprehensive systemic changes.

Concerns surrounding the Phase II requirements ranged from the philosophical – vocational education, music, the arts and humanities will be squeezed out of the high school curriculum because kids wanting to go to college will be forced to take courses they are not interested in and they may never use again, to the practical – the new requirements will over stress an already tight teacher supply in mathematics and foreign languages, and it is likely that rural schools will bear the brunt of that shortage. There was also speculation as to the motives for the increased requirements: political, financial, or truly educational? Moreover, there was an outcry from rural parents claiming that their children were being “tracked” by identifying which ones would be placed in pre-algebra in the seventh grade; they assume that if their child does not get into this class then he/she will not be able to attend college. CCHE's Phase II entrance requirements and the way they are being marketed to middle school parents, they said, have only exacerbated this perception.

While these concerns were very real for the rural districts, for the representatives of CCHE they were perceived as anecdotes versus robust, verifiable information that could be taken to the CCHE board of directors in order to recommend any change in policy. Both the Rural Caucus and CCHE representatives agreed that what was needed was compelling evidence that truly substantiated the need for the requirements to be altered or postponed.

Thus, the Rural Impact Study was created. The goals of the assessment were to gather the “compelling evidence” requested by representatives of CCHE and to produce a body of evidence that corresponds to the student success observed each day in rural Colorado schools so as to shape any possible adjustments to the CCHE college admission policies.

Survey Parameters

On April 1, 2006, Rural Impact Surveys were sent to 140 school districts: every school district with an enrollment count of 3000 students or less (the common state legislative definition of a rural school district). Topics included current student enrollment in grades eight through twelve, the number of highly qualified high school instructors, high school curriculum, graduation rates and requirements, and the district's ability to implement

both the Phase I and Phase II college entrance requirements.

Of particular interest to the representatives from CCHE were the number of highly qualified teachers within each district in the fields of math, science and foreign languages. The CRSC was interested in finding out how many districts had made changes to their curriculum and graduation requirements based upon the Phase I entrance requirements and what classes would be compromised if additional changes needed to be made to address the classes needed for Phase II. Both parties wanted to know more about potential fiscal impacts on the rural districts' resources.

Survey Results

Of the 140 surveys sent out, 34 were returned. Although a 24% rate of return may seem low, it should not be perceived as apathy or a lack of interest by the rural schools. The timing of the survey coincided with the preparation of many state reporting requirements, and without a large staff to tackle individual assignments the superintendent and his/her assistants often did not have time to take on another project. In addition, this year saw a tremendous turnover in superintendents (30 in the rural districts alone). Many districts were trying to tie up loose ends to prepare for new leadership, and the rural impact surveys got set aside in the commotion.

While 34 surveys was not the depth of return the Caucus was hoping for, the breadth of districts (the various district sizes and regions represented by those surveys returned) provided a wealth of information and, we believe, enough data to analyze trends taking place throughout rural Colorado.

Because many districts were concerned the information they provided might in some way be held against them, the Caucus promised complete confidentiality with respect to survey responses. In addition, the Caucus also agreed that no one other than the CRSC Executive Director and the members of the Rural Caucus Executive Committee would be allowed to see the completed questionnaires. Therefore, specific quotations are not attributed to any one district in particular.

Current Enrollment: Grades 8-12

- ~6000
- 21% in the graduating class of 2010 (8th graders)
- 19% in the graduating class of 2008 (10th graders)

Class sizes (the total number of eighth graders, freshman, sophomores, juniors or seniors in a district) ranged from 2 in the smallest district to 228 in the largest.

Current High School Faculty

- ~500
- 11% math
- 10% science
- 5% foreign languages

Highly Qualified Instructors

- 12 districts meet NCLB's HQT requirements in 100% of their classrooms
- 22 districts (64%) have teachers in one or more classrooms who do not meet the NCLB definition of highly qualified.

