

CCHE Agenda
October 4, 2001
[Fitzsimons Redevelopment Authority](#)
Gateway to the Rockies, 13659 E. 17th Place
Aurora, Colorado
10:00 a.m.

- I. Approval of Minutes
- II. Reports
 - A. Chair's Report - Nagel
 - B. Commissioners' Reports
 - C. Advisory Committee Reports
 - D. Public Comment
- III. Consent Items
 - A. Policy Revisions to the Tuition & Fees Policy
- IV. Action Items
 - A. Election of Officers - Foster (5 Minutes)
 - B. Performance Funding System for FY 2002-03 - Kieft (10 Minutes)
 - C. Remedial Plan Approval -Samson (15 Minutes)
 - D. Budget Continuation - Jacobs/Von Achen (20 Minutes)
- V. Items for Discussion and Possible Action
 - A. Admission Standards Discussion and Annual Report - Samson (30 Minutes)
 - B. CCHE 2001-2002 Master Plan - Foster (20 Minutes)
- VI Written Reports for Possible Discussion
 - A. Quarterly Lease Report and Quarterly Waiver Report - Adkins
 - B. Concept Paper -
 - 1. Ph.D. in Geropsychology at the University of Colorado at Colorado Springs - Samson
 - C. Report on Out-of-State Instruction - Breckel
 - D. Degree Program Name Changes & Endorsement Titles - Samson

Colorado Commission on Higher Education (CCHE)
October 4, 2001
Agenda Item II, A

TOPIC: CHAIR'S REPORT

PREPARED BY: RALPH NAGEL

This item will be a regular monthly discussion of items that he feels will be of interest to the Commission.

Colorado Commission on Higher Education (CCHE)
October 4, 2001
Agenda Item II, B

TOPIC: COMMISSIONERS' REPORT

PREPARED BY: COMMISSIONERS

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

Colorado Commission on Higher Education (CCHE)
October 4, 2001
Agenda Item II, C

TOPIC: ADVISORY COMMITTEE REPORTS

PREPARED BY: ADVISORY COMMITTEE MEMBERS

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

Colorado Commission on Higher Education (CCHE)
October 4, 2001
Agenda Item II, D

TOPIC: PUBLIC COMMENT

PREPARED BY: TIM FOSTER

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

TOPIC: POLICY REVISIONS TO THE *TUITION & FEES POLICY*

PREPARED BY: SHARON M. SAMSON

I. SUMMARY

The following agenda item is a late item, responding to the Governor's request to higher education to ensure that the status of reservists who are called to duty will not be affected. Two years ago, students fighting fires were offered similar protection. While the institutions have demonstrated their ability to work with students on a case-by-case basis during such situations, students may not be aware that they are entitled to special accommodations, particularly when the student's departure date may not allow sufficient time to notify the institution. The proposed revisions to CCHE's Tuition and Fees Policy, provides students who are called to duty general assurances that their college enrollment status will not be adversely affected. Each institution will align its policies to CCHE's policy.

In summary, the proposed addendum requires that each public institution modify their policies to explicitly recognize that normal refund and withdrawal policies may not be appropriate and make provisions for individuals who leave the institution mid-semester to respond to a state or national emergency, including:

- Exempting students who are called to duty from normal withdrawal deadlines and permitting full tuition refund if a student's enrollment is interrupted mid-semester.
- Waiving fees from breaking a room and board contract and permitting refunds of pre-paid room and board charges.
- Modifying grading policies to give students reasonable options.
- Permitting institutions to include students called to service in the semester's student enrollment report.

CCHE staff is consulting with the governing boards to simplify the existing Tuition And Fees Policy. The policy revisions will return for Commission action at a later date. In the interim, staff recommend that the Commission approved the proposed addendum to CCHE's Tuition & Fees Policy.

II. STAFF ANALYSIS

The following language is proposed as an addendum to CCHE Tuition & Fees Policy

In times of emergency, certain students (e.g., reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the country. When the call for service or national emergency is issued, it is often necessary for students to interrupt their coursework in mid-semester without advance notice.

Public two-year and four-year institutions' policies should explicitly recognize that normal refund and withdrawal policies may not be appropriate and make provisions for individuals who leave the institution mid-semester to respond to a state or national emergency, including:

- 1. Institutions' tuition policies should permit reimbursement for tuition paid by reservists called to active status during times of national emergency.**
- 2. Institutions may offer these individuals the option of crediting the current term's tuition to a future semester's tuition charges.**
- 3. Institutions shall waive any fee for breaking the room and board contract for reservists who are called to active status during a national or state emergency. In addition, an institution shall refund any fees paid for room and board based on the date that the individual left the residence hall.**
- 4. Institutions shall adopt policy language that ensures that individuals who are unable to complete a course due to a call to active status under a state or national emergency have a choice either to withdraw from the course without a grade or receive an incomplete with an opportunity to complete the course work at a later time.**
- 5. The refund and grading policies should recognize that normal withdrawal procedures may not apply in this situation, e.g., withdrawal timetables.**

Institutions will not be penalized financially by the general fund for interrupted enrollment and will be allowed to include in-state students who are called to active duty in the FTE report during the semester they are called to active duty.

III. STAFF RECOMMENDATION

That the Commission approve the proposed amendment to CCHE's *Tuition And Fees Policy*, effective immediately.

TOPIC: ELECTION OF OFFICERS

PREPARED BY: TIMOTHY E. FOSTER

I. SUMMARY

Commission Bylaws require that the Commission elect a chair and vice-chair to serve for the next year.

II. STAFF RECOMMENDATION

That the Commission elect a chair and vice-chair to serve through its October 2002 meeting.

TOPIC: PERFORMANCE FUNDING SYSTEM FOR FY 2002-03

PREPARED BY: RAY KIEFT

I. SUMMARY

A performance funding system was initially developed and implemented for the FY 2000-01 budget process. Drawing upon the experiences of the past two years and the suggestions of the governing board representatives, institutions, various groups and individuals that have assisted CCHE staff throughout the past two years, a revised and improved performing funding system has been developed for the FY 2002-03 budget process. New to the performance funding system this year is an improvement factor which has been incorporated to recognize improvement in performance consistent with the continuous improvement purpose of the quality indicator system. Also new this year is the expansion of the graduation rates, retention rates, and support and success of minority students indicators in recognition of the role that all the institutions have as transfer institutions, thereby contributing to student success within the overall system of higher education. The undergraduate class size indicator has been re-established this year given the importance associated with class size by parents and prospective students as well as the emphasis provided by national comparisons and publications (e.g., *US News & World Report*). The Academic Council, governing board CFOs, and the Quality Indicator Advisory Committee – comprised of both governing board academic officers and institutional research/data staff, a faculty representative of the Colorado Faculty Advisory Council, and a student representative of the Colorado Student Association – all contributed to the development of the system. The system has majority support of these groups. The performance funding system complies with the statutory directives regarding the allocation of general fund (see Statutory Authority, Appendix A).

II. BACKGROUND

The Colorado General Assembly seeks to have each institution of higher education working toward achieving "...a high quality, efficient, and expeditious undergraduate education..."(23-13-104, C.R.S.). The State Auditor, in a June 1996 performance audit of CCHE, recommended that the Commission should improve oversight by "...creating monitoring and assessment mechanisms so that demonstrated progress toward the achievement of statewide goals can be linked to the governing boards' future funding levels."

The audit report further recommended that the Commission "...in concert with the new legislative directives, should revise the current accountability program by instituting the use of performance indicators that measure the achievement of statewide goals and provide useful performance information to Colorado citizens." In 1996, the first statute regarding performance indicators was adopted. While CCHE analyses of performance indicators have been conducted since 1996, ultimate adoption of a funding system using performance

indicators occurred in 1999 and implemented as part of the FY 2000-01 budget process. A second year of performance funding followed for the FY 2001-02 budget process. Over the past spring and summer, CCHE staff has been working with governing board, institutional, faculty, and student representatives to refine and improve the performance funding system based on the experiences of the first two years and suggestions offered by both participants and observers of the process.

III. STAFF ANALYSIS

Nine total performance indicators will be used in the performance funding system for FY 2002-03, seven of which are systemwide and are listed below. Two are institution specific and chosen by the institution and their governing board. Some of the performance indicators have components which make the indicator multi-faceted and more comprehensive in scope (Attachment A):

1. Graduation rates, both from the institution of initial enrollment and within the overall Colorado system of higher education.
2. Freshmen retention and persistence rates.
3. Support and success of minority students as measured by graduation, retention, and persistence rates.
4. Scores/passing rates on tests and examinations (four-year institutions) and percent of technical graduates employed (two-year institutions).
5. Institutional support (administrative) expenditures per SFTE.
6. Undergraduate class size.
7. Number of credits required for the degree: 120 credits for baccalaureate; 60 credits for the associate of arts and associate of science.

Performance benchmarks exist for each indicator/component. Continuing the approach incorporated in last year's performance funding system, the benchmarks are specific to each institution (some institutions may have the same benchmark) and, for the majority of the indicators/components, are based upon performance levels of a national comparison group of institutions having similar role and mission. For those indicators/components where no performance levels for a national comparison group of institutions can be identified or for which reliable recent data is unavailable, the institution's own historic performance for the last two years is used (Attachment A).

Institutions earn base points for performance up to the benchmark and bonus points for performance exceeding the benchmark. Suggestions following the introduction of bonus points in last year's performance funding system were to increase the proportionate amount of a total score which could be earned from bonus points. This was viewed as an additional incentive for institutions to strive for performance exceeding the benchmark. New in this year's performance funding system are improvement points. Again, suggestions from

participants and observers alike was that since one of the primary purposes of the quality indicator system is continuous improvement in performance (Attachment C), recognition and reward from improvement in performance from one year to the next should be a component in the performance funding system. The scoring of institutional performance related to each indicator/component in terms of base, bonus, and improvement points is outlined in *Quality Indicators/Performance Measures, Benchmarks, Base, Bonus, and Improvement Points, and the Scoring Process for the FY 2002-03 Performance Funding System* (Attachment B). Commencing next year the benchmark will be broadened incrementally from the average with the ultimate goal that the institution shall be in the top twenty-fifth (25th) percentile of each category.

IV. STAFF RECOMMENDATION

That the Commission adopt the performance funding system for FY 2002-03.

Appendix A

STATUTORY AUTHORITY

23-1-105 Duties and powers of the commission with respect to appropriations.

(2) The commission shall make annual systemwide funding recommendations, after consultation with the governing boards of institutions, for the state-supported institutions of higher education to the general assembly and the governor. In making its recommendations, the commission shall consider each governing board's and each institution's level of achievement of the statewide expectations and goals specified in section 23-13-104, as measured by data collected through the quality indicator system established in section 23-13-105.

(3.7)(a) For fiscal year 1999-2000 and for fiscal years thereafter, the commission, in collaboration with the governor, the speaker of the house of representatives, the president of the senate, the majority and minority leaders of the house of representatives and the senate, the chairpersons of the education committees of the house of representatives and the senate, and the joint budget committee may recommend that the general assembly appropriate moneys to provide incentives and rewards to those state-supported institutions of higher education that have achieved or are making satisfactory progress toward achieving the statewide expectations and goals specified in section 23-13-104. The group shall base its recommendation on data collected through the quality indicator system and annually reported pursuant to section 23-13-105. Any moneys appropriated pursuant to this subsection (3.7) shall be in addition to any moneys that may be appropriated as base funding.

(c) Beginning with the recommendations made by the commission for fiscal year 2000-2001, and for each year thereafter, the commission shall make a recommendation to the joint budget committee concerning whether an amount equal to or less than the amount appropriated to a governing board under this subsection (3.7) for the previous fiscal year should be included to increase the amount appropriated to the governing board as base funding for the coming fiscal year.

23-13-107 Funding incentives to achieve the statewide expectations and goals.

(1) Beginning in the fiscal year 1999-2000, the commission shall annually review each governing board's and each institution's performance based on data received through the quality indicator system and determine whether the governing board or institution has achieved or is making satisfactory progress toward achieving the statewide expectations and goals. For each fiscal year, the commission may make the following recommendations:

(a) If the commission determines that a governing board or institution is not making satisfactory progress toward achieving one or more of the statewide expectations and goals, it may recommend to the joint budget committee that the governing board be required to set aside up to one percent of its general fund appropriation for specific application to improving its performance on the

statewide expectations and goals. If the joint budget committee adopts the commission's recommendation, the amount to be set aside shall be specified in a footnote to the general appropriations bill.

(b) If the commission determines that a governing board or institution has achieved or is making satisfactory progress toward achieving the statewide expectations and goals, it may recommend to the joint budget committee that the governing board or institution receive additional funding as a reward for achievement.

| INDICATOR | PERFORMANCE FUNDING FOR FY 2002-03 | | BENCHMARK | 1-Aug-01 | | | |
|---|------------------------------------|----|--|----------|-------|---------|-------|
| | USED IN PERF. FUNDING? | | | MAX. | MAX. | MAX. | MAX. |
| | YES | NO | | BASE | BONUS | IMPROVE | TOTAL |
| 1. GRADUATION RATES | | | | | | | |
| a. 4-year graduation within the same institution rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Predicted rate for institution +/- 2% | 70 | 14 | 14 | 84 |
| b. 4-year graduation within Colorado system rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 30 | 6 | | 36 |
| c. 5-year graduation within the same institution rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Predicted rate for institution +/- 2% | 70 | 14 | 14 | 84 |
| d. 5-year graduation within Colorado system rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 30 | 6 | | 36 |
| e. 6-year graduation within the same institution rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Predicted rate for institution +/- 2% | 70 | 14 | 14 | 84 |
| f. 6-year graduation within Colorado system rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 30 | 6 | | 36 |
| g. 4-year graduation within the same institution rate: ASC, FLC, MSC, USC, WSC | X | | Average rate for national comparison group +/- 2% | 70 | 14 | 14 | 84 |
| h. 4-year graduation within Colorado system rate: ASC, FLC, MSC, USC, WSC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 30 | 6 | | 36 |
| i. 5-year graduation within the same institution rate: ASC, FLC, MSC, USC, WSC | X | | Average rate for national comparison group +/- 2% | 70 | 14 | 14 | 84 |
| j. 5-year graduation within Colorado system rate: ASC, FLC, MSC, USC, WSC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 30 | 6 | | 36 |
| k. 4-year graduation within the same institution rate: ASC, FLC, MSC, USC, WSC | X | | Average rate for national comparison group +/- 2% | 70 | 14 | 14 | 84 |
| l. 6-year graduation within Colorado system rate: ASC, FLC, MSC, USC, WSC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 30 | 6 | | 36 |
| m. 3-year graduation within the same institution rate: two-year institutions | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 210 | 42 | 42 | 252 |
| n. graduation within 3-years within Colorado system rate: two-year institutions | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 90 | 18 | | 108 |
| 2. FRESHMEN RETENTION AND PERSISTENCE RATES | | | | | | | |
| a. retention in the same institution rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Predicted rate for institution +/- 2% | 210 | 42 | 42 | 252 |
| b. persistence within Colorado system rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 90 | 18 | | 108 |
| c. retention in the same institution rate: ASC, FLC, MSC, USC, WSC | X | | Average rate for national comparison group +/- 2% | 210 | 42 | 42 | 252 |
| d. persistence within Colorado system rate: ASC, FLC, MSC, USC, WSC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 90 | 18 | | 108 |
| e. retention in the same institution rate: two-year institutions | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 210 | 42 | 42 | 252 |
| f. persistence within Colorado system rate: two-year institutions | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 90 | 18 | | 108 |
| 3. SUPPORT AND SUCCESS OF MINORITY STUDENTS | | | | | | | |
| a. freshmen retention within the same institution rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Predicted rate for institution +/- 2% | 105 | 21 | 21 | 126 |
| b. freshmen persistence within Colorado system rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 45 | 9 | | 54 |
| c. 6-year graduation within the same institution rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Predicted rate for institution +/- 2% | 105 | 21 | 21 | 126 |
| d. 6-year graduation within Colorado system rate: CSU, MSCD, UCB, UCCS, UCD, UNC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 45 | 9 | | 54 |
| e. freshmen retention within the same institution rate: ASC, FLC, MSC, USC, WSC | X | | Average rate for national comparison group +/- 2% | 105 | 21 | 21 | 126 |
| f. freshmen persistence within Colorado system rate: ASC, FLC, MSC, USC, WSC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 45 | 9 | | 54 |
| g. 6-year graduation within the same institution rate: ASC, FLC, MSC, USC, WSC | X | | Average rate for national comparison group +/- 2% | 105 | 21 | 21 | 126 |
| h. 6-year graduation within Colorado system rate: ASC, FLC, MSC, USC, WSC | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 45 | 9 | | 54 |
| i. Freshmen retention within the same institution rate: two-year institutions | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 105 | 21 | 21 | 126 |
| j. freshmen persistence within Colorado system rate: two-year institutions | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 45 | 9 | | 54 |
| k. 3-year graduation within the same institution rate: two-year institutions | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 105 | 21 | 21 | 126 |
| l. graduation within 3-years within Colorado system rate: two-year institutions | X | | Most recent two years. If increasing, highest rate. If decreasing, average rate. | 45 | 9 | | 54 |
| 4A. SCORES/PASSING RATES ON TESTS AND EXAMINATIONS: four-year institutions | | | | | | | |
| 4A. SCORES/PASSING RATES ON TESTS AND EXAMINATIONS: four-year institutions | X | | Most recent two years. If increasing, highest rate/score. If decreasing, average rate/score. | 300 | 60 | 60 | 360 |
| 4B. TECHNICAL GRADUATES EMPLOYED: two-year institutions | | | | | | | |
| 4B. TECHNICAL GRADUATES EMPLOYED: two-year institutions | X | | 90% | 300 | 60 | 60 | 360 |
| 5. INSTITUTIONAL SUPPORT/ADMINISTRATIVE EXPENDITURES per SFTE | | | | | | | |
| 5. INSTITUTIONAL SUPPORT/ADMINISTRATIVE EXPENDITURES per SFTE | X | | Average \$/SFTE of national comparison group for most recent year | 300 | 60 | 60 | 360 |
| 6A. UNDERGRADUATE CLASS SIZE -- PERCENT OF SECTIONS ENROLLING < 20 STUDENTS | | | | | | | |
| 6A. UNDERGRADUATE CLASS SIZE -- PERCENT OF SECTIONS ENROLLING < 20 STUDENTS four-year institutions | X | | Average percent for national comparison group based on (1)public, (2)size, and (3)university/college | 150 | 30 | | 180 |
| 6B. UNDERGRADUATE CLASS SIZE -- PERCENT OF SECTIONS ENROLLING > 49 STUDENTS | | | | | | | |
| 6B. UNDERGRADUATE CLASS SIZE -- PERCENT OF SECTIONS ENROLLING > 49 STUDENTS four-year institutions | X | | Average percent for national comparison group based on (1)public, (2)size, and (3)university/college | 150 | 30 | | 180 |
| 6C. UNDERGRADUATE CLASS SIZE -- PERCENT OF SECTIONS ENROLLING < 15 STUDENTS | | | | | | | |
| 6C. UNDERGRADUATE CLASS SIZE -- PERCENT OF SECTIONS ENROLLING < 15 STUDENTS two-year institutions | X | | Most recent two years. If increasing, highest percent. If decreasing, average percent. | 150 | 30 | | 180 |
| 6D. UNDERGRADUATE CLASS SIZE -- PERCENT OF SECTIONS ENROLLING > 34 STUDENTS | | | | | | | |
| 6D. UNDERGRADUATE CLASS SIZE -- PERCENT OF SECTIONS ENROLLING > 34 STUDENTS two-year institutions | X | | Most recent two years. If increasing, highest percent. If decreasing, average percent. | 150 | 30 | | 180 |
| 7. NUMBER OF CREDITS REQUIRED FOR DEGREE | | | | | | | |
| a. four-year institutions | X | | 120 credits with exceptions for some programs | 300 | | | |
| b. two-year institutions | X | | 60 credits with exceptions for some programs | 300 | | | |
| 8. & 9. ROLE & MISSION-RELATED INDICATORS IDENTIFIED BY INSTITUTION AND APPROVED BY CCHE STAFF | | | | | | | |
| X | | | | | | | |