District size was not as great a factor in meeting this requirement as was expected, as some of the smallest districts reporting were those that have met the 100% compliance rate. However, the majority of districts that reported having teachers who do not meet the NCLB HQT requirement fall into the district student population range of 50 – 500.

Classes currently being taught by faculty members without HQT endorsements include:

- Math
- Science
- social studies
- English
- Foreign languages
- Vocational education
- Special education
- Electives – P.E., Music, Art

(See Appendix A for a complete breakdown)

Reasons cited for a district's inability to meet the HQT requirements included:

1. Inability to attract teachers to small, rural towns that cannot offer the same salaries as a Front Range school;
2. Inability to retain teachers after one or two years because they want more money and more opportunities;
3. HQTs employed in hard to fill curricular areas (math, science and special education) moved away, and the district has not been able to find qualified teachers to fill their positions;
4. Because of the small size of the district, employees must teach in several core subjects, and it is difficult for them to meet HQT requirements in each;
5. There are not enough foreign language teachers to go around;
6. Job openings are filled with people who can do the job and do it well, not simply those people who meet NCLB's HQT parameters;
7. Having high standards and requirements are OK, but having great teachers is far more important.

Current Courses Offered in High School

Regardless of size, every high school reported offering each of the following in district:

- **Math:** Algebra I & II, Geometry
- **Science:** Biology, Chemistry, Physical Science
- **Social Studies:** Civics, U.S. History, World History
- **English:** English I, II & III
- **Physical Education:** P.E., Weights, Health
- **Electives:** various courses from which to choose
- **Extracurricular Activities:** various sports, organizations and competitions

(See Appendix B for a listing of district curricula and Appendix C for a listing of extracurricular activities)

Vocational Education

- Vocational education courses are offered in 94% of districts (see Appendix D for a listing of vocational courses).
- Participation rates range from 25% to 100% and are on average 66%
- 17% of districts reported a drop in participation rates since the inception of the Phase I entrance requirements (this trend is expected to continue as the Phase II entrance requirements commence)

The reasons for the decline were given as follows:

1. *In order to provide the courses required by Phase I, we had to drop several of our elective classes, the same will hold true if Phase II is adopted;*
2. *Our students have the opportunity to take a class where they build a house over a two year period. The first year they put up the frame and enclose the house. The second year is dedicated to working on the inside. The number of students taking this vocational program has been drastically reduced since CCHE increased their entrance requirements and began pushing the idea that everyone should have a college degree. This is an excellent program and one of only a few in Northeastern Colorado, but it could be wiped out if the Phase II requirements go into effect.*
3. *If Phase II goes into effect, in order to protect our vocational programs we will need to create a zero hour for math and kids will not be able to access district transportation services. In a district that spans 1000 sq/mi. that may not be an option for us.*

While seen by some as perhaps a necessary evil to provide a higher, more rigorous level of course work for college bound students, the deterioration of vocational education is of grave concern in our rural districts where as many as 38% of students either enter the workforce directly or pursue a post-secondary education that is strictly vocation centered. Moreover, these classes often provide the only links to real life experiences that many students need in order to remain in school to at minimum earn a high school diploma.

Foreign Language

- 47% of rural school districts offer foreign languages in-house
- 81% of those districts provide only Spanish

The majority of Colorado's rural school districts have to utilize the online system of supplemental courses in order to satisfy the students' desires to complete a foreign language class. But because resources are tight to diminishing in 79% of rural districts, some districts have limited these classes to college bound students only. Others have had to pass the costs of these courses directly on to students.

Supplemental Curriculum (Dual Enrollment and Online Coursework)

- 100% of responding districts take advantage of either on-line or distance learning programs or dual enrollment opportunities
- Participation rates range from 8% (one student in a senior class of twelve) to 100% of juniors and seniors.
- On average over 50% of all of the reporting high schools' juniors and seniors take one or more supplemental classes

Said one superintendent, "We couldn't do it without Colorado Online Learning." Said another superintendent, "50% of our juniors and seniors take advantage of the Early Scholars Program through Mesa State College. Each takes 2-4 semester long concurrent courses a year." These were typical sentiments expressed by every district from which we heard.