**QUALITY INDICATORS/PERFORMANCE MEASURES, BENCHMARKS,
BASE, BONUS, AND IMPROVEMENT POINTS, AND THE SCORING
PROCESS FOR THE FY 2002-03 PERFORMANCE FUNDING SYSTEM**

1. Institutional performance is measured on ten overall quality indicators/performance measures. Overall measures #1-#7 are utilized in the FY 2002-03 performance funding system.
2. Each of the overall measures #1-#7 has a maximum of 300 base points. Individual components comprising an overall measure have a proportion of the base points for the overall measure associated with the component.
3. Depending on the extent of the improvement in institutional performance on those overall measures or components utilized in the FY 2001-02 performance funding system, the earning of improvement points is possible. Improvement is measured utilizing the actual performance levels recorded in the FY 2001-02 performance funding system. A maximum of twenty percent (20%) of the base points associated with the overall measure or component can be earned as improvement points. Improvement points are in addition to base points and bonus points. For each 0.1% - 0.5% range of improvement, one (1) improvement point is earned up to the maximum number of improvement points associated with the particular overall measure or component.
4. Bonus points are earned for performance exceeding the benchmark. Bonus points are in addition to base points and improvement points. The maximum number of bonus points that can be earned for any overall measure or component is twenty percent (20%) of the maximum number of base points for the overall measure or component.
5. For any overall measure or individual component, the maximum number of total points (base + bonus + improvement) that can be earned is equal to 120% of the maximum base points associated with the overall measure or component.
6. Measure #1 incorporates six components related to four-year institutions and two components related to two-year institutions. The “graduation within the same institution rate” components for the four-year institutions each has a maximum of 70 base points, 14 bonus points, and 14 improvement points. The “graduation with the Colorado system rate” components for the four-year institutions each has a maximum of 30 base points and 6 bonus points. Being a new component in the FY 2002-03 performance funding system, no improvement points are involved. For the two-year institutions, the “graduation within the same institution rate” has a maximum of 210 base points, 42 bonus points, and 42 improvement points while the “graduation within the Colorado system rate” has 90 base points and 18 bonus points. For the two-year institutions, the “graduation within the Colorado

- system rate” is also a new component in the FY 2002-03 performance funding system. Thus, no improvement points are associated with this component.
7. Measure #2 incorporates two components. The “retention” component involves a maximum of 210 base points, 42 bonus points, and 42 improvement points while the “persistence” component involves 90 base points and 18 bonus points. The “persistence” component is a new component in the FY 2002-03 performance funding system. Thus, no improvement points are associated with this component.
 8. Measure #3 incorporates four components. The “retention” and graduation within the same institution” rates each have a maximum of 105 base points, 21 bonus points, and 21 improvement points. Being new components in the FY 2002-03 performance funding system, the “persistence” and “graduation within the Colorado system” rates each has a maximum of 45 base points and 9 bonus points, and no improvement points.
 9. Measure #4A incorporates a differing number of tests or examinations depending on the four-year institution. The amount of base, bonus, and improvement points associated with each test or examination for each four-year institution depends on the number of tests or examinations comprising the overall measure and whether the test or examination was incorporated in the FY 2001-02 performance funding system. Each four-year institution will identify the tests or examinations to comprise this measure. All the tests or examinations reported by the institution in the FY 2000-01 and FY 2001-02 performance funding system reports (*Performance Funding Process For FY 2000-01*, CCHE, February 2000 and *Quality Indicators/Performance Measures, Institutional Performance, Points, Scoring, and Governing Board Performance Funding Percentages For FY 2001-02*, CCHE, January 2001) will be used for each four-year institution with the exception of tests or examinations that do not have at least twenty (20) test-takers for the most recent two years.
 10. Measure #4B has a maximum of 300 base points, 60 bonus points, and 60 improvement points.
 11. Measure #5 has a maximum of 300 base points, 60 bonus points, and 60 improvement points.
 12. Measure #6 incorporates two components for the four-year institutions and two components for the two-year institutions. Each component has a maximum of 150 base points and 30 bonus points. As new components in the FY 2002-03 performance funding system, no improvement points are involved. (Note: Substantial differences in historical performance among similar-type institutions [e.g., two-year institutions] may be taken into account in the scoring process so that differences do not create unfair comparisons).

13. Measure #7 has a maximum of 300 base points for each component. No bonus or improvement points are associated with this measure.
14. Institutional performance on each overall measure or individual component is determined by the earning of points by the institution for performance related to the benchmark for the overall measure or component. If insufficient data exists for any overall indicator or component for any institution, that overall measure or component does not “count” in determining the grand total points earned by that institution. The grand total possible points an institution can earn is adjusted to reflect the “missing” overall measure or component. In determining this adjustment, the institution shall neither be advantaged nor disadvantaged in terms of its relationship to institutions that do earn points for the overall indicator or component.
15. Each institution’s actual performance on each overall measure or component is compared to the benchmark to determine the percent of performance achieved.
16. The percent of performance achieved is multiplied by the maximum number of base points associated with the overall measure or component to determine the base points earned for the overall measure or component.
17. Total points earned by an institution for an overall measure or component may be comprised of three parts:
 - a. base points earned,
 - b. bonus points earned, which may not exceed 20% of the maximum number of base points, and
 - c. improvement points earned, which may not exceed 20% of the maximum number of base points.

The general rule is that the sum of base points earned and improvement points earned cannot exceed the maximum number of base points possible for the overall measure or component. It may be possible to exceed the maximum number of base points depending on the actual performance level in the FY 2001-02 performance funding system and the extent of improvement from this level. Likewise, while the general rule is that the sum of all points earned (base + bonus + improvement) cannot exceed 120% of the maximum base points associated with the overall measure or component, this general rule may not apply for those situations associated with earning more than the maximum number of base points.

18. The institution’s grand total points earned are divided by 2,100 (seven overall measures x 300 base points) to determine the percent of grand total base points earned. It is possible for an institution’s total points earned to exceed 2,100 points and thus its percent of total base points earned to exceed 100%.

19. A role & mission weighting factor for each institution is calculated by dividing the institution's FY 2001-02 general fund base – with governing board/system central administration general fund costs and “charge backs” included on a total funds basis and less on-time funds – by the total of these general fund amounts for all the institutions (excluding the UC-Health Sciences Center, CSU Veterinary Medicine program, and CSU agencies).
20. The percent of grand total base points earned is converted to the weighted percent of grand total base points earned by multiplying the percent of grand total base points earned by the role and mission weighting factor.
21. The sum of the weighted percent of grand total base points earned by all the institutions governed by a governing board determines the governing board performance funding percent.

PURPOSES OF THE QUALITY INDICATOR SYSTEM

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

In the decade of the 1990s, higher education conscientiously addressed the public expectation for an effective framework to ensure quality and accountability. Colorado's heightened attention to quality and accountability occurred in 1996 with the passage of HB96-1219, known as the Higher Education Quality Assurance Act. This legislation outlined the General Assembly's expectations and goals for higher education. It also urged higher education to "...concentrate on improving both the quality and cost-effectiveness of higher education in the state." (CRS 23-13-102) The quality indicator system reflects this statutory purpose by encouraging state-supported institutions of higher education to strive for continuous improvement in achieving high levels of performance.

Purpose #2: Measuring Institutional Performance and Accountability.

Since 1985, Colorado's state-supported institutions of higher education have been involved in accountability reporting vis-à-vis several laws (HB85-1187, HB91-1002, SB93-136, HB94-1110, and HB96-1219). The Higher Education Quality Assurance Act (HB96-1219) was refined in 1999 with the passage of SB99-229. Through this refinement, the General Assembly mandated the establishment of "...a quality indicator system to measure the overall performance of the statewide system of higher education and each governing board's and each institution's performance in achieving the statewide expectations and goals..." (CRS 23-13-105). In establishing the statewide expectations and goals, the General Assembly further expressed its expectation that "...each institution ...shall work toward achieving a high quality, efficient, and expeditious undergraduate education..." CRS 23-13-104(a). The quality indicator system serves as an accountability reporting process as related to these statewide expectations and goals.

Purposes of the Quality Indicator System

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

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

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

A recent survey of Colorado residents identified higher education as having a high level of respect with the institutions of higher education viewed as providing quality educational experiences. However, this high level of regard has not translated into a level of financial support for higher education as measured by higher education's share of the state budget. For several years, higher education staked its financial future on a growing enrollment and inflation as the means for keeping higher education's percent of the state budget on pace with the rest of state government. Unfortunately, enrollment growth fell short of expectations. Consequently, higher education lost ground in funding support.

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

TOPIC: REMEDIAL PLAN APPROVAL

PREPARED BY: SHARON M. SAMSON

I. SUMMARY

The Commission has addressed four of its five statutory responsibilities with this action item. It has adopted a policy, developed funding policies for remedial education, developed a reporting system, and ensured the comparability of placement or assessment tests through a pre-approval process. CCHE have reviewed and pre-approved the remedial plans. The Commission's action is to formally accept the plans prior to publication in print and on-line.

The submitted institutional remedial plans address three primary points: (1) who will be assessed, (2) how the students will be assessed, and (3) how will the institutions advise students regarding reading, writing, and mathematics deficiencies (i.e., where the test indicates that they are performing below college level) and inform them of their available options. In this context, the assessment tools are often referred to as college basic skills tests or placement tests.

The twenty-seven public institutions that admit freshman students share a common definition of who will be assessed -- all first-time, degree-seeking students. First-time means a student who enrolls at a college for the first time with no previous college experience or those who change their enrollment status from non-degree seeking to degree-seeking regardless of the number of college credits earned. Prior enrollment as a high school concurrent student does not prevent a student from being categorized as first-time.

In general, colleges are using the ACT test either as a screening test or actual college-level basic skills test. A screening test differentiates students who demonstrate college readiness from those who need to take a specific placement test. For example, community colleges use the ACT test for screening and an Accuplacer for placement. In all plans, a student who does not meet the basic skills standards has an opportunity to retake the test or use an alternative assessment to measure college readiness. Because all incoming recent high school graduates will take the ACT test, it minimizes the testing burden on an institution.

The colleges use common cut scores for screening students with potential need for remedial instruction. A student who receives a cut score will not be required to take further placement tests.

- Mathematics: 19 or above
- Writing: 18 or above
- Reading: 17 or above

The scores were based on a study by ACT's testing staff. According to national data, 50% of the students who received these scores received a C or better in the college level course. ACT has agreed to replicate the study for Colorado students.

Students who do not score at the appropriate level on the placement test are informed of their options. In general, students have three choices (1) enroll in remedial courses offered by the college (i.e., community colleges, ASC, and MESA); (2) enroll in a course offered through the cash-funded program; and (3) enroll in an online course offered by community colleges or the Colorado Consortium (cash funded).

It is the student's responsibility to satisfy remedial needs within the first 30 credit hours. A student must earn a C or better in a remedial course to satisfy the remedial requirements.

The staff recommends that the Commission accept the remedial plans submitted by the governing boards, including plans submitted by the State Board for Community Colleges, Aims Community College, Colorado Mountain College, The Trustees of The State Colleges in Colorado, the Board of Trustees for the University of Northern Colorado, Trustees for the Colorado School of Mines, State Board of Agriculture, and the Regents of the University of Colorado.

II. BACKGROUND

The statute (**C.R.S. 23-1-113.3**) defined the Commission's role and responsibilities, including to (1) design and implement statewide policies for remedial education, (2) provide the General Assembly information on the number, type, and cost of remedial education provided, (3) develop appropriate funding policies that support the institutional roles and missions, (4) ensure the comparability of these placement or assessment tests, and (5) ensure that each student identified as needing basic skills remedial course work is provided with written notification identifying which state institutions offer such basic skills courses and the approximate cost and relative availability of such courses, including any electronic on-line courses.

At its August 2000 meeting, the Commission approved a new Remedial Policy that was designed around three policy goals:

- All degree-seeking first-time 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 graduate.

During the past nine months, CCHE staff, in consultation with the governing boards, has developed a reporting system so that the Commission can provide the General Assembly

with information on remedial students and the type of remedial education provided. The system will test the files this summer and begin active collection on October 15, 2001. ACT has agreed to assist CCHE in the analysis.

In March 2001 the Commission approved the revised FTE policy. The policy clearly identifies under which institutions may claim state support for remedial education and what circumstances apply.

III. STAFF ANALYSIS

On March 10, each governing board submitted draft remedial plans for each institution. CCHE staff reviewed the remedial plans for completeness, comparability of cuts cores, and compliance with the statute. The Academic Council negotiated common cut scores for ACT subtests during the following month. At the conclusion of the negotiation session, the decision specified that:

A student must score a 19 or higher on the Act Math subtest to be considered college ready in mathematics

A student must score 18 or higher on the ACT English subtest to be considered college ready in writing.

A student must score 17 or higher on the ACT English subtest to be considered reading at college level.

While certain institutions are using additional assessment tools to determine the level of college readiness, the scores on these tests correlate to the ACT subtest scores. Setting the common cut scores was critical to ensure that no student would be tested twice or receive conflicting advice regarding their need for remedial assistance.

The twenty-seven public institutions that admit freshman students share a common definition of who will be assessed -- all first-time, degree-seeking students. First-time means a student who enrolls at a college for the first time with no previous college experience or those who change their enrollment status from non-degree seeking to degree-seeking regardless of the number of college credits earned. Prior enrollment as a high school concurrent student does not prevent a student from being categorized as first-time. The following students are exempt from taking a placement test in reading, writing, or mathematics:

- Students who have earned a bachelor or associate degree.
- Students who have been previously assessed at a Colorado public college or university.
- Students who have successfully completed basic skills instruction in mathematics, writing or reading are exempt from testing in that subject area only.
- Students who have successfully completed a college-level course in English are exempt from the requirement for basic skills assessment in writing and reading.
- Students who have successfully completed a college-level course in Mathematics are exempt from the requirement for basic skills assessment in mathematics.
- Students enrolled in a vocational certificate program, unless they seek to enroll in college-level English or Mathematics

In general, colleges are using the ACT test either as a screening test or actual college-level basic skills test. A screening test differentiates students who demonstrate college readiness from those who need to take a specific placement test. For example, community colleges use the ACT test for screening and an Accuplacer for placement. In all plans, a student who does not meet the basic skills standards has an opportunity to retake the test or use an alternative assessment to measure college readiness. Because all incoming recent high school graduates will take the ACT test, it minimizes the testing burden on an institution.

The cut scores were based on an analysis conducted by ACT that 50% of the students who earn a 19 or higher on the ACT Math subtest will earn a C or better in college level Math. Similarly, a student who scores 18 or higher on the ACT English subtest will earn a C or better in College Composition course. Reading did not have a similar statistic research base but the studies show that reading is closely correlated to writing skills, that is, students who did not have college level reading skills most probably will not have college level writing scores. CCHE and the institutions agreed to monitor the reading cut score.

The Academic Council worked with their respective institutions to modify their plans to comply with the cut scores and forwarded the revised remedial plans to the governing board. The following table summarizes the institutional remedial plans, listing the placement or challenge test for each institution with the cut score following the assessment, the frequency the tests are available, institution's arrangements for providing access to remedial courses, and information notification procedures.

| INST | PLACEMENT / CHALLENGE TESTS | TEST AVAILABILITY |
|-------------|---|---|
| CC | Mathematics: Accuplacer Elementary Algebra test – 72 Reading: Accuplacer test – 83 Writing: Accuplacer test in Sentence Skills -- 86 | Provides assessment testing continually before and during each semester. No cost to student |
| AIMS | Mathematics: Compass 88 or Accuplacer 70 Reading: Compass 83 or Accuplacer -- 83 Writing: Compass 93-94 or Accuplacer 100 | Walk in testing at Greeley; testing by appointment at Fort Lupton and Loveland |
| CMC | Mathematics: Accuplacer Elementary Algebra test – 72 Reading: Accuplacer test – 83 Writing: Accuplacer test in Sentence Skills -- 86 | Provides assessment testing continually before and during each semester. No cost to student |
| ASC | Mathematics: Adams State developed a Mathematical Placement Exam based on questions developed by the Mathematical Association of America Placement Testing Program -- 19 English: Adams State English Placement – 46 Reading: CAAP Reading Test – 22 | Testing is free but each enrollment in remedial course is \$50. |
| CSM | Mathematics: NA – CSM does not admit students who score below 25 on Math Reading: CSM developed reading test; scored by 2 readers Writing: CSM developed writing test; scored by 2 | Prior to registering for first semester courses |

| INST | PLACEMENT / CHALLENGE TESTS | TEST AVAILABILITY |
|-------|--|---|
| | readers | |
| CSU | Mathematics: For students with ACT scores 19 or above -- CSU's Mathematics Placement Exam. For others: Entry Level Mathematics Exam that was written to align with high school exit standards Writing: CSU's Composition Placement exam with a score of 3 out of 6. Scoring guidelines parallel ACT essay guides. | Orientation sessions |
| FLC | Mathematics: FLC Mathematics Placement Exam with score of 13 Reading: Accuplacer test – 80 Writing: Accuplacer test in Sentence Skills -- 86 | Tested during freshmen orientation session before registering for class. Additional test dates continuously between first day of class and census date. |
| MESA | Mathematics: Compass -- 50 Reading: Compass – 76 Writing: Challenge by writing an essay score 3 on 6 point scale.3 | ACT scores are available before students register. Challenge essays may be written anytime. Compass is a computer-based assessment and scores area available immediately. |
| METRO | Mathematics: MSCD developed test -- 9 out of 15 Reading: Nelson Denny Form G 84 Writing: 30 minutes to write essay; scored by faculty using Educational Testing Service scoring guidelines. -- 3 out of possible 6 | Assessment testing by appointment |
| UCB | Alternate demonstration of college readiness: Analyze high school transcripts, including enrollment in AP courses in English or Math, four or more years in English or Math with passing grades in all courses. | Students will be advised to enroll in at a community college course during the first semester of college enrollment. |
| UCCS | Opportunity to retake ACT exam Alternate demonstration of college readiness: Analyze high school transcripts, including enrollment in AP courses in English or Math, four or more years in English or Math with passing grades in all courses. | In addition to the state ACT test date, national test date, UCCS offers the ACT exam at its testing center (\$33). |
| UCD | Mathematics: Accuplacer Elementary Algebra test – 72 Reading: Accuplacer test – 83 Writing: Accuplacer test in Sentence Skills -- 86 | Contracts with CCD to test transfer and freshmen without ACT scores students using the Accuplacer. |
| UNC | Mathematics Accuplacer Elementary Algebra test – 50 Reading: Accuplacer test – 56 Writing: Accuplacer test in Sentence Skills – 66 | UNC offers on-line and paper versions of Accuplacer test at the Career Services Testing Center |
| USC | Mathematics: USC Placement exam scoring at Intermediate Algebra mastery level; worked with ACT on scoring guidelines Reading: Accuplacer test – 81 Writing: USC proctored 300 – 500 word essay scored by 2 faculty. | During Student orientation or by appointment at USC's Learning Center |
| WSC | Mathematics: MAA Basic Algebra – 16 Reading: WSC English Placement I -- 15 Writing: WSC English Placement II – 18 | Placement tests offered during orientation sessions. |

| | | | |
|--|-----------------|----------------|-----------------------|
| | DELIVERY | STUDENT | INFORMATION ON |
|--|-----------------|----------------|-----------------------|

| INST | REGULAR COURSE | CASH FUNDED | CONTRACT WITH CC | | |
|-------|----------------|-------------|------------------|---|---|
| CC | X | | NA | Writing | Published in course schedule, catalog, and on web site. |
| AIMS | X | | NA | | Published in course schedule, catalog, and on web site. |
| CMC | X | | NA | | Published in course schedule, catalog, and on web site. |
| ASC | X | | | Same day as test | Published in course schedule, catalog, and on web site. |
| CSM | | | X (RRCC) | Personal letter | Required one-on-one tutoring in CSM Writing Center during first CSM semester while co-enrolled in Remedial course. |
| CSU | | | X (FRCC) | Writing | Published in course schedule, catalog, and on web site. |
| FLC | | X | | | Published in course schedule, catalog, and on web site. |
| MESA | X | | | | Published in course schedule, catalog, and on web site. |
| METRO | | | X (CCD) | Within 2 days | Available remedial courses listed on class schedule, information sheets at the Assessment Center and from academic advisors. |
| UCB | | | | Individually notified | Provide student with list of remedial courses available in the Denver Boulder area and on-line |
| UCCS | | X | X (PPCC) | Mail notification | |
| UCD | | | X (CCD) | Notified individually | Student Success Advising Center for freshmen and sophomores informs students, assists in registering, monitors progress. Provides list of all remedial courses offered in metro area. |
| UNC | | | X (AIMS) | Notified by College Transition Center | List of remedial courses that will satisfy requirements, including AIMS, video, correspondence, weekend, on-line courses. |
| USC | | | X(PCC) | Notified with 24 hours of ACT test; within 3 hours of USC tests | Notification at orientation session, catalog, semester bulletins, advising handbook and at web site. |
| WSC | | X | | Prior to registering fall semester | Registration packet contains information on placement and basic skills needs and course schedule for basic skills courses. Offered every semester. |

Following Commission action, each governing board will ensure that each institution publishes its remedial policies, test dates, and student responsibility, including making them available on-line. Institutions have identified several problems in implementing plans. Since this is the first year of implementation, each institution is resolving the problems in the best interest of the student. For example, how does an institution advise a student who has taken a remedial course in high school (received a C) and does not achieve an acceptable ACT or placement test score. Some institutions indicated that they will amend their policies in spring 2002 when these issues are resolved.

From a student perspective, it appears that a single set of placement exams on the Auraria campus would best serve the student population. Since only CCD can deliver remedial courses, it would be appropriate to ask this institution to be the lead in negotiating common placement exams after UCD's Accuplacer pilot concludes.

Two institutions (UCB and UCCS) are using high school transcript analysis for students who perform below the state benchmarks. The number of high school classes does not measure performance or college readiness. Therefore, CCHE will monitor the implementation of this approach in the current year to see if it meets the statutory intent.

IV. STAFF RECOMMENDATION

That the Commission accept the remedial plans submitted by the State Board for Community Colleges, Aims Community College, Colorado Mountain College, The Trustees of The State Colleges in Colorado, the Board of Trustees for the University of Northern Colorado, Trustees for the Colorado School of Mines, State Board of Agriculture, and the Regents of the University of Colorado.

Appendix A

STATUTORY AUTHORITY

The policy applies to all state-supported institutions of higher education, including all four-year state-supported universities and colleges that admit freshmen, extension programs of the state-supported universities and colleges, junior and community colleges, and local district colleges. The 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**.

Commission directive – basic skills courses. (1) ON OR BEFORE SEPTEMBER 1, 2000; THE COMMISSION SHALL ADOPT AND THE GOVERNING BOARDS SHALL IMPLEMENT STANDARDS AND PROCEDURES WHEREBY BASIC SKILLS COURSES, AS DEFINED IN SECTION 23-1-113 (4) (c), MAY BE OFFERED BY STATE INSTITUTIONS OF HIGHER EDUCATION PURSUANT TO THIS SECTION.

TOPIC: FISCAL YEAR 2002-2003 CCHE BUDGET REQUEST AND GOVERNING BOARD RECOMMENDATION

PREPARED BY: JAMES JACOBS AND KATHLEEN VON ACHEN

I. SUMMARY

This is a continuation of the budget discussion held on August 31, 2001. (Handouts will be sent to the Commission prior to the meeting.)

TOPIC: ADMISSION STANDARDS DISCUSSION & ANNUAL REPORT

PREPARED BY: SHARON M. SAMSON/JENNIFER GIENGER

I. SUMMARY

Responding to the Commission’s 2001-02 priorities, the Commission staff is engaged in consulting institutions on role and mission statements. Role and mission is more than a Carnegie classification – it is understanding which students an institution serves and how to focus attention and resources on the activities central to role and mission. Therefore, admission standards become a critical component of an institution’s mission.

An Admission Standards Policy inherently impacts a variety of issues, including access, funding, and performance.

However, the primary purpose of CCHE’s Admission Standard Policy is to maintain a differentiated system of institutional missions that provide broad access to undergraduate programs with a minimum of duplication. This agenda item is the first in a series of a policy analysis of admission standards. It provides a context of how Colorado’s policy compares to other states’ policies, how Colorado’s four-year institutions are using the window, and compares the enrolled freshmen profile of four-year institutions. The analysis is based on the most current year of applicant data -- fiscal year 2000-01. The information is intended to provide a broad context for the November role and mission discussions and to frame potential policy questions that the Commission may wish to address in its Admission Standards Policy.

The statewide data indicates that:

- All institutions limited their admission offers to 20% of the total admitted who with the individual window sizes ranging from 1 to 20 percent of admitted applicants who did not meet admission standards.
- In 2000-01, the public four-year institutions admitted approximately 43,000 new freshman students. Of the admitted students, 17 percent did not meet the admission standards for the institutions to which applied.
- Of the 7,475 students in the “window,” 31% of the students offered admission were minority students.
- In 2000-01, 18,098 new freshmen enrolled in Colorado public institutions – approximately one-third of the applicant pool.
- The highly selective institutions (CSM, CSU, and UCB) compete for the students with the highest academic preparation and consequently have a similar enrollment yield rate, approximately 39%.

The next Commission agenda report on Admission Standards will examine the performance of students by index level.

II. BACKGROUND

Highlights of CCHE’s Admission Standards Policy

The Commission adopted the *Statewide Admission Standards Policy* (Section I, Part F) in spring 1986 and implemented it in fall 1987. The policy established specific and separate admission criteria for first-time freshman and transfer students. Certain groups of students were exempt from admission standards, notably foreign students and returning adults (i.e., students who are 21 or older). In addition, it allowed each institution to use other rigorous criteria

in lieu of the index score for 20% of admitted freshmen. The freshmen admission standards differ as determined by the selectivity category contained in an institution’s statutory role and mission statement -- highly selective, selective, moderately selective, and modified open. Open admission institutions -- the colleges with two-year missions (i.e., the fifteen community colleges, ASC and MESA) -- provide access to students who do not meet state-defined admission standards. They are also the primary access point for students needing remediation.

CCHE’s Admission Standards Policy defines standards for first-time freshmen. The major policy points include:

- CCHE assigned each institution a minimum index score. In 1995 each institution had an opportunity to modify the minimum index score (3 institutions are using originally assigned score).
- At least 80% of an institution’s admitted first-time freshmen must be at or above (“pass”) its index score.
- The freshmen index score is calculated on high school performance and test scores (e.g., GPA 3.0, ACT score 25).
- In addition, first-time freshmen may be admitted based on passing the GED exam. This option is open at every four-year institution and the admitted students are considered to have met standards.
- Applicants who are at or above an institution’s index score are not guaranteed admission.
- The admission standards apply to in-state and out-of-state students.
- Institutions may admit students who do not meet its index score (“20% window”) to serve “promising students who do not meet the particular numerical standards but who the institution believes will succeed.

The Commission reviewed and revised its freshman admission standards policy in 1995. This action was, in part, an attempt to bring institutions into compliance with the statutory 20 percent window. Each four-year college president had an opportunity to select its index score from a range of scores:

Table 1 lists the current minimum index score in effect at Colorado’s public four-year institutions:

Table 1: First-time Freshman Admission Standards

| Institution | Statutory Role and Mission | Index Score |
|--|-----------------------------------|--------------------|
| Adams State College | Moderately selective | 80 |
| Colorado School of Mines | Highly selective | 110 |
| Colorado State University | Highly selective | 101 |
| Fort Lewis College | Moderately selective | 80 |
| Mesa State College | Moderately selective | 80 |
| Metropolitan State College of Denver | Modified open | 76 |
| University of Colorado at Boulder | Highly selective | 103 |
| University of Colorado at Colorado Springs | Selective | 92 |
| University of Northern Colorado | Selective | 94 |
| University of Colorado at Denver | Highly selective | 93 |
| University of Southern Colorado | Moderately selective | 80 |
| Western State College | Moderately selective | 80 |

III. STAFF ANALYSIS

This agenda item is the first in a series of a policy analysis of admission standards. It provides a context of how Colorado compares to other states', how Colorado four-year institutions are using the window, and a more detailed description of the enrolled freshmen profile.

Highlights of Other States' Admission Standards Policy

Colorado's Admission Standards Policy uses admission categories to guide students to the institutions that best aligned with their academic preparation – highly selective, selective, moderately selective, modified open, and open. While Colorado's moderately selective and open admission institutions align with the national definitions, Colorado's selective and selective institutions are less aligned. Consequently, the 1289 study used the national guidelines for admission selectivity when comparing retention and graduation rates between institutions.

Guidelines for Admission Selectivity

Open Admission:

students may be admitted based on a high school diploma or its equivalent, but admission to selected programs is based on program admission standards.

Moderately Selective:

Admission with an ACT test score of 21; approximately equivalent to a combined ACT score and high school percentile rank total (Colorado index score) that equals or exceeds 79.

Selective:

Admission with an ACT test score of 24; approximately equivalent to a combined ACT score and high school percentile rank total (Colorado index score) that equals or exceeds 100.

Highly selective:

Admission with an ACT test score of 27; approximately equivalent to a combined ACT score and high school percentile rank total (Colorado index score) that equals or exceeds 110.

The second defining characteristic of a state admission standard policy is the limits that a state sets on the number of students who do not meet stated admissions requirements. This practice is generally referred to as admitting students conditionally.

Students that do not meet standards in Colorado are considered "window students." Colorado's Admission Standards Policy limits the number of window students to 20% of admission offers, that is, one in five admitted students do not need to meet the institution's index score.

Twenty states reported that their state set a limit in policy on the number of students who could be considered for admission even though the student did not meet the state standard. Nebraska allows the greatest flexibility followed by Colorado at 20%, and Washington and Maryland at 15%. Five states set 10% limits on students who do not meet standards. Nine states have established a limit at 6% or below. However, some states calculate the window size based on the previous year's enrolled freshmen class. Seven states have a "floor," below which no student may be admitted.