Graduation Rates and Statistics

Between 3 and 230 students per district per year graduate in rural Colorado.

- The average graduation rate is 94%
- 8 districts reported a rate of 100%
- 1 school district reported a graduation rate of 79%

Data collected over the past three years shows:

- 60% of rural students attend a four year college and/or university
- 20% attend 4 year colleges and universities that are out of state
- 78% of students attend some type of in-state post-secondary learning institution

The median number of credits needed for graduation is 25.5. The range, however, is between 22 and 28 with the majority of districts insisting students earn 24 to 28 credits. In addition, in their high school handbooks many districts have statements similar to the following,

"The requirements are a minimum and in no way infer that once the minimum has been met a student should be eligible to graduate without completing [a specified set of] semesters of work beginning the freshman year. It is the desire of this district for the student to take as many subjects as his/her ability allows so he/she can be well informed and be able to carry on a useful vocation upon leaving his/her school or to enter higher education."

Every district's handbook also contains an outline/description of the college entrance requirements established by CCHE, and most highlight the courses that meets the HEAR guidelines.

Dual Diplomas

One rural school district (one of the smallest in the state) reported offering two types of diplomas: a general diploma and an honors diploma.

Changes in High School Graduation Requirements

- 63% of districts carried out an evaluation of their curriculum and graduation standards as a result of changes made to the HEARs
- 34% of districts reported making adjustments (shifting resources, cutting classes, adding classes, contracting classes through colleges and junior colleges, etc) to meet Phase I.

Following is what some districts had to say about the process in which they engaged:

1. "We hired an additional teacher and [enrolled in] more classes through Colorado Online Learning, and the board adopted new graduation requirements matching the Phase I entrance requirements;"
2. "The establishment of the new college entrance requirements caused us to re-evaluate our graduation requirements. We decided to place greater emphasis on technology;"
3. "We are now looking at dual credits and more than one type of diploma;"
4. "We may move from [requiring] two years of math to three years;"
5. "Our district did not change its graduation requirements but added the college entrance requirements and gave students and parents the choice of which curriculum to follow;"
6. More supplemental classes were added (additional classes are taught by each teacher) and we moved athletics to after school to make room for them;
7. "We revamped our math department, requirements and curriculum and hired one additional teacher. We then had to cut one .5 science teacher and one .5 social studies teacher...we are debating whether to add an additional math class, but even if we could require it, we may only have the top 10-15% of seniors able to take the class (Calculus);"
8. "We re-evaluated and restructured the curriculum and class offerings (including many online courses) to facilitate the maximum number of opportunities for students. We also hired additional staff in the areas of math and science;"
9. "The establishment of the higher entrance requirements caused our district to re-evaluate its graduation requirements. Art classes were dropped and in some other subject areas, a section was dropped. One problem we observed during the re-evaluation process is the dual tracking the new requirements could present for schools in [the area of] Math. For example, we now teach Algebra I in 8th grade, Geometry in grade 9 and Algebra II/Pre-Calculus in grade 10 in order to better prepare students for CSAP. Should we allow students who do not intend to

- further their education to take a lower form of math course in their Junior and Senior years?”
10. “The district had to reduce the number and types of electives to comply with the CCHE Phase I requirements. For example, we had economics and removed it from the schedule to put in World History. We removed the lower level math courses such as consumer math and pre-algebra in order to have room for the math requirements CCHE states. We moved our math curriculum down so that our 7th and 8th graders are getting these lower level math courses so they are prepared for the upper level math courses;”
 11. “We made adjustments through a greater offering of online college and AP courses available to students.”