Table

1:

States That Set Limits on the Number of Students That May Be Admitted Who Do Not Meet State Admission Standards

| States | Window Size | Special Considerations |
|---------------|-------------|--|
| Arizona | 10% | Resident freshmen class |
| California | 6% | 2.5% restricted to minority admission. Current court challenge on restriction |
| Colorado | 20% | |
| Florida | 0 | |
| Georgia | limited | Window size varies by sector |
| Kansas | 10% | Freshmen class |
| Kentucky | 5% | Average of last 5 year's freshmen enrollment |
| Maryland | 15% | In-state freshmen |
| Massachusetts | 10% | |
| Missouri | 10% | |
| Montana | 10% | Prior year's full-time freshmen |
| Nebraska | 25% | First-time, traditional freshmen |
| Nevada | 6% | Prior fall semester's freshmen |
| New York | limited | "Presidential waivers" |
| Oregon | 5% | Prior year's admitted first-time freshmen |
| South Dakota | 3% | Prior year's freshmen class. |
| Utah | 5% | |
| Washington | 15% | |
| West Virginia | 5% | Four-year colleges have this discretionary authority |
| Wisconsin | 5% | |

Admission standards policies address two-year colleges' role in providing broad access, either explicitly or implicitly.

By and large, access at the two-year level is open and even students without a high school diploma or GED may find ways to attend a two-year public college.

In twenty-two states, two-year colleges may admit any individual wishing to attend college while 25 states require a high school diploma for admission to community colleges. However, even in this latter case, many of these states offer exceptions, such as open admission to non-degree or technical programs. Only a few states have more restrictive admissions policies that pertain to community colleges. For example, students seeking the A.A. or A.S. degree in Illinois must take the same 15 high school courses required for admission to a public university.

In Georgia, high school graduates wishing to attend two-year public colleges must meet minimum index scores.

Another defining characteristic is an institution's ability to grant exemptions. Typically, highly selective institutions have less ability to grant exemptions while open admission institutions have greater exemptions. Twenty-two states have policies applying different criteria to adult applications, typically defining an age above which applicants do not meet the regular admissions criteria. The definition of "adult freshmen" varies from "over 20" to "25 years of age or older."

In Colorado, degree-seeking students applying to Metro who are over 20 are exempt from admission standards. Colorado has several other groups of students who are exempt from meeting the index, including:

- Students applying to two-year degree programs
- Students who have previously earned a bachelor degree
- Students attending a college during summer term only
- High school concurrent students

- Students who earn a GED rather than a high school diploma
- Special, non-degree-seeking students who are 21 years or older.

The information on other states' admission policies was obtained from a national survey conducted by the State Higher Education Executive Officers (SHEEO). A number of states indicated that they would further strengthen existing requirements by adding specified courses or changing ACT minimum scores. This direction is consistent with the pattern of the past 15 years as states have regularly updated and increased admission requirements.

Colorado's Freshmen Admission Profile

Table 2 provides a general picture of the undergraduate student population enrolled in the fall 2000 semester. Using a single semester provides an unduplicated headcount. The data exclude extended studies students and high school concurrent enrollment but does include special non-degree students to whom admission standards apply.

For a traditional college or university, it is reasonable to expect that 20% - 25% of the undergraduate enrollment is freshmen students.

CSM, FLC, UCB, UNC, and USC's freshmen class comprise 20 - 25% of the undergraduate enrollment. These percentages should be used with caution because other factors determine the relative proportions of the undergraduate enrollment. For example, the percent of continuing students is negatively affected by low retention rates (i.e., low retention rates will decrease the number of continuing students and consequently increase the percent of freshmen).

The percent continuing does not indicate the retention rate; it merely represents the proportion of undergraduate students who had enrolled during the previous year.

Table 2: Profile of Undergraduate Enrollment for Fall 2000

| | First Time Freshmen | Transfer | Continuing | Percent Freshmen | Percent Transfer | Percent Continuing |
|--------------|---------------------|--------------|---------------|------------------|------------------|--------------------|
| ASC | 386 | 151 | 1,873 | 16% | 6% | 78% |
| CSM | 618 | 74 | 1,920 | 24% | 3% | 73% |
| CSU | 3,315 | 1,684 | 15,555 | 16% | 8% | 76% |
| FLC | 1,013 | 364 | 2,896 | 24% | 9% | 67% |
| MESA | 1,376 | 414 | 3,165 | 28% | 8% | 64% |
| METRO | 2,295 | 1,752 | 12,722 | 14% | 10% | 76% |
| UCB | 5,090 | 1,276 | 16,937 | 22% | 5% | 73% |
| UCCS | 907 | 610 | 3,951 | 17% | 11% | 72% |
| UCD | 695 | 961 | 5,724 | 9% | 13% | 78% |
| UNC | 2,148 | 794 | 7,089 | 21% | 8% | 71% |
| USC | 826 | 418 | 2,656 | 21% | 11% | 68% |
| WSC | 532 | 200 | 1,593 | 23% | 9% | 68% |
| STATE | 19,201 | 8,698 | 76,081 | 18% | 8% | |

Table 3 provides data on the total freshmen applicant pool for 2000-01 -- students who applied in summer, fall and spring terms.

This table includes duplicated student numbers because freshmen applicants often apply to more than one institution. The first column indicates the total number of applicants. Column 2 and 3 are subsets of column 1, showing the number denied and the number admitted to the institution. Column 4 is a subset of Column 3, showing the number of admitted students who enrolled in 2000-01. The enrollment yield is calculated by dividing the number enrolled by the number admitted. For example, at ASC one-third of admitted students

eventually

enrolled.

Consistent with national trends, students who apply to the more selective, residential institutions are more likely to apply to more than one institution and include a higher percent of out-of-state applicants.

Table 3: Analysis of the 2000-01 First-Time Freshman Admission Data

| | Applied | Denied | Admitted | Enrolled | Enrollment Yield |
|--------------|----------------|---------------|-----------------|-----------------|-------------------------------|
| Column | 1 | 2 | 3 | 4 | 5 |
| ASC | 1,327 | 68 | 1,259 | 417 | 33% |
| CSM | 1,950 | 368 | 1,582 | 636 | 40% |
| CSU | 12,096 | 3,499 | 8,597 | 3,390 | 39% |
| FLC | 3,095 | 455 | 2,640 | 1,076 | 41% |
| MESA | 1,754 | 261 | 1,493 | 789 | 53% |
| METRO | 3,484 | 660 | 2,824 | 1,677 | 59% |
| UCB | 15,545 | 2,246 | 13,299 | 5,134 | 39% |
| UCCS | 2,419 | 642 | 1,777 | 845 | 48% |
| UCD | 1,807 | 560 | 1,247 | 640 | 51% |
| UNC | 6,223 | 692 | 5,531 | 2,160 | 39% |
| USC | 1,758 | 62 | 1,696 | 802 | 47% |
| WSC | 1,601 | 260 | 1,341 | 532 | 40% |
| STATE | 53,059 | 9,773 | 43,286 | 18,098 | 42%[1] |

Together, the two largest institutions (CSU and UCB) admit 50% of the students applying to Colorado public colleges. Almost 50% of enrolled first time freshmen attend these institutions. Because the window is based on the percent of admitted students, CSU’s and UCB’s admission policies and practices affect the enrollment at other four-year institutions in the state.

Applicants who are at or above an institution’s index score are not guaranteed admission. Admission rates range from 95% to 71%. Typically, students who are denied admission even though their index score meets or exceeds an institution’s admission index are those who have applied to a degree program that has more rigorous qualifications than the institution’s general admission standards, individuals who applied late or need remediation in mathematics, reading or writing. Table 4 presents the percent of applicants that are admitted or denied.

Table 4: Percent of First-Time Freshmen Applicants who Denied, Accepted or Enrolled, FY 00-01

| | Denied | Admitted |
|-------|---------------|-----------------|
| ASC | 5% | 95% |
| CSM | 19% | 81% |
| CSU | 29% | 71% |
| FLC | 13% | 87% |
| MESA | 10% | 90% |
| METRO | 18% | 82% |
| UCB | 15% | 85% |
| UCCS | 21% | 79% |
| UCD | 27% | 73% |
| UNC | 15% | 85% |
| USC | 9% | 91% |

| | | |
|--------------|------------|------------|
| | | |
| WSC | 11% | 89% |
| STATE | 18% | 82% |

Table 5. Size of Window for Applicant Acceptance based on Index Score

| | Met Admission Standards | | Window Admission | | Window Range |
|--------------|-------------------------|------------|------------------|------------|--------------|
| | Size (N) | Percentage | Size (N) | Percentage | |
| ASC | 1,209 | 95% | 68 | 5% | 53 - 79 |
| CSM | 1,372 | 87% | 210 | 13% | 89 - 109 |
| CSU | 6,890 | 80% | 1,707 | 20% | 75 - 100 |
| FLC | 2,140 | 81% | 501 | 19% | 61 - 79 |
| MESA | 1,477 | 99% | 16 | 1% | 53 - 79 |
| METRO | 2,578 | 88% | 349 | 12% | 59 - 75 |
| UCB | 10,704 | 80% | 2,595 | 20% | 73 - 102 |
| UCCS | 1,565 | 88% | 212 | 12% | 51 - 91 |
| UCD | 999 | 80% | 248 | 20% | 66 - 92 |
| UNC | 4,452 | 80% | 1,079 | 20% | 71 - 93 |
| USC | 1,421 | 83% | 287 | 17% | 50 - 79 |
| WSC | 1,146 | 85% | 203 | 15% | 61 - 79 |
| STATE | 35,953 | 83% | 7,475 | 17% | |

The range of index scores of students admitted in the window is surprisingly similar regardless of ad selectivity type. CSM has established a lower bound (i.e., 20 points below their established index score). It is not surprising that ASC and MESA have the lowest percent of students admitted in the window. These two colleges have the option of directing students to two-year academic degree programs offered on the campus.

Students admitted into two-year degree programs do not need to meet the four-year admission standards. ASC admitted 146 students into its two-year degree programs and MESA admitted 587.

The legislation provided CCHE the authority to adopt a policy that allowed institutions to admit “up to percent” of its students who do not meet admission standards (commonly referred to as the window). CCHE’s Admission Standards Policy allows each institution to use the full 20 percent. The intent of the statutory language was to provide institutions an opportunity to admit minority students or students in arts and music programs who may not have achieved a strong high school grade point average or who performed on national tests.

Table 6a. Admitted Students Who Did Not Meet Standards by Ethnic Status

| | Admitted Students Who Did Not Meet Standards | | Percent in Window | |
|-----|--|--------------|-------------------|--------------|
| | Minority | Non-Minority | Minority | Non-Minority |
| ASC | 13 | 35 | 27% | 73% |
| CSM | 39 | 94 | 29% | 71% |
| CSU | 359 | 953 | 27% | 73% |
| FLC | 154 | 257 | 37% | 63% |

| | | | | |
|--------------|-------|-------|-----|-----|
| MESA | 4 | 7 | 36% | 64% |
| METRO | 157 | 96 | 62% | 38% |
| UCB | 567 | 1,866 | 23% | 77% |
| UCCS | 124 | 56 | 69% | 31% |
| UCD | 135 | 85 | 61% | 39% |
| UNC | 191 | 806 | 19% | 81% |
| USC | 112 | 103 | 52% | 48% |
| WSC | 20 | 145 | 12% | 78% |
| STATE | 2,176 | 4,429 | 33% | 67% |

Table 6 a charts the number of admitted freshmen differentiating between minority and non-minority status. A small number of students (approximately 700) do not identify themselves by any ethnic/race category on their application.

In calculating the minority / non-minority percentages, the unknowns were not factored into the calculation. Several institutions use the window primarily to admit minority students who may not have strong high school credentials. The data identifies UCCS, UCD, and USC using this admission practice. Consequently, the percent of enrolled minority freshmen student in the window replicate the percent of admitted minority window students.

Table 6 b. Enrolled Minority Students Who Did Not Meet Standards by Ethnic Status

| | Enrolled Students Who Did Not Meet Standards | | Percent in Window | |
|--------------|---|---------------------|--------------------------|---------------------|
| | Minority | Non-Minority | Minority | Non-Minority |
| ASC | 9 | 27 | 25% | 75% |
| CSM | 13 | 45 | 22% | 78% |
| CSU | 151 | 460 | 25% | 75% |
| FLC | 73 | 127 | 37% | 64% |
| MESA | 2 | 4 | 33% | 67% |
| METRO | 67 | 95 | 41% | 59% |
| UCB | 268 | 937 | 22% | 78% |
| UCCS | 80 | 33 | 71% | 29% |
| UCD | 40 | 85 | 32% | 68% |
| UNC | 105 | 511 | 17% | 83% |
| USC | 71 | 56 | 56% | 44% |
| WSC | 5 | 78 | 6% | 94% |
| STATE | 1,428 | 1,952 | 42% | 58% |

Perhaps the most interesting perspective of admission standards examines the number of enrolled students at different index levels.

Table 7 compares the number of students in five-point index bands at Colorado's highly selective institutions.

Because CSU and UCB's index scores occur at two different data points in the same index band, enrolled freshmen who have an index between 100 – 104 are displayed on separate lines. The bold text indicates students that meet freshmen admission standards and equals the numbers and percents displayed on the top line of the graph.

The far right column totals the number of enrolled first-time freshmen in a particular index band, including all public four-year institutions.

In general, the largest numbers of enrolled students who do not meet the freshmen standards have an index within 5 points of the institution's admission index score

- 94% of CSM's enrolled first time freshmen are above 105 (index score of 110).
- 93% of CSU's enrolled first-time freshmen are above 95 (index score of 101).
- 89% of UCB's enrolled first-time freshmen are above 97 (index score of 103).

Table 7. Index Demographics of Enrolled First-Time Freshmen (Fall 2000)

| | CSM | Percent | CSU | Percent | UCB | Percent | State Total |
|--------------|------------|----------------|--------------|----------------|--------------|----------------|--------------------|
| Meets Index | 537 | 87% | 2,544 | 77% | 3,805 | 75% | |
| 110 & Above | 537 | 87% | 1,475 | 48% | 2,527 | 50% | 5,984 |
| 105-109 | 42 | 7% | 568 | 17% | 887 | 18% | 2,202 |
| 104 | 4 | - | 96 | 3% | 133 | 2% | 334 |
| 103 | 5 | - | 200 | 6% | 258 | 5% | 720 |
| 102 | 2 | - | 92 | 3% | 101 | 2% | 341 |
| 101 | 0 | | 113 | 3% | 179 | 4% | 484 |
| 100 | 2 | - | 149 | 4% | 162 | 3% | 515 |
| 95-99 | 5 | - | 473 | 14% | 558 | 11% | 2,048 |
| 90-94 | 0 | | 117 | 4% | 314 | 6% | 1,462 |
| 85-89 | 1 | - | 22 | 1% | 63 | 1% | 1,316 |
| 80-84 | | | 0 | | 25 | - | 887 |
| 70-79 | | | 6 | - | 7 | - | 804 |
| Below 70 | | | | | | | 98 |
| Missing Data | | | 9 | - | 4 | - | |

The following tables and graphs compare the average scores of admitted and enrolled first-time freshmen.

Table 8. Average Scores of Admitted Freshmen

| | Index | ACT Score | SAT Score | H.S. GPA | H.S. Rank |
|-------|--------------|------------------|------------------|-----------------|------------------|
| ASC | 99.1 | 22.2 | 968 | 3.19 | 63 |
| CSM | 106.6 | 23.1 | 1087 | 3.41 | 92 |
| CSU | 108.2 | 23.7 | 1106 | 3.46 | 73 |
| FLC | 90.0 | 19.5 | 962 | 2.89 | 54 |
| MESA | 99.3 | 22.3 | 994 | 3.17 | 62 |
| METRO | 89.8 | 19.5 | 951 | 2.93 | 49 |
| UCB | 109.8 | 24.8 | 1134 | 3.42 | 73 |
| UCCS | 103.2 | 23.0 | 1063 | 3.24 | 63 |
| UCD | 99.5 | 22.2 | 1042 | 3.16 | 67 |
| UNC | 102.4 | 22.7 | 1005 | 3.34 | 71 |
| USC | 92.7 | 19.6 | 928 | 2.97 | 61 |
| WSC | 88.8 | 20.3 | 1020 | 2.64 | 43 |

Graph 1: Average Index Scores of Freshmen Admitted in 1999-00

Graph 1 Available upon Request.

A graph of the average index scores of admitted students illustrates that the degree of differentiation is less than expected among institutions, given the 35 point spread of defined index scores. In general, the average index scores by institution exhibit a 16 point spread, ranging from 90 to 106. Partially, this may be attributed to students with high index scores attending all institutions. It is compounded by the fact that the highly selective institutions admit 50 percent of the freshmen at four-year colleges.

Average high school rank shows greater differentiation with surprising different clusters of institutions that their role and mission designation might imply. One institution (CSM) admits students with an average high school rank in the top 10 percentile. Three institutions (CSU, UCB, UNC) admit students with an average high school rank in the top 30 percentile. Five institutions (ASC, MESA, UCCS, UCD, USC) admit students with an average high school rank in the top 40 percentile. The average high school rank of FLC students is in the top half while two four-year institutions (METRO, WSC) admit students in the top 60 percentile.

Graph 2: Average High School Rank of Admitted Freshmen

Graph 2 Available upon Request.

Graph 3: Average ACT Score of Admitted Freshmen

Graph 3 Available upon Request.

The admission profile based on average ACT composite scores shows that three institutions (FLC, METRO, USC) admit students with 19.5 average ACT composite score. WSC admits students averaging 20.5 on the ACT composite. Three institutions (ASC, MESA, UCD) admit with an average ACT of 22. Three institutions (CSM, UCCS, UNC) admit students with an average ACT composite of 23. CSU and UCB's admitted freshmen average 24 and 25 respectively on the ACT exam.

Table 9. Average Scores for Enrolled Freshmen

| | Index | ACT Score | SAT Score | H.S. GPA | H.S. Rank |
|-------|-------|-----------|-----------|----------|-----------|
| ASC | 97.0 | 20.5 | 1026 | 3.16 | 64 |
| CSM | 112.3 | 24.7 | 1094 | 3.50 | 92 |
| CSU | 105.9 | 23.4 | 1132 | 3.38 | 70 |
| FLC | 89.5 | 19.3 | 1020 | 2.74 | 52 |
| MESA | 100.7 | 22.8 | 1049 | 3.16 | 57 |
| METRO | 88.0 | 19.5 | 948 | 2.82 | 44 |
| UCB | 108.4 | 24.5 | 1150 | 3.33 | 68 |
| UCCS | 101.5 | 22.6 | 1017 | 3.27 | 65 |
| UCD | 100.2 | 22.2 | 1054 | 3.23 | 66 |
| UNC | 96.8 | 21.7 | 1013 | 3.08 | 56 |
| USC | 89.4 | 19.4 | 994 | 2.92 | 54 |
| WSC | 89.3 | 20.7 | 970 | 2.73 | 44 |

Table 9 lists the average GPA, rank and test scores for enrolled freshmen. In general, the average index scores do not differ significantly between the admitted and enrolled freshmen.

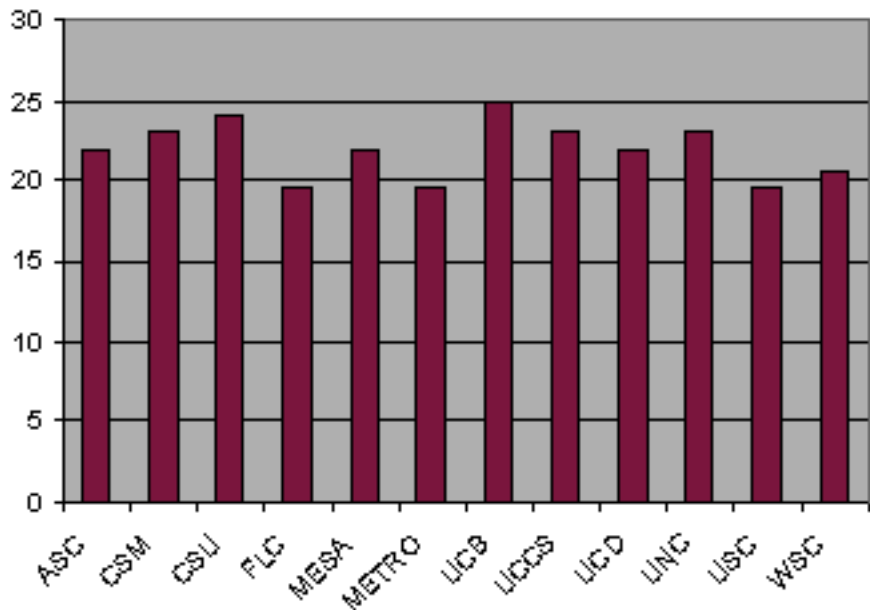
Graph 4: Comparison of Index Profile of Admitted Freshmen to Enrolled Freshmen.

Graph 4 Available upon Request.

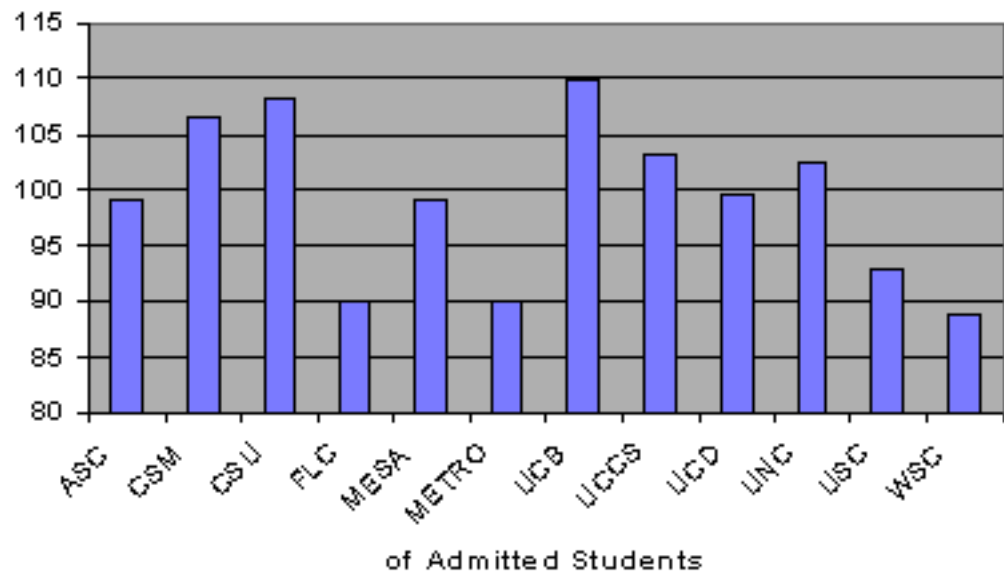
Policy Implications

This first report on admission standards raises several policy questions including:

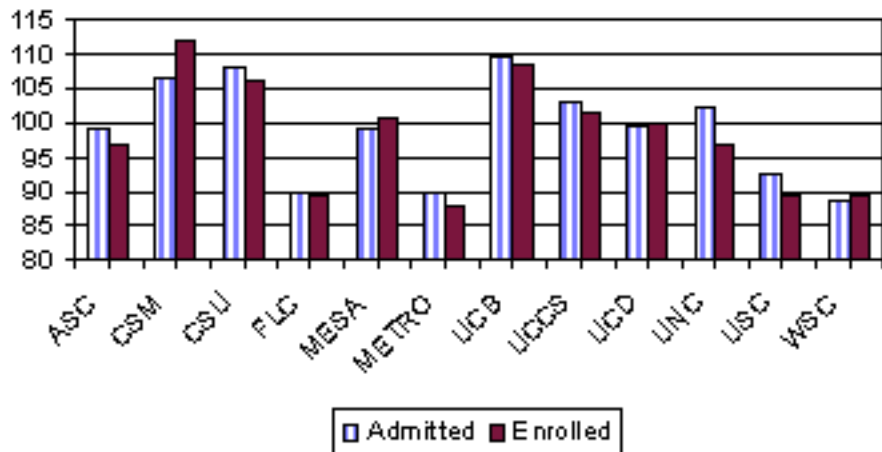
Average ACT Score of Admitted Freshmen



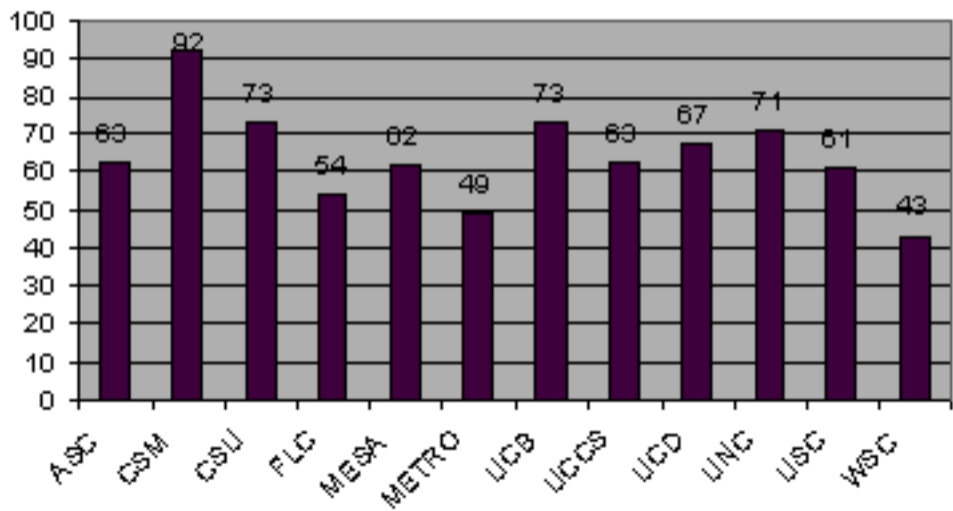
Average Index Scores



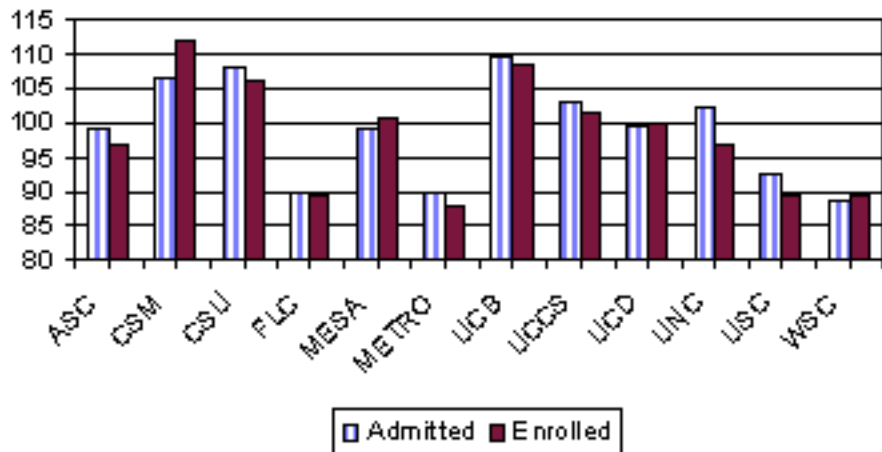
Comparison of Admitted to Enrolled Freshmen's Average Index Scores



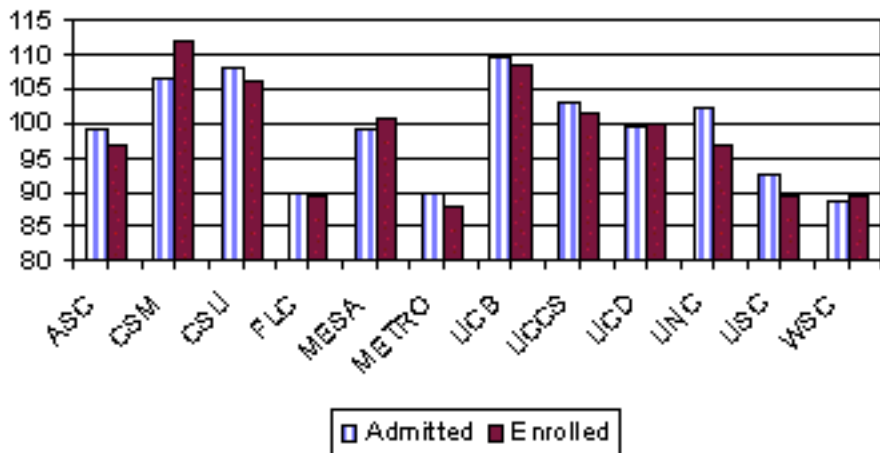
Average HS Rank of Admitted Freshmen



Comparison of Admitted to Enrolled Freshmen's Average Index Scores



Comparison of Admitted to Enrolled Freshmen's Average Index Scores



TOPIC: CCHE 2001-2002 MASTER PLAN

PREPARED BY: TIM FOSTER

I. SUMMARY

This item will provide the master plan for the Colorado Commission on Higher Education. The purpose of the master plan is to establish an outline of the goals and objectives of the Colorado Commission on Higher Education for 2001 through 2003. The goals and objectives were developed in consultation with representatives of the higher education governing boards.

The Master Plan is available for discussion with students, citizens and the higher education community. The development of the Master Plan is an ongoing process. The Master Plan will undergo continuous updates and reviews and it is anticipated that it will be finalized before the end of 2002.

COLORADO COMMISSION ON HIGHER EDUCATION

Master Plan 2001-2002

I. Introduction

The Colorado Commission on Higher Education's mission is to provide access to high-quality, affordable education for all Colorado residents that is student-centered, quality driven and performance-based. CCHE's primary "customers" are Colorado students and citizens. CCHE is committed to providing the best quality education at the best price with the best possible service for its customers.

The Colorado Commission on Higher Education (CCHE) has developed this master plan for 2001-2002 to outline the Commission's vision for higher education. This Master Plan builds on the Commission's previous Master Plan and sets Commission priorities for the coming year. The goals and strategies outlined in this master plan implement CCHE's mission to provide access to high-quality, affordable education that is student-centered, quality driven and performance-based.

II. Overview of the Colorado Commission on Higher Education

The Colorado Commission on Higher Education, an agency within the Department of Higher Education, is the central policy and coordinating board for Colorado's system of public higher education. CCHE serves as a bridge between the Governor, the General Assembly, and the governing boards of the state-supported institutions of higher education.

Eleven commissioners oversee the state's system of higher education, working with one constitutional and five statutory governing boards.

By statute, CCHE is responsible for the following:

Higher Education Finance and Appropriations: CCHE's total state-appropriated budget for FY2001-02 was approximately \$1.63 billion. The total general fund appropriation (including the orphan agencies) contributed 48 percent of the funding, while tuition and fee revenues (cash funds) provided most of the remaining appropriation. Higher Education's \$759 million in general fund support equates to 13.6 percent of total statewide general fund appropriations. Total revenue to Colorado's public institutions of higher education exceeded \$2.8 billion in FY 2000. Total revenues (including federal grants and contracts, as well as private and other gifts and grants) rose by 91 percent over the past decade, increasing from the \$1.5 billion in 1990. State general fund support, tuition and fees and state and local grants amounted to 48.9 percent of total current funds revenues in FY 2000-01.

Academic Programs and Systemwide Planning. The Commission adopts statewide policies for academic planning; undergraduate and graduate degree approval and discontinuance; higher education access, including financial aid and transfer/articulation policies; teacher education, admission standards, remedial assistance, minority participation and achievement; school – college partnerships; and pre-collegiate academic preparation. The Commission ensures that academic programs offered across the state are broadly responsive to student needs as it reviews and approves new degree programs and coordinates statewide planning activities. In addition, Colorado is addressing the issue of quality in the general education portion of the curriculum by defining and adopting competencies and criteria for general education courses. If a student completes a general education course at a Colorado institution, he or she can be assured that the course will transfer and satisfy the general education requirements for an associate or baccalaureate degree at any public institution. These standards will also make it easier to collect data on retention, academic achievement, teacher education, and student assessment.

Capital Construction and Long-Range Planning. CCHE has a statutory and fiduciary responsibility to ensure institutions manage the system's capital assets effectively. The State of Colorado has made a significant investment in the construction and maintenance of higher education institutions. The majority of campus buildings have been paid for by Colorado taxpayers. Institutions are a party to a contract with Colorado taxpayers: the public's funds purchase and construct buildings and campus amenities, and, in return, institutions are obligated to protect and maintain those facilities for future generations. Commission goals include: to encourage increased use of existing facilities, encourage and expand multiple use of these facilities, including agreements between two-year and four-year institutions and ensure that funds are set aside annually for routine maintenance and for structural, mechanical and technical upgrades needed every 10-20 years. Working with the State Buildings Division, the Commission will focus on developing a plan for long-term maintenance and upkeep for higher education facilities, building on the proposal submitted in 2001 to the General Assembly. Establishing benchmarks for institutional budgeting for this purpose and addressing initial allocations is a priority for 2002.

Advanced Technology. CCHE is responsible for overseeing the administration of a research grant program that focuses on developing new technologies and materials in the universities' research laboratories and bringing them into the marketplace for the benefit of all Colorado residents. This responsibility ties the often-misunderstood benefits of research on campuses directly to the citizens whose tax dollars help provide the seed money for dozens of research grants. CCHE has established criteria for evaluating projects and disbursing the grant funds. A follow-up review process is in place. Working with the Science and Technology Committee, the Commission will review emerging business areas and evaluate whether the program is currently focusing on the appropriate

industry segments for Colorado. First-year implementation of the Advanced Technology Fund, which will provide funding for waste recycling research, is a priority.