For the majority of districts (65%), Phase I was simply “met with minor inconveniences,” and at present every district has the ability to meet the Phase I demands. However, most have chosen not to force every student into this “pre-collegiate” high school graduation track. The reason is the belief that “students planning to attend four year colleges will take the proper courses,” but “not every student is college bound and those that aren’t shouldn’t be forced to take coursework that won’t be relevant to them.”

Impacts of Phase II

- 44% of rural districts do not have the ability to offer all of the requisite courses to satisfy the Phase II entrance requirements
- 55% will have to make serious adjustments come this fall
- Over 50% of districts will offer fewer electives, and some may have to get rid of an entire elective program.

The following sentiments were expressed by our districts:

1. “The higher level math courses could create problems, depending on current staff. Right now in math we are fine, but if a teacher resigns we could face a problem with Calculus. We also currently have a problem in Physics and Chemistry. There are science teachers who have a deeper specialty in life science as compared to physical science and having two on staff creates problems.”
2. “We will have to schedule a fourth math class against our music program, which is currently protected, or we may need to make a decision about negatively impacting vocational programs by offering the fourth math class during that time slot. Foreign languages will have to be offered via on-line or via fiber, but both of those programs come with a cost. At this point, we are not sure what we are going to do”
3. “Although we have the ability to meet the Phase II requirements, all of the students must now be able to go through Trigonometry or Pre-Calculus to meet the math requirements because we do not currently offer any other math courses that meet the HEAR requirements other than Algebra I and II, Geometry, Trigonometry and Calculus.”
4. “We will need to find more time for foreign language, which means cutting a Speech class and doubling up one language arts class. [But], cutting Speech,

- which we believe is an essential skill for life and combining 2 language arts classes into one is not in the best interests of the students.”
5. “The addition of English and math classes creates huge issues for us, as we only have one math and one English teacher both of who have 6 different preps as well as all of the junior high school courses.”
 6. “If the foreign language piece stays in place we will need to consider an instructor. We will also end up remediating at every level and more students will have to take math, science, etc. a second or third time.”
 7. “We currently do not have a foreign language instructor. We will have to pick these classes up over the fiber that is offered through the ECBOCES.”

Average Costs to Districts

- \$40,475 is the average cost that will have to be assumed by districts in order to provide the necessary course work to meet the Phase II entrance requirements.
- 96% of districts would require budget increases from \$2500 - \$150,000.

Observations

A General Lack of Resources

According to the Colorado School Finance Project’s (CSFP) adequacy study funding for Colorado’s school districts must increase in the range of \$800 million to \$1.5 billion to be “adequate,” meaning that schools will then have enough per pupil money “for a student with no special needs to meet the expectations implicit in accreditation, school accountability reports and NLCB.” This figure does not include the expectation that every child meet the Higher Education Admissions Requirements.

Based upon their 2004 capital needs analysis project, the Donnell-Kay Foundation found that Colorado has a serious issue with crumbling classrooms, and between \$5.7 billion and \$10 billion is needed for capital construction and upgrades alone. This is a real issue for rural Colorado where the operating costs to maintain old buildings continue to increase. Many sparsely populated districts do not have the property tax revenue to fund school construction, and a growing number of districts lack the assessed property value to bond for an amount sufficient to fix any capital construction problems.

Though outside the purview of the state, for the past three years the federal government has consistently cut funding for rural education by shifting more Title I and Title II resources to poor, underperforming urban districts. In addition, next year, the Bush administration has proposed a \$59 million decrease in the total education budget with a \$221 million cut in the Enhancing Education Through Technology Program and the elimination of the Perkins Grants for vocational education as well as 47 other programs many of which are largely utilized by our rural school districts.

Compounding the issue even further is the fact that 79% of all of Colorado’s rural school districts are experiencing declining enrollment, and each year they are stretched beyond capacity to meet the basic needs of state and federal mandates. In many districts this has

resulted in a reduction in staff levels, the elimination of classes and programs, less teacher training, an inability to make capital improvements and passing on expenses to students. The bottom line is that our rural school districts are in dire need of resources, and unless changes are made in the way and level at which our public schools are being funded the likelihood of rural high schools having the ability to keep pace with the increasing demands of policymakers is slim.