III. Trends in Higher Education in Colorado

Higher Education Financing: Tuition and fee revenue has assumed a larger role in the funding mix for Colorado's institutions. Colorado tuition and fee revenues totaled 46 percent of general funds and cash in FY 1987-88. This percentage increased to 50 percent in FY 2001-02. The decreasing reliance on general fund dollars follows a national trend. Nationally, funding of public higher education is increasingly reliant on tuition and other cash revenue sources to meet operational costs.

According to a recent article by Travis Reindl ("Financing State Colleges and Universities: What is happening to the "Public" in Public Higher Education?" Perspectives, American Associations of State Colleges and Universities, May 2001,) a combination of economic, political, and philosophical currents have contributed to a shift away from public funding of colleges and universities toward private funding of these institutions (i.e., student tuition revenues, external fundraising, and entrepreneurial activities).

Funding higher education continues to be a significant issue for the Commission in examining how best to provide higher education resources to all of Colorado's citizens.

Between 1988-89 and 1998-99, the current fund revenues generated by tuition and fees at public four-year institutions nationally increased 107.4 percent. Revenues from state and federal appropriations increased 30.9 percent and 1.5 percent, respectively, during the same period. *U.S. Department of Education, Integrated Postsecondary Education Data System Finance Survey, Fiscal Year 1988-89 and 1998-99 (early release data)*. In Colorado, the current fund revenues generated by tuition and fees at public four-year institutions increased 80.5 percent. Colorado revenues from state and federal appropriations increased 39.4 percent and 119.4 percent, respectively, during the same period.

Tuition increases have reflected inflation in the past three budget years, although those increases leave Colorado's tuition levels below the national averages for most four-year institutions.

In the four fiscal years, beginning in FY 1995-96, approved tuition increases for resident students were two percentage points below nonresident increases. This resulted from a legislative tuition "buy-down" policy to keep resident tuition affordable. While out-of-state students pay more than the full cost of their education via nonresident tuition rates, Colorado resident students receive a state subsidy of about 70 percent to 75 percent of the cost of their instruction.

The Legislature has in the past three years supported tuition increases at or slightly under inflation rates for in-state students for the past three years and slightly above the inflation rate for non-resident students. The non-resident increases provide additional resources for the five higher education institutions in Colorado who enroll the majority of the non-resident students statewide – Fort Lewis College where 33.8 percent of its total FTE are non-resident students, the University of Colorado at Boulder with 32.3 percent, Western State College with 30.5 percent, Colorado School of Mines with 27.3 percent, and Colorado State University with 20 percent. The remaining institutions are less impacted than these five campuses because non-residents make up a much smaller proportion of their student populations.

Commission initiatives, including the Governor’s Opportunity Scholarships for low-income students, continue to focus on access. Maintaining access for all economic groups in the state remains a critical challenge for the Commission.

Enrollment Trends: Public postsecondary institutional enrollment grew over the past decade by 11,441. Since FY1992-93, FTE have had an average annual growth rate of only 0.5 percent statewide. Reductions in total FTE student enrollment occurred in FY 1993-94 and FY 1994-95, at –0.4 percent. Since then, total enrollment increased by 0.5 percent in FY 1996-97, 1.1 percent in FY 1997-98, 1.7 percent in FY 1998-99, 1.1 percent in FY 1999-2000, and 0.5 percent in FY 2000-01.

Projections of growth for the next five years indicate Colorado’s higher education enrollment will show modest increases -- from 139,610 to 143,960 full-time-equivalent students. These enrollment figures neither conform to state population growth nor to growth in the numbers of eligible graduating high school students who could be enrolling in the state’s public institutions. The enrollment figures raise concerns about access and have implications for long-term capital construction planning as well as for hiring new faculty and administrators, and authorizing new degrees and certificates.

Enrollment declines or static enrollments are or have negatively affected some of the state’s smaller institutions. Fluctuating enrollment poses significant resource problems for smaller institutions that can more easily be absorbed year-to-year by the larger colleges and universities. If access to higher education statewide is important, and the Commission believes it is, continuing to subsidize student growth at the state’s most expensive institutions at significantly greater rates forces those with more static enrollments to continue to reallocate resources to support even the most basic programs at smaller institutions.

While overall enrollment trends are of concern to the Commission, there are particular trends that are equally disturbing among demographic segments of the state’s population. These trends are evident in examining enrollment and graduation rates of Hispanics in the state. Although a growing segment of the state’s population, their rates of participation in higher education do not reflect that growth. With the significant difference in earnings

reflected over time between high school graduates in the workplace and college graduates, these numbers concern the Commission.

Recent federal analyses indicate that college graduates are more than twice as likely to engage in volunteer work and political activity than high school dropouts, and are less than half as likely to participate in public assistance. *Thomas Mortensen. "Why College? Private Correlates of Higher Education." Postsecondary Education Opportunity, Number 81, March 1999.*

Faculty Retention: Attracting and retaining quality faculty is not an overall issue in the state. However, competition in high-demand disciplines continues to create hiring and retention discussions. Overall faculty turnover is not significantly greater than in other states. In addition, disproportionate workloads between tenured and non-tenured faculty at some institutions should be addressed.

IV. Commission Mission, Goals and Objectives

A. Mission Statement

The Colorado Commission on Higher Education's mission is to provide access to high-quality, affordable education for all Colorado residents that is student-centered, quality driven and performance-based. CCHE's primary "customers" are Colorado students and citizens. CCHE is committed to providing the best quality education at the best price with the best possible service for its customers.

B. Goals and Objectives

Building on a student-centered higher education system, the Colorado Commission on Higher Education intends to focus the state's resources on improving services to students in five priority areas, each with initiatives that challenge the institutions to look toward the future. These five goals are discussed fully below.

Goal #1: Improved Access to Higher Education

The Commission's goal is to ensure that income levels and geographic location do not exclude Colorado residents who want an education beyond high school. To that end, Colorado will have the nation's highest rate of Colorado's high school graduates enrolled in a two-year or a four-year degree program regardless of income level or geographic location.

In pursuit of this goal, CCHE implemented the Governor's Opportunity Scholarship Program, in the fall 1999 semester that targeted \$1.9 million to provide significant financial aid to approximately 450 students whose family

incomes fall in the bottom quartile within the state. These scholarships have allowed these students, many of whom are the first ever to attend college from their families, to pursue two-year and four-year degrees.

The Governor's Opportunity Scholarship Program: Data show the long-term benefits of acquiring a bachelor's degree are great. Yet, students from low-income families do not pursue a postsecondary education. The largest barrier to entry into higher education for these students is financial: they simply are not able to pay for college. Low-income families also do not view student loans as a way of overcoming that barrier. On the other hand, they do view grants and scholarships as incentives but find limited resources at both the federal and state levels. Students from low-income families also face cultural issues as first generation attendees at institutions of higher learning. To increase college participation among low-income students, the Colorado Commission on Higher Education developed a new financial aid program, known as the Governor's Opportunity Scholarship (GOS), in August 1999. The GOS provides assistance to a limited number of low-income students who are able to attend institutions of higher learning at no cost. An important goal of the Governor's Opportunity Scholarship program is to provide assistance for students to not only enroll in an institution of higher education but also to provide counseling so that these students complete their program.

From a policy perspective, the program is designed to change enrollment and graduation patterns and at the same time extend greater economic stability to low-income Coloradoans. State and federal financial assistance has been focused on Colorado residents who are least likely to attend college because of financial barriers. During the program's first two years (FY 2000 and FY 2001) 31 public and private institutions provided assistance to 792 students at a cost of \$4.0 million in state grant assistance. The GOS population is diverse with nearly fifty percent of the students from an ethnic origin other than white, non-Hispanic. The first year retention rates for the GOS students were similar to the entire first-time freshman population for the same given year at 63 percent.

It appears to be good public policy to broaden the postsecondary educational opportunities for this income group by refocusing financial aid, in particular, need-based grants, toward those students who might not otherwise go to college without the assistance. The Governor's Opportunity Scholarship represents an effort by the Colorado Commission on Higher Education and the General Assembly to change the postsecondary enrollment patterns of low-income students. CCHE will work with institutions to assure that GOS students succeed. A third group of approximately 350 students will enter Colorado institutions in the fall 2001.

CCHE will continue to monitor this program and encourage institutions to ensure that the Commission's goals are met and to determine whether additional resources should be added.

Pricing: The Commission has sponsored a comprehensive pricing and marketing study to assess whether tuition and fees at Colorado's various institutions are priced appropriately in today's market. In the *Tuition Pricing and Higher Education Participation in Colorado* October 19, 2000, report prepared by Donald E. Heller of the Center for the Study of Higher and Postsecondary Education, Dr. Heller stated that:

The research on the demand for higher education in this country over the last three decades has reached a number of commonly accepted conclusions, including:

- Like most goods and services, the demand curve for higher education is downward sloping, i.e., as price increases, consumers are likely to consume less of it.
- College enrollments tend to respond more to changes in tuition price than they do to equivalent-sized changes in financial aid awards, and different forms of student aid (grants, loans, and work study) have differing effects.
- Poor and minority students tend to be more price responsive than wealthier and white students.

While four-year college participation rates in the state exceed the national average (in public institutions alone, as well as in public and private institutions combined), the community college participation rate in Colorado has fallen below the national average. The evidence is clear that there is an important link between the price of college and participation rates. This evidence can be found in both the empirical studies described earlier, as well as in an examination of the relationship between tuition prices and participation rates in all fifty states.

The stated interest in increasing college participation rates in Colorado, along with the current tuition and financial aid structure in the state, leads to the following policy alternatives for consideration:

1. Cut tuition at all community colleges
2. Increase tuition at some four-year institutions
3. Cut tuition at selected community colleges only

4. Raise tuition at selected four-year institutions and cut tuition at selected community colleges
5. Target specific populations for aggressive financial aid and enrollment management policies

Although achieving success in this area has been difficult, the Commission continues to believe its role is ensuring the best education at the best price for Colorado residents. Proposals for tuition buy-downs at community colleges and rural four-year institutions have not been successful. However, the Commission reaffirms its goal to ensure access across income segments in the state and intends to work toward this end.

Mentor Program. The Department of Higher Education—including the Commission, the Colorado Student Loan Program, the Colorado Student Obligation Bond Authority and the Division of Private Occupational Schools—has contracted with a private firm to develop a web-based on-line student information and application system. Colorado Mentor is designed to engage Colorado high school students early in their careers—eight and ninth grade—in exploring career options and integrating their career interests in planning for college. Integrating all higher education colleges and universities—public and private—the site will offer a full array of student information including deadlines, program offerings, financial aid resources and a detailed ability for a student to plan his high school career to fulfill the college requirements.

Marketing: Access to Colorado higher education opportunities is crucial to ensuring participation. The Commission believes that it is a partner with institutions in marketing the various opportunities available to Colorado's citizens. Using an array of vehicles such as the ColoradoMentor system, the Commission intends to engage the state's principals, teachers and counselors in a concerted effort to encourage more Colorado high school students to attend college. The Commission believes increasing financial aid opportunities and spreading the message that college is affordable and accessible for Colorado's high school students is central to its mission.

Financial Aid Policy: At its April 2000 meeting, the Commission approved a new Financial Aid Policy that was designed to achieve four policy goals:

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

With the assistance of the Financial Aid Advisory Committee, CCHE refined the allocation model to match the policy goals.

- The methodology is student-based. It means that need-based dollars are directed toward students with the least ability to pay and merit dollars are directed toward academic achievers.
- The need-based dollars are distributed on the calculated need of Level 1 students attending a particular institution, i.e., those whose income level is 150 percent above PELL eligibility (i.e., approximate family income of \$45,000 or below). This methodology directs the greatest percentage of need-based dollars to the community colleges. Even so, the community colleges alone have \$11.4M of unmet need for Level 1 students.
- The merit allocation is based on the premise that the top four percent of degree seeking undergraduate in-state students deserves scholarship assistance. It multiplies the number of undergraduate degree-seeking students by four percent and this number by the actual tuition and fees. At the graduate level, it multiplies two percent of the graduate enrollment by the graduate tuition. The advisory committee recommended an aggressive strategy to achieve parity among institutions, infusing dollars in the four-year institutions that were furthest from the undergraduate four percent merit target. An additional \$1.2 M is required to fully serve the top four percent attending college at Colorado public and private colleges and universities.
- The work-study allocation is distributed based on the number of need-based undergraduate students.
- In 2001, the Commission added a new program to assist student teachers with demonstrated need. It allocates dollars based on the number of student teachers and students enrolled in REAP programs. Students who are enrolled in teacher education programs and demonstrate need will receive a grant to cover tuition and fees. The first priority are student teachers and students enrolled in the REAP.

Since adopting the new policy and model, a greater share of need-based dollars is going to the two-year institutions that serve a higher percentage of low-income students. A greater share of the merit dollars is shifting to the four-year public and private institutions because the allocation follows a classic scholarship model indexing the award by actual tuition and fees. The implementation of the new policy has simplified the administration of student financial aid as well. In short, because the dollars are following students almost all institutions maximized the use of their 2000-01 financial aid allocations.

Rural Education Access Program: The Rural Education Access Program (REAP) was implemented during FY 2001. The program provides financial support to deliver degree completion programs on the campuses of rural community colleges. These programs may be delivered either on-site or electronically. During the implementation year degree completion programs were developed by Adams State College in teacher education and business at Lamar community College, Otero Community College and Trinidad State Junior College. Enrollments in the teacher education programs were strong, but not as robust in business as anticipated.

Metropolitan State College of Denver began the development of an online Criminal Justice degree completion program in partnership with Northeastern Junior College. Once the first cycle has been offered and refined, it will be available to other community colleges.

The University of Northern Colorado (UNC) partnered with Northeastern Junior College and Morgan Community College to offer a teacher licensure programs. UNC also partnered with Morgan Community College to offer a business degree completion program. And like Adams State, they experienced lower than anticipated enrollments.

Mesa State College partnered with Colorado Mountain College to deliver a Post Baccalaureate Teacher Licensure Program in Elementary Education.

Within the past eleven months significant progress has been made on the goal to improve access to higher education for citizens living in rural Colorado communities through the REAP program.

Goal #2: Performance-Based Funding

House Bill 1219, enacted during the 1996 legislative session, changed the framework for accountability and performance funding for higher education. This new approach is based on a quality indicator system, which measures the annual progress of the institutions in achieving statewide expectations and goals.

SB99-229 revised the quality assurance standards and indicators used to measure performance and required the Commission, in cooperation with the governing boards, to establish standards. A QIS report was presented and outlined the 28 measures used in the analysis. Institutions were measured against national or comparison institution benchmarks.

CCHE submitted the first budget request using performance funding in the fall of 1999. The General Assembly adopted performance funding as a portion of the

higher education allocation formula beginning with the FY 2001 budget. Over \$12.65 million was distributed to governing boards on the basis of institutional performance on nine indicators. Indicators included: graduation rates, faculty instructional productivity, freshmen persistence, achievement rates on examinations, lower division class size, diversity plans, institutional support costs and two indicators selected by each institution. This funding accounted for 2.0 percent of total general funds allocated to the governing boards for FY 2001. This same allocation mechanism was used this budget year, amounting to \$20.6 million for FY 2001-02.

1. Raise the Benchmark

In 2001 the Commission expects to raise the bar/benchmark for performance funding indicators. The performance-funding indicators for 2002-2003 are as follows:

- a) Graduation Rates
- b) Freshmen retention and persistence rates
- c) Support and success of minority students
- d) Scores/passing rates on tests and exams Technical graduates employed – two year schools
- e) Institutional support/administrative expenditures per SFTE
- f) Undergraduate class size
- g) Number of credits required for degree
- h) Two Indicators identified by each institution – will not be scored

The Commission plans to add a new indicator for 2003-2004.

- a) Faculty instructional workload – pending receipt of comparative data

2. Measures (Quality Indicator System)

The Commission's goal is to implement a comprehensive Quality Indicator System which addresses the issues first identified in the 1996 legislative session and amended by SB 99-229 during the 1999 legislative session.

Senate Bill 99-229 identifies eleven goals and twenty-three required institutional actions to implement these goals. These provide the framework for the Quality Indicator System, which initially, measures achievement in five basic areas:

- a. Institutional performance in achieving the goals for improved faculty and administrative efficiency and productivity and student performance;
- b. Student satisfaction and success, including access to services at all levels and affordability of the institution;
- c. Employer satisfaction;

- d. The level of performance of the statewide system of higher education and progress toward meeting the statewide goals and expectations; and
- e. Institutional performance in achieving increased productivity and effectiveness in providing services to students.

Financial Reporting. In 2001-2002, the Commission expects to work toward increasing uniformity in higher education institutions' accounting systems to allow better comparisons between institutions, more relevant financial reporting and ways to assess institutional performance. As a follow up to HB1289's NORED study, CCHE created a common accounting practice sub-committee. The sub-committee reviewed current financial reports from the Colorado Financial Reporting System (COFRS), institutional Budget Data Books, governing board budget decision-making data and numerous other financial reports from the institutions. Outcomes from this effort include:

- Revisions to the higher education COFRS chart of accounts that now provide significantly more financial data than were available previously.
- Further changes to higher education financial reporting as a result of the implementation of new GASB34/35 reporting requirements.
- Additions to the Budget Data Books that include information on institutional, lobbying, legal services, student recruiting and marketing.
- Development of a ten-year history of information on institutional foundations, revenues, expenditures and contributions to the institutions.