“The Quiet Crisis” – Colorado’s and America’s Teacher Shortage

Even if Colorado’s rural schools had an abundant pool of financial resources from which to draw, schools would still be faced with the issue of finding employees for the additional classes necessitated by the Phase II entrance requirements.

As quoted in CCHE’s Report to the Governor and General Assembly on Teacher Education, January 2006, only 10,869 students were enrolled in teacher education programs in the state of Colorado in 2004-2005: 2.6% were enrolled in Mathematics and less than 2% were seeking licensure in foreign language instruction. In addition, Dr. Eugene Sheehan, Dean of the College of Education at University of Northern Colorado, reported that Colorado’s colleges are not ready to provide the additional math and foreign language teachers within the timeline of a 2010 high school graduation. “We graduate 5-7 new foreign language teachers a year. Almost all of them are in Spanish. Obviously, this is not enough to meet the needs of the state,” said Sheehan. Even CCHE’s Gully Stanford, upon being questioned by Stephen Bohrer, Superintendent of Holyoke School District, during a HEAR Task Force meeting about where all of the new math and foreign language teachers were going to come from admitted, “There is a crisis.”

This crisis is not limited to the state of Colorado. It is nation wide - thus, the reason for the President’s announcement of the American Competitiveness Initiative during his 2006 State of the Union Address. One of the many things the plan seeks to do is train 70,000 new science and math teachers and to bring 30,000 math and science professionals to teach in classrooms through an Adjunct Teacher Corps program. However, 70,000 math and science teachers and 30,000 math and science professionals will not be enough to fill the gaps in the country’s highest paying urban school districts much less in Colorado’s small, resource challenged rural ones. Besides, an influx of math and science teachers will not address the issue of Colorado schools needing a much larger number of qualified foreign language teachers.

Technology – The Door to Opportunity Requires Resources

From the US Department of Education to higher education commissions to individual high schools and private education groups and foundations, technology is being pushed as the solution to increase students’ access to accelerated learning opportunities. The idea is that if, by location, rural students are not afforded the ability to enroll and succeed in courses such as foreign languages, higher math, advanced science, AP or IB, then one way to bring these classes to the student is through the use of technology. 100% of Colorado’s rural high schools agree with that philosophy.

Thus, the question for our rural school districts and the state of Colorado is not IF they will use supplemental online courses but HOW they will implement them. Just as hiring teachers costs money, upgrading computer labs and enrolling 2 to 40+ students in an online course takes a substantial investment of resources. Data lines must be installed, computers must be purchased, computer technicians and teachers must be trained, and the course work must be bought, all of which can add up to a considerable sum of money not only for the initial investment but also for yearly maintenance and upgrades.

In the East Central BOCES for example, the cost of creating a distance learning program, the Video Network for Educational Technology Services (VNETS), that currently serves 17 eastern plains school districts and the ECBOCES office has taken four years and over \$400,000 in start up capital to establish. In addition, each district that chose to have access to the program had to purchase equipment valued at approximately \$12,000 and commit to a ten year lease payment of \$22,500 per year. On top of those expenses, each district must also contribute \$4000 - \$5000 annually for a Curriculum Coordinator and Technical Support Staff. Last but not least are the ongoing curricular costs: \$200 per student per class –an expensive proposition for districts with enrollment levels that range from 60 – 3000.

Though many rural school districts are making gains by collaborating in the development of online networks and interactive media, because Colorado is not focused on this effort at a state level, the extent of these programs often falls short of providing every student the opportunity to access his/her learning potential. This is especially true in school districts without regional assistance because individual schools are left to develop these learning networks of their own accord, and many do not have the resources to complete the task. For example, one of Colorado's small Eastern Plains schools would like to enroll 40 students in two online courses: Spanish I and Spanish II, but the district does not have the computer lab capacity to handle the scheduling. Therefore, the class size may have to be reduced or the students may have to do without.