Areas that still may need to be addressed include:

- Discussions among institutions on best practices in internal institutional/governing board budgeting.
- Reviews of existing reports submitted to CCHE by the institutions to determine the need for such reports and whether any reports are duplicative.
- Discussions to standardize definitions so that management and overhead costs by the institutions and governing boards are comparable.

Goal #3: Quality of Student Learning

General Education: In 2001 the Commission will expand its academic initiatives by implementing the new general education legislation -- HB 01-1263 and SB 01-1298. The General Assembly charged the Commission with ensuring that the general education curriculum at all public colleges and universities provides the core skills and knowledge to its undergraduate students and that these courses transfer to other public institutions of higher education.

Beginning July 2001, CCHE and the public higher education system will collaborate to develop a framework and criteria for general education courses that will be interchangeable among Colorado institutions.

Transferability. The Commission expects to insure that students will be able to transfer easily between Colorado institutions. To that end, the Commission will work in the coming year to:

- Revise policies and practices as may be necessary to assure the transferability of general education and common course numbering.
- Protect students' rights regarding the transferability of general education courses.
- Provide students on-line information regarding general education course transferability and acceptable courses.

Goal #4: Higher Education Financing

The Governor's newly established Blue Ribbon Panel on Higher Education for the Twenty-first Century will address the way higher education in Colorado is funded.

The Blue Ribbon Panel and the Commission will focus on participates in Colorado and in this regard will make use of the pricing study outlined under Goal #1.

Graduate/Undergraduate Formula

Currently, Colorado's declining graduate enrollments reflects the national trend. Growth in specific disciplines – masters programs in business or engineering, for example – is the exception in Colorado, not the rule. Funding for graduate and undergraduate education is commingled in today's finance formula, resulting in cost shifting by the research institutions from undergraduate programs to graduate programs. Graduate education costs – generally higher cost programs anyway because of the smaller class sizes – are subsidized to an even greater extent as enrollments decline, shifting resources from undergraduate programs to graduate support.

| Graduate Enrollment 1990-2000 | Graduate Enrollment | | | Percentage Change | | |
|-------------------------------------|---------------------|-------|-------|-------------------|---------|--------|
| | 89-90 | 94-95 | 99-00 | 90-95 | 95-00 | 90-00 |
| Research | | | | | | |
| University of Colo-Boulder | 1,885 | 2,005 | 1,912 | 6.4 % | -4.6 % | 1.4 % |
| University of Colo-Colorado Springs | 645 | 649 | 678 | 0.6 % | 4.5 % | 5.1 % |
| University of Colo-Denver | 1,978 | 2,018 | 2,038 | 2.0 % | 1.0 % | 3.0 % |
| University of Colo-Health Sciences | - | - | - | | | |
| Colorado State University-E&G | 1,330 | 1,477 | 1,242 | 11.1 % | -15.9 % | -6.6 % |

| | | | | | | |
|--|--------------|--------------|--------------|----------------|---------------|---------------|
| Colorado State University-PVM | - | - | - | | | |
| Colorado School of Mines | 343 | 353 | 328 | 2.8 % | -7.1 % | -4.5 % |
| Universities and Colleges | | | | | | |
| University of Northern Colorado | 1,108 | 1,106 | 1,088 | -0.2 % | -1.6 % | -1.8 % |
| | | | | | | 125.8 |
| University of Southern Colorado | 43 | 96 | 98 | 121.2 % | 2.1 % | % |
| Adams State College | 326 | 194 | 263 | -40.5 % | 35.6 % | -19.3 % |
| Mesa State College | - | - | 18 | | | |
| Western State College | 80 | - | - | | | |
| BOARD SUMMARY: | | | | | | |
| Regents of the University of Colorado | 4,508 | 4,672 | 4,628 | 3.6 % | -0.9 % | 2.7 % |
| State Board of Agriculture | 1,373 | 1,573 | 1,340 | 14.6 % | -14.8 % | -2.4 % |
| Trustees of the Colorado School of Mines | 343 | 353 | 328 | 2.8 % | -7.1 % | -4.5 % |
| Board of Trustees Univ. of No. Colorado | 1,108 | 1,106 | 1,088 | -0.2 % | -1.6 % | -1.8 % |
| Trustees of State Colleges | 406 | 194 | 281 | -52.2 % | 44.8 % | -30.7 % |
| State System | 7,738 | 7,898 | 7,665 | 2.1 % | -3.0 % | -0.9 % |
| Research | 6,181 | 6,502 | 6,198 | 5.2 % | -4.7 % | 0.3 % |
| Universities and Colleges | 1,557 | 1,396 | 1,467 | -10.4 % | 5.1 % | -5.8 % |
| Excludes UCHSC and CSU-PVM | | | | | | |
| CCHE, 3/29/01 | | | | | | |

Although graduate programs account for only 8.4 percent of full-time students, the health of the state's graduate institutions is important to industry. Excellence at the graduate level is of concern to the Commission. Funding for graduate and undergraduate education should be distinct and separate; today it is not. The Commission expects to work on funding changes based on recommendations from the Governor's Blue Ribbon Panel on Higher Education for the 21st Century.

Asset Management: The Commission's goal is to ensure that the state's capital assets are maintained and that the state makes sound decisions regarding new capital investments.

A new benchmark for use of classrooms, laboratories, and other educational facilities on the state's college and university campuses reflect the goal of improved space utilization.

CCHE plans to focus on directing resources to complete long-deferred maintenance on many campuses and intends to set forth a plan for the Legislature that begins to address the growing maintenance backlog. In addition, institutional resources must be set aside annually for the regular upkeep of the existing building inventory.

Other objectives focusing on long-term goals call for CCHE to:

- Prioritize deferred maintenance on campuses and outline a plan for institutions to include regular maintenance funding in their operational budgets once the deferred maintenance deficit is cleared.
- Encourage institutions to share existing buildings with other institutions.
- Expand CCHE’s database to include capital asset information so that CCHE will be able to evaluate and prioritize construction requests and allow facility and academic planning to be integrated.

Maintenance Allocation: Continuing its focus on ensuring the highest utilization of the state’s existing higher education campuses and buildings, the Commission will work with the State Buildings Division to establish policies for long-term allocation of resources to maintain and upgrade the existing building inventory. These policies include examining benchmarks for budget allocations and involving government boards in a discussion of regular allocation of resources.

Building decision tree. The Commission seeks to engage institutions in creating a process for determining how facility decisions are made based on academic goals and institutional mission commitments. As it works with legislators from the Blue Ribbon Panel to re-examine the roles and missions of the state’s public institutions, the Commission will seek a way for institutions to incorporate new mission assessments in planning facility requests. Reallocation of resources to upgrade infrastructure, examining long-term uses of existing facilities, seeking ways to maximize use of facilities by working with other institutions—two-year and four-year cooperative efforts--and focusing on technology integration are central to the effort. The Commission seeks a cooperative effort with institutions to re-examine how facility requests are made in this framework.

Fitzsimons and 9th Ave. & Colorado Boulevard. The Commission expects to continue to oversee the University of Colorado Health Sciences Center’s relocation to Fitzsimons. The Commission continues to believe that how the 9th Avenue and Colorado Boulevard location is ultimately used is a concern to the state. The Commission continues its support for the Urban Land Institute recommendation that an oversight entity should evaluate the 9th Avenue and Colorado Boulevard proposals and that a master plan needs to be developed. The Commission believes that a large-scale development the size of Fitzsimons UCHSC project requires significant real estate development expertise. The Commission will work to resolve the issue of and overall project manager prior to allocation of further state funds.

Goal #5: Role and Mission Review

1. Admission Standards

The Commission believes that Colorado residents should have broad access to the higher education system. Implicit in this belief is that students’ access to

an individual institution of higher education depends on their academic preparation. In the coming year, the Commission will study the relationship between admission standards and enrollment.

In compliance with statute, CCHE adopted an admission policy that specifies different admission standards for the four-year colleges, which are tied to an institution's statutory role and mission. In essence, a freshman student must achieve a minimum score calculated from the high school GPA and ACT or SAT test score; each institution has specified its index score. The institution may admit no more than 20 percent of its incoming freshmen who do not achieve the minimum admission standard, commonly referred to as the window. Community colleges are open enrollment institutions and do not have admission standards. The highly selective institutions use the maximum window – 20 percent -- while institutions that are moderately selective or selective use only a portion of the their allowable window.

Colorado has the widest admission window of any other state. Some states do not admit any students below an institution's admission standard; California has a 2.5 percent window, other states have windows that range between 5 – 10 percent.

Because admission standards are the most significant factor that affects enrollment patterns, the Commission raised several questions about the admission standards at its 2000's *Advance*. During the past year, the Commission has returned to this discussion and raised several policy questions, including:

- Are Colorado's admission standards indicative of student academic success?
- Is a 20 percent "window" appropriate for highly selective institutions, particularly those with large freshmen classes? Because one out of five students do not need to meet standards, it may mean as many as 25 to 30 percent attend who are below the academic standards at a large institution.
- How deep do institutions go in admitting students? Ten points below their index? Twenty? Forty?
- With the change in remedial policy, what changes to the transfer admission standards are needed?
- Should there be two windows at each institution – one for transfer and one for freshmen – at each institution?
- What are the effects on the different institutions if the size of the window changed to 10 percent, 5 percent, 2.5 percent, and 0 percent?

The governing boards indicated a similar interest in an admission study to determine if the current admission policy is about access or enrollment growth. Consequently, they requested CCHE to expand the HB1289 chapter

on admission, enrollment, and graduation to address several admission issues, including:

What percent of the enrollment growth is attributable to the use of the window?

What is the graduation rate of those admitted into the window compared to the institution's graduation rate of those who meet standards?

What is the average index score of the students who graduate in four-years?
Five years?

V. Conclusion

CCHE's mission is to provide the best education at the best price with the best service. This goal can only be achieved through a collaborative partnership involving students and parents, Colorado's higher education institutions and governing boards, the Colorado General Assembly, the Governor, and the business community. Such a partnership will ensure high-quality, affordable, student-centered, and performance-based higher education for all Colorado citizens.

TOPIC: CCHE – CAPITAL ASSETS QUARTERLY REPORTS (WAIVERS, SB 202 APPROVALS, LEASES)

PREPARED BY: JEANNE ADKINS

I. SUMMARY

The Commission has delegated authority to the executive director, who has subsequently delegated authority to the director of policy and planning, to approve program plans, grant waivers from program planning, and authorize cash-funded projects within Commission guidelines and statutory authority. Delegated authority extends to lease approval.

This written report outlines those projects for which the director of policy and planning has waived the requirement for program plans in the second and third quarters of 2001 as well as all spending authorizations for cash-funded or SB92-202 projects sought and/or granted in that same time period. By policy, projects that are denied by the director or that are unusual in scope are brought forward for review by the Commission. No projects are being forwarded to the Commission since all issues have been resolved.

II. BACKGROUND

Statutes and CCHE policy permit CCHE to waive the requirement for a program plan on capital construction projects, regardless of the source of funding, for projects under \$500,000. Discretionary waivers are granted to \$1 million and for special purpose projects where information other than a program plan is more relevant.

Projects under \$250,000 that will use only cash or federal funds do not require referral to the General Assembly for inclusion of spending authority within the Long Bill for the fiscal year in which the institution plans to spend the funds, nor with the passage of SB01-209 approval of CCHE. Annual reporting of this information is required, however. The Commission will see the first report with reference to these projects in December 2001. No project using state capital construction funds, regardless of size, may proceed without Commission and legislative approval. Generally, institutions submit the significant financial information relating to the projects and conceptual analyses of the proposed scope of work. Staff then reviews the proposals and determines whether the information is sufficient to recommend a waiver or whether additional information is needed.

Waivers granted and approvals for SB202 (institutional cash funds not TABOR related and federal funds) are outlined in Attachment A for the second and third quarters of 2001.

The Commission should note that the State Board of Agriculture SB92-202 project reflecting a \$20 million cash funds exempt expenditure is not a typical project. The initial project approval was based on a program plan submission. The project referred to here reflects that initial program plan review and approval and is applicable to the third-phase of the project. The federal government is having a third party pay the upfront the costs of the project.

The Commission in 1999, upon the recommendation of the Attorney General's office, redrafted its review and approval policies to conform to the statutory requirement to review higher education leases. A lease-review policy was approved by the Commission in 2000. Leases generally are approved at 6-month or 12-month intervals. Although some leases are submitted outside the December and June timeframes, most begin either at the calendar year or the fiscal year. The initial quarters of the lease approvals by type, value and institution are included in Attachment B of this agenda item. A more complete analysis of the leasing will be presented in the annual report for Capital Assets. This report simply summarizes for the Commission the general lease information, including the general lease categories and the dollars being allocated through operating budgets for leases.

Staff, however, would highlight the approval in this cycle of the State Board of Community Colleges lease of office space at the Lowry Heat Center Campus from its foundation. Although a Master Plan for the campus has not been submitted for Commission review as directed in 1999, the lease was approved because it reflects no additional state resources and will involve renovation by a third party of an existing Lowry Building.

The renovations will be extensive, however, and the existing operational lease payments by SBCCOE for the office space it now occupies in downtown Denver will be paid to the foundation on completion and occupancy. The foundation in turn will make bond payments for the long-term financing of the project using those lease dollars. Prior approval of the lease was required to facilitate the sale of the bonds. The Educational and Cultural Facilities Authority, a statutorily created entity, is the entity offering the bonds on behalf of the SBCCOE foundation. CCHE must approve the projects for higher education entities that are bonded through this authority.

The project involved extensive interaction with the Attorney General's office to ensure that SBCCOE and CCHE were compliant with the statutory directive requiring that institutions must certify that all costs can be absorbed within existing budgets. If an institution and governing board cannot certify that costs are covered, they must outline instead where the funding gaps exist and present a proposal for resolving the shortfall to CCHE. The SBCCOE governing board adopted a formal resolution with reference to this project indicating that a maximum of \$470,000 annual bond payment corresponds to the existing annual lease payment and can be accommodated within existing resources. Upon receipt of that resolution, approval for the project to proceed was granted. CCHE first approved the program plan for the renovation, and in a separate letter, acknowledged the

June 13, 2001, action of the Board of Trustees of Community Colleges of Colorado for paying off the bonds.

A full-year assessment of the lease history is more valid than a quarterly assessment in terms of examining what types of space are being used, the ration of lease space to new construction space proposed, the purpose – classroom, office, general administrative – of the lease and costs. Staff would request that Commission members who have particular questions regarding leases that should be addressed in the annual report make those requests by mid-October to allow the information to be incorporated in the first report.

Finally, with reference to the leasing policies, the community college leases for classroom purposes reflect an institutional obligation of 25% of the cost within the institution's operating budget. The community college governing board has a policy of paying 75% of the cost of leases for classroom purposes out of system operating costs allocated from the state General Fund appropriation. The lease for system offices at HEAT Center at Lowry, however, is funded 100% from the General Fund appropriation. The lease for the system offices at the HEAT Center at Lowry will be absorbed in the general fund allocation made to the system office.

All relevant leases and waivers submitted through the third quarter 2001 are included in this report. An updated annual report on leases, waivers, cash funding for the fourth quarter and an additional report incorporating state-funded project requests will be submitted to the commission following the November 2001 prioritization of capital projects for review at the January 2002 meeting.

No formal action is required. This report is submitted for Commission review.

Attachments:

- A: Review of waivers, cash-funded projects, SB92-202 projects and leases for second and third quarters of 2001.
- B: Lease review and approval report December 2000-August 2001.