Areas of Impact

The CRSC acknowledges that the knowledge and skills today's graduates need are different than they were in the past, and they will only continue to be more so. However, as discussed above, unless major reforms are enacted with respect to school funding and teacher recruitment the changes in college entrance policies enacted by CCHE will have substantial fiscal and curricular impacts on Colorado's rural schools.

Bearing the brunt of the impact will be vocational education and high school electives. Yet, it is this curricula that imparts the competencies that are consistently highlighted by businesses as the skills they most desire in an employee. Communication skills, honesty/integrity, interpersonal skills, motivation/initiative, work ethic, analytical skills, flexibility, computer skills and detail orientation are, according to the National Association of Colleges and Employers, the attributes that make up the list of the top ten skills employers are looking for in a high school/college graduate.

In other words, four years of core classes (math, science, English and social sciences) whether taken in high school or college and a high grade point average are not enough to make an individual stand out from the competition. As Charles A. Ross IV, Marketing Leader for the Solae Company said in a recent interview, “It is all about experiential learning: applied, real-world character and skills. As a manager, I am more interested in a candidate who has solid communication skills and leadership ability than I am a person who can do algorithms.” He is not alone in this position.

Bill Coplin, a professor and student advisor at Syracuse University and the author of 10 Things Employers Want You to Learn in College: The Know-How You Need to Succeed, and former White House speechwriter David Pink, author of A Whole New Mind: Moving From the Information Age to the Conceptual Age, agree that employers are looking for more than just accumulated knowledge and that the right brain aptitudes which are often ignored (artistry, empathy, taking the long view, pushing the transcendent) will increasingly determine who will succeed. Thus, classes like speech, music, drama, art and career-related experiences such as FBLA, FFA, vocational education, internships are critical components in the formation of a well-rounded, educated student body.

The Goals of Recent Policy Changes

If the goal of creating the Phase I and Phase II college entrance requirements is to ensure greater success rates with respect to college graduation, then common sense and sound research practices would dictate that we would have to wait until this year’s high school sophomores graduate from college to collect any relevant data as to the effectiveness of the plan. After all, if Colorado’s colleges and universities do not see a significant rise in graduation rates beginning in 6 years, the theory behind the adjustments will have proven false. However, if six years is too long a time frame for policy makers to wait, Indiana and its “Core 40” can be used as a barometer of what to expect.

Twelve years ago, Indiana began its “Core 40” college preparatory program. According to the Indiana Department of Education’s Core 40 Information Center web site, the idea was to “provide all Indiana students with a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine arts.” The Core 40 requirement, it states, gives all students the opportunity to compete with the best.

In 1994 several boards of education began tying the Core 40 to their own graduation requirements. As a result, the percentage of students graduating from high school with the new Core 40 diploma escalated, and in 2004, Indiana's Education Roundtable recommended that the state require the Core 40 college-prep curriculum for all students. In 2005, the state legislature agreed, and that same year, Indiana’s State Board of Education mandated the Core 40 as required curriculum for all students entering high school as the class of 2006-2007. The Core 40 is now the minimum entrance requirement for Indiana's public four-year colleges and universities.

Statistics kept by the Indiana Department of Education show that over the past decade and as a direct result of the Core 40 more Indiana students have been enrolling in Indiana's colleges and universities. However, in a 2006 presentation about P-16 education initiatives made to the Colorado Joint House and Senate Education Committees by the Education Commission of the States (ECS), Carl Kruger, an ECS Assistant Policy Analyst, said that although Indiana is held up as the best example of a state that has taken on a P-16 education focus, and although they have seen greater enrollment of Indiana kids in colleges, there is no data to show an appreciable increase in college graduation for those same students.

Thus, the Indiana experience shows that micromanaging high school curriculum does not necessarily lead to greater student success and superior graduation rates in college.

Perhaps then the goal of increasing the HEAR was to create the catalyst that would force a discussion of P-16 strategies and create a stronger alignment between high school and college curricula. If this is the case, CCHE has largely accomplished what it set out to do, as the survey results show that 63% of rural school districts took on the task of evaluating their curriculum and many districts made adjustments to the courses they offered demanding more rigor and relevance. In addition, the Colorado legislature, CASB, CASE, CEA and a number of individual school districts, along with the Governor's Alignment Council, have taken on the task of looking at how the state can work to more closely align its P-16 educational efforts.

Conclusion

Lately, everyone has been told that the U.S. is falling behind because the "world is flat" and American kids are no longer keeping pace in science and mathematics. But what many people tend to dismiss is the need for balance, as eloquently highlighted by the author of The World is Flat, Thomas Friedman, in a March 25, 2006, AP article:

"India and China, which have mastered rote learning and have everyone else terrified about their growing armies of engineers, are wondering whether too much math and science – unleavened by art, literature, music and humanities – aren't making Indira and Zhou dull children and not good innovators... Innovation is often a synthesis of art and science, and the best innovators often combine the two..."

Hence the concern I found in India that it must move quickly from business process outsourcing - running back rooms, answering phones or writing code for U.S. companies – into knowledge process outsourcing – coming up with more original designs and products.

My guess is that we're at the start of a global convergence in education: China and India will try to inspire more creativity in their students. America will get more rigorous in math and science. And this convergence will be a great spur to

global growth and innovation. It's a win-win. But some will win more than others – and it will be those who get the balance right the fastest, in the most schools.”

Recommendations

In the past ten years, Colorado has often led the way in education reform, but recently the state seems to be mired in knee-jerk reactions to an apparent crisis in public education. This course of action is neither sound nor reliable. It is also completely unnecessary. There is time to adjust our ways of thinking and our approaches to the problems vexing public education, but what is needed now is, as Friedman wrote, balance.

In an effort to provide both balance and improvement, The CRSC would like to make the following recommendations to CCHE:

1. Postpone the Phase II college entrance requirements until such time as the effectiveness of the Phase I requirements can be evaluated, or allow each college/university to use the Phase I entrance requirements as a base line but to set its own entrance requirements, if it so chooses, above and/or beyond Phase I;
2. Develop a weighted admissions system that takes into account the rigor of a student's particular area of pre-collegiate study;
3. Allow more flexibility in the types of courses that satisfy the entrance requirements i.e. Accounting as a valid math class;
4. Engage in a collaborative dialogue that highlights and promotes what is working in K-12 and higher education but that also takes a realistic look at areas in which and ways in which we can improve P-16;
5. Take part in the discussions currently being promoted by CASB and other organizations to address what we want our students to know and be able to do when they receive a high school diploma;
6. Work with the CRSC to draw attention to the need for a statewide communications network and associated policy structure that can provide accelerated learning opportunities for all of Colorado's students;

APPENDIX A

CURRICULUM BEING TAUGHT BY NON-HQT FACULTY

Math: 7 districts

Basic Math – 2 districts
Pre-Algebra – 1 district
Algebra I – 1 district
Geometry – 1 district

One district stated that all of its math classes are currently being taught by someone without an HQT endorsement.

Science: 2 districts

Physics – 1 district
Anatomy & Physiology – 1 district

Social Studies: 4 districts

Civics – 2 districts
Comparative Government – 1 district
History – 1 district

English: 4 districts

Speech – 2 districts
Language Arts, grades 9 and 10 – 1 district

One district stated that all of its English classes (English I-IV) are currently being taught by someone without an HQT endorsement.

Foreign Languages: 6 districts

Spanish I – 3 districts
Spanish II – 2 districts
German I & II – 1 district

Special Education: 2 district

Special Education – 1 district
ESL – 1 district

Electives: Several Districts

P.E.
Drama
Music/Band
Choir/Chorus
Vocational Arts
Accounting

APPENDIX B

CORE COURSES OFFERED IN RURAL HIGH SCHOOLS

Math

Algebra I & II, Geometry – all districts
Trigonometry/Pre-Calculus – 41% of districts
Calculus – 21% of districts
Pre-Algebra – 18% of districts
Basic Math – 11% of districts
Advanced Math – 9% of districts
Business Math – 9% districts
Consumer Math – 9% districts
Algebra III – 6% of districts
Algebra IV – 6% of districts
AP Calculus – 3% of districts
Remedial Math – 1 district

Science:

Biology, Chemistry, Physical Science – all districts
Physics – 90% of districts
Earth Science – 24% of districts
Advanced Biology or Chemistry – 24% of districts
Environmental Science – 21% of districts
Anatomy & Physiology – 18% of districts
Astronomy – 12% of districts
High School Science – 6% of districts
Life Science – 6% of districts
Genealogy/Genetics – 6% of districts
Aquaculture – 1 district

Social Studies:

Civics, U.S. History, World History – all districts
Geography – 38% of districts
Psychology – 24% of districts
Economics – 12% of districts
AP History -12% of districts
Western Civilization – 9% of districts
Cultural History – 9% of districts

Sociology – 8% of districts
Southwest History – 8% of districts
Colorado History – 6% of districts
Humanities – 5% of districts

English: 4 districts

English I, II, III - all districts
Speech/Reading – 35% of districts
English IV – 32% of districts
Literature – 29% of districts
Creative Writing – 26% of districts
Composition – 15% of districts
Language Arts – 3% of districts
College English – 2% of districts

Foreign Languages

Foreign Language I – 47% of districts
Foreign Language II – 41% of districts
Foreign Language III – 29% of districts
Foreign Language IV – 24% of districts

Physical Education

P.E., Weights, Health – all districts
Various sports
Outdoor classes

Electives:

Vocational Education – all but 2 districts
Art – 84% of districts
Computers – 73% of districts
Choir/Music/Band – 64% of districts
Woods/Carpentry – 44% of districts
Business Courses – 35% of districts
Drama: 29% of districts
Accounting – 24% of districts
Automotive Courses – 12% of districts

APPENDIX C

EXTRACURRICULAR ACTIVITIES

Sports

Volleyball
Cross Country
Basketball
Track
Football
Wrestling
Baseball
Skiing
Golf
Soccer
Climbing
Cheerleading
Softball
Dance
Rodeo
Hockey
Lacrosse

Clubs

Chess Club
Math Club
Gay-Straight Alliance
"O" Club
Riverwatch
Spanish Club
Pep Club

Organizations

Student Council
FFA
FBLA
Future Teachers of America
National Honors Society
FCM
FCCLA
EPYCS
VICA

Competitions

Science Fair
Knowledge Bowl
Model UN
Solar Car Team
Destination Imagination

Other Activities

Drama/Plays
Yearbook
Newspaper
Band
Choir
Art
Speech Team
Forensics
El Pomar
Vocational Programs

APPENDIX D

VOCATIONAL EDUCATION COURSES

Agriculture

Vocational Agriculture I – IV

Agriculture

Agriculture Mechanics

Natural Science

Agricultural Math

Agricultural Science

Heavy Equipment

Web Design

Media

Desktop Publishing

Journalism

Radio Broadcasting

Photography

Media

Business

Career Education

Vocational Business I – V

Business Education

Economic Education

Business Technology I & II

Business and Consumer Law

Accounting I & II

Start Your Own Business

Internship

E-Commerce

Consumer and Family Studies

Consumer Projects

Other

Aviation Maintenance

Health and Nursing

Vocational Exploration

Construction

Build a House (2 year program)

Drafting and Construction Trades

Welding

Carpentry

Woods

Drafting

Automotive

Automotive I – III

Heavy Equipment

Small Engines

Computers

Computer Tools I & II

Computer Keyboarding

E-Commerce

Technical Drawing

Technology