**CCHE Approvals of Program Plan Waivers, Cash-Funded, and SB97-202 Projects, Second and Third Quarters
March 1 through August 31, 2001**

| CCHE APPROVAL DATE | PROJECT | TYPE | INSTITUTION | TOTAL PROJECT COST | FUNDING SOURCES | NOTES |
|--|--|-------------|-----------------------------------|-------------------------------|----------------------------|---|
| COMMUNITY COLLEGES OF COLORADO SYSTEM: | | | | | | |
| April 18, 2001 | Utilities for Baseball Field and Storage Building | Waiver | Northeastern Junior College | \$19,000 | CF; NJC General Funds | |
| Community Colleges of Colorado System Total | | | | \$19,000 | | |
| UNIVERSITY OF COLORADO SYSTEM: | | | | | | |
| March 26, 2001 | Drainage Improvement | Waiver | University of Colorado-Boulder | \$240,000 | CFE | |
| April 24, 2001 | Lease of Varisty Townhouses | Waiver | University of Colorado-Boulder | \$98,440 | CFE | 3-month period from May 16 to Aug 20, 2001 and the same 3-month period in 2002 |
| July 27, 2001 | Mechanical Engineering In- Fill NW Corner | Waiver | University of Colorado-Boulder | \$237,000 | CFE | 942 sq. remodel; 1,560 sq. new space; 2502 sq. Total |
| March 26, 2001 | Willard Administrative Center | Waiver | University of Colorado-Boulder | \$175,240 | CFE | |
| University of Colorado System Total | | | | \$750,680 | | |

**CCHE Approvals of Program Plan Waivers, Cash-Funded, and SB97-202 Projects, Second and Third Quarters
March 1 through August 31, 2001**

| CCHE APPROVAL DATE | PROJECT | TYPE | INSTITUTION | TOTAL PROJECT COST | FUNDING SOURCES | NOTES |
|---|--|-------------|---------------------------|-------------------------------|----------------------------|--------------------------------|
| STATE BOARD OF AGRICULTURE | | | | | | |
| June 21, 2001 | Green Hall North Parking Lot | Waiver | Colorado State University | \$379,000 | CFE | 130 parking spaces |
| June 21, 2001 | Irrigation Mainline and Landscaping | Waiver | Colorado State University | \$145,000 | CFE | |
| August 1, 2001 | Meridian Bike Path | Waiver | Colorado State University | \$210,000 | CFE | 1/2 mile of concrete bike path |
| April 4, 2001 | Moby C Wing Mezzanine | Waiver | Colorado State University | \$200,000 | CFE | 1,400 sf |
| April 4, 2001 | Moby Women's Restrooms Addition | Waiver | Colorado State University | \$240,000 | CFE | 700 gsf |
| June 25, 2001 | Natural Resources Research Center, Phase III | SB 202 | Colorado State University | \$20,937,000 | CFE | 110,664 gsf |
| April 4, 2001 | Rampart Road Landscaping | Waiver | Colorado State University | \$200,000 | CFE | |
| April 4, 2001 | Rockwell Hall Parking Lot | Waiver | Colorado State University | \$125,000 | CFE | 49-space parking lot |
| April 4, 2001 | Wagar Room 32 Lab Remodel | Waiver | Colorado State University | \$243,000 | CFE | 1,500 assignable sf |
| State Board of Agriculture Total | | | | \$22,679,000 | | |

**CCHE Approvals of Program Plan Waivers, Cash-Funded, and SB97-202 Projects, Second and Third Quarters
March 1 through August 31, 2001**

| CCHE APPROVAL DATE | PROJECT | TYPE | INSTITUTION | TOTAL PROJECT COST | FUNDING SOURCES | NOTES |
|--|-------------------------------------|-------------|---------------------------------|-------------------------------|----------------------------|--------------|
| STATE COLLEGES IN COLORADO SYSTEM: | | | | | | |
| April 18, 2001 | Property Acquisition for Demolition | Waiver | Mesa State College | \$75,000 | CF | 70,000 gsf |
| State Colleges in Colorado System Total | | | | \$75,000 | | |
| UNIVERSITY OF NOTHERN COLORADO | | | | | | |
| August 8, 2001 | Parking Improvements | SB 202 | University of Northern Colorado | 6,000,000 | CFE | |
| August 8, 2001 | West Campus Dining | SB 202 | University of Northern Colorado | 9,941,967 | CFE | 38,154 gsf |
| University of Northern Colorado Total | | | | \$15,941,967 | | |

| Institution | Lease Status | DateOfApproval | Address | Lease Description | Cost | New Square Footage | Cost Per Sq Ft | Type of Lease | Date From | Date To |
|--|--------------------------------|----------------|------------------------------------|-------------------|--------------|--------------------|----------------|---------------|-----------|-----------|
| Morgan Community College | Approved and Notification sent | 15-May-01 | 117 Main Street, Ft. Morgan | General Use | \$66,950.00 | 10,000 | \$ 6.70 | Renewal | 1-Jul-99 | 30-Jun-01 |
| Otero Junior College | Approved and Notification sent | 30-May-01 | Olney Spring School, Olney Springs | Special Use | \$1.00 | 13,100 | \$ 0.00 | Renewal | 1-Sep-01 | 30-Aug-06 |
| Otero Junior College | Approved and Notification sent | 30-May-01 | Waverly School Building, Alamosa | Special Use | \$8,700.00 | 6,000 | \$ 1.45 | Renewal | 1-Jun-01 | 31-May-06 |
| Otero Junior College | Approved and Notification sent | 30-May-01 | 601 Ralston, La Junta | Special Use | \$12,000.00 | 14,400 | \$ 0.83 | Renewal | 1-Sep-01 | 31-Aug-06 |
| Otero Junior College | Approved and Notification sent | 30-May-01 | Grand Valley School, Rocky Ford | Special Use | \$1.00 | 6,968 | \$ 0.00 | Renewal | 1-Sep-01 | 31-Aug-06 |
| Otero Junior College | Approved and Notification sent | 20-Apr-01 | 1708 Horseshoe Drive, Pueblo | Special Use | \$10,000.00 | 12,972 | \$ 0.77 | Renewal | 1-Jun-01 | 30-Sep-01 |
| Colorado Community College and Occupational Ed/Sys | Approved and Notification sent | 1-Mar-01 | 3532 Franklin Street, Denver | Classrooms | \$431,712.00 | 30,441 | \$ 14.18 | Renewal | 1-Jul-01 | 30-Jun-05 |
| Morgan Community College | Approved and Notification sent | 30-May-01 | 117 Main St., Ft. Morgan | General Use | \$66,950.00 | 10,000 | \$ 6.70 | Renewal | 1-Jul-01 | 30-Jun-02 |
| Otero Junior College | Approved and Notification sent | 30-May-01 | Memorial School, Las Animas | General Use | \$1,000.00 | 14,622 | \$ 0.07 | Renewal | 1-Sep-01 | 31-Aug-06 |
| Morgan Community College | Approved and Notification sent | 20-Apr-01 | 280 Colfax, Bennett 80102 | General Use | \$3,300.00 | 380 | \$ 8.68 | Renewal | 1-Jul-01 | 31-May-06 |
| Otero Junior College | Approved and Notification sent | 20-Apr-01 | Waverly School Building, Alamosa | Special Use | \$9,000.00 | 6,000 | \$ 1.50 | Renewal | 1-Jun-01 | 31-May-06 |
| Morgan Community College | Approved and Notification sent | 20-Apr-01 | 215 S. Main Street, Yuma | General Use | \$2,000.00 | 462 | \$ 4.33 | Renewal | 1-Jan-00 | 31-Dec-00 |
| Lamar Community College | Approved and Notification sent | 29-Jun-01 | 2400 Main St., Lamar | General Use | \$34,980.00 | 9,832 | \$ 3.56 | Renewal | 1-Jul-01 | 30-Jun-02 |
| Lamar Community College | Approved and Notification sent | 29-Jun-01 | 27533 U.S. Highway 287, Lamar | Classrooms | \$48,500.00 | 1,200 | \$ 40.42 | Renewal | 1-Jul-01 | 30-Jun-02 |
| Lamar Community College | Approved and Notification sent | 30-May-01 | 110 Savage Ave., Lamar | Classrooms | \$4,611.00 | 880 | \$ 5.24 | Renewal | 1-Jul-01 | 30-Jun-02 |
| Front Range Community College - | Approved and Notification sent | 16-May-01 | 1400 Remington Street, Ft. Collins | Classrooms | \$233,988.00 | 19,499 | \$ 12.00 | Renewal | 1-Jan-99 | 30-Jun-01 |

| Institution | Lease Status | DateOfApproval | Address | Lease Description | Cost | New Square Footage | Cost Per Sq Ft | Type of Lease | Date From | Date To |
|--|---------------------------------------|----------------|--|-------------------|-----------------------|--------------------|----------------|---------------|-----------|-----------|
| Front Range Community College - Larimer Campus | Approved and Notification sent | 16-May-01 | 3847 Royal Drive, Ft. Collins | General Use | \$32,635.80 | 3,600 | \$ 9.07 | Renewal | 1-May-01 | 30-Apr-02 |
| Front Range Community College - Larimer Campus | Additional Information Requested from | 16-May-01 | 1400 Remington Street, Ft. Collins | Classrooms | \$170,838.00 | 28,473 | \$ 6.00 | Renewal | 1-Jul-01 | 30-Jun-02 |
| Colorado Community College and Occupational Ed/Sys | Approved and Notification sent | 20-Apr-01 | Lowry Building #959 | Office | \$504,000.00 | 45,006 | \$ 11.20 | New | 1-Jul-02 | 31-Jul-46 |
| Morgan Community College | Approved and Notification sent | 30-May-01 | 20870 U.S. Highway 34, Ft. Morgan | General Use | \$9,185.00 | 2,437 | \$ 3.77 | Renewal | 1-Jul-01 | 30-Jun-02 |
| Pueblo Community College - Canon City Pikes Peak | Approved and Notification sent | 20-Apr-01 | E. Highway 50, Canon City | Classrooms | \$143,053.00 | 16,225 | \$ 8.82 | Renewal | 1-Jul-01 | 31-Aug-01 |
| Community College - Centennial Campus | Approved and Notification sent | 30-May-01 | 3455, 3457, 3459 & 3461 Astrozon Court, Colorado Springs | Classrooms | \$139,076.00 | 19,700 | \$ 7.06 | Renewal | 1-Aug-01 | 31-Jul-04 |
| Trinidad State Junior College - Trinidad Campus | Approved and Notification sent | 30-May-01 | 355 Pine Street, Walsenburg | General Use | \$21,768.00 | 5,230 | \$ 4.16 | Renewal | 1-Jul-01 | 30-Jun-04 |
| Trinidad State Junior College - Trinidad Campus | Approved and Notification sent | 30-May-01 | 355 Pine St., Walsenburg | General Use | \$21,768.00 | 5,230 | \$ 4.16 | Renewal | 1-Jul-01 | 30-Jun-04 |
| Trinidad State Junior College - Trinidad Campus | Approved and Notification sent | 28-Jun-01 | Aquaculture Facility, Saguache County | General Use | \$18,000.00 | 5,000 | \$ 3.60 | Renewal | 1-Jul-01 | 30-Jun-06 |
| Northeastern Junior College | Approved and Notification sent | 1-Mar-01 | 120 West Fourth Street, Wray | Office | \$1,300.00 | 400 | \$ 3.25 | Renewal | 1-Jul-01 | 30-Jun-02 |
| Otero Junior College | Approved and Notification sent | 30-May-01 | 1708 Horseshoe Drive, Pueblo | Special Use | \$10,000.00 | 12,972 | \$ 0.77 | Renewal | 1-Jun-01 | 30-Sep-06 |
| CCCOES TOTALS | | | | | \$2,005,316.80 | 301,029 | | | | |
| University of Colorado Health Sci Center 9th\Co | Approved and Notification sent | 28-Feb-01 | 1763 High Street Basement, Denver | Office | \$4,920.00 | 703 | \$ 7.00 | Renewal | 1-Mar-97 | 28-Feb-02 |

| Institution | Lease Status | DateOfApproval | Address | Lease Description | Cost | New Square Footage | Cost Per Sq Ft | Type of Lease | Date From | Date To |
|---|---------------------------------------|----------------|---|-------------------|--------------|--------------------|----------------|---------------|-----------|-----------|
| University of Colorado Systems Office | Approved and Notification sent | 30-May-01 | 4001 Discovery Drive, Suite 210, Boulder | Office | \$196,111.00 | 5,959 | \$ 32.91 | New | 1-Aug-01 | 31-Aug-12 |
| University of Colorado Health Sci Center Fitz | Approval recommended - pending | | 5250 Leetsdale Drive, Denver | Labs | \$100,502.00 | 6,484 | \$ 15.50 | New | 15-Oct-01 | 14-Oct-03 |
| University of Colorado Health Sci Center Fitz | Approved and Notification sent | 14-Sep-01 | Anschutz Outpatient Pavilion, 1635 N. Ursula St., Aurora | Labs | \$100,000.00 | 6,685 | \$ 14.96 | New | 1-Jul-01 | 30-Jun-02 |
| University of Colorado Health Sci Center 9th\Co | Approved and Notification sent | 28-Feb-01 | 1763 High Street, 2nd Floor, Denver | Office | \$7,800.00 | 867 | \$ 9.00 | Renewal | 15-May-97 | 30-Apr-02 |
| University of Colorado Health Sci Center 9th\Co | Approved and Notification sent | 15-May-01 | 1825 Marion Street, Denver | Office | \$445,298.00 | 29,687 | \$ 15.00 | Renewal | 1-Feb-00 | 30-Jun-04 |
| University of Colorado Denver Campus | Approved and Notification sent | 30-May-01 | Space Number 239, Tivoli, Auraria Higher Education Center | Special Use | \$300,000.00 | 24,688 | \$ 12.15 | New | 1-Dec-00 | 30-Nov-01 |
| University of Colorado Boulder | Approval recommended - pending | | 1030 13th Street, Boulder | Classrooms | \$166,409.00 | 7,693 | \$ 21.63 | Renewal | 1-Oct-01 | 16-Aug-06 |
| University of Colorado Boulder | Approved and Notification sent | 23-Apr-01 | Varsity Townhouses 1555 Broadway, Boulder | Residential | \$98,440.00 | 48,400 | \$ 2.03 | Renewal | 16-May-01 | 20-Aug-02 |
| University of Colorado Boulder | Approval recommended - pending | | 1200 28th Street, Boulder | Office | \$62,273.00 | 1,997 | \$ 31.18 | Renewal | 1-Mar-01 | 31-Aug-05 |
| University of Colorado Boulder | Approved and Notification sent | 20-Apr-01 | 900 Frontage Road, Boulder | Office | \$81,093.00 | 4,969 | \$ 16.32 | New | 1-Apr-01 | 31-Dec-05 |
| University of Colorado Boulder | Approved and Notification sent | 1-Mar-01 | 5353 Manhattan Circle #103, Boulder | Office | \$6,320.00 | 333 | \$ 19.00 | Renewal | 4-Jan-00 | 31-Oct-00 |
| University of Colorado Denver | Additional Information Requested from | | 535 16th Street, #300, Denver | Office | \$87,500.00 | 5,833 | \$ 15.00 | Renewal | 1-Feb-97 | 2-Feb-02 |

| Institution | Lease Status | DateOfApproval | Address | Lease Description | Cost | New Square Footage | Cost Per Sq Ft | Type of Lease | Date From | Date To |
|---|--------------------------------|----------------|---|-------------------|-----------------------|--------------------|----------------|---------------|-----------|-----------|
| University of Colorado Health Sci Center Fitz | Approved and Notification sent | 20-Apr-01 | 12635 Montview Blvd, Aurora | Labs | \$130,524.00 | 4,680 | \$ 27.89 | Renewal | 1-Mar-01 | 28-Feb-02 |
| CU SYSTEM TOTALS | | | | | \$1,782,270.00 | 148,274 | | | | |
| Colorado State University | Approved and Notification sent | 27-Aug-01 | 1475 Pine Grove Road, Steamboat Springs | Office | \$5,359.92 | 335 | \$ 16.00 | New | 1-Oct-01 | 30-Sep-02 |
| Colorado State University | Approved and Notification sent | 20-Apr-01 | no address - land only - located in the 1300 block of South College 419 Canyon Ave. Ft. Collins | Special Use | \$0.00 | 125,017 | \$ - | Renewal | 15-Mar-01 | 14-Mar-02 |
| Colorado State University | Approved and Notification sent | 20-Apr-01 | 300 D Street, S.W. Washington, D. C. | Office | \$0.00 | 3,405 | \$ - | Renewal | 1-Mar-01 | 28-Feb-02 |
| Colorado State University | Approved and Notification sent | 20-Apr-01 | 2764 Compass Drive Grand Junction | Study | \$9,493.80 | 775 | \$ 12.25 | New | 1-Apr-01 | 30-Jun-04 |
| Colorado State University | Approved and Notification sent | 20-Apr-01 | 1512 Webster Court, Ft. Collins | Special Use | \$74,900.00 | 22,568 | \$ 3.32 | New | 15-Apr-01 | 14-Apr-02 |
| Colorado State University | Approved and Notification sent | 20-Apr-01 | 215 North Linden, Suites A, B and E, Cortez | Office | \$23,664.00 | 3,120 | \$ 7.58 | Renewal | 1-Jul-01 | 30-Jun-02 |
| Colorado State University | Approved and Notification sent | 27-Aug-01 | 9769 West 119th Drive Broomfield | Office | \$9,000.00 | 600 | \$ 15.00 | New | 15-Aug-01 | 30-Jun-03 |
| Colorado State University | Approved and Notification sent | 27-Aug-01 | 150 East 29th Street Loveland | Office | \$6,352.80 | 477 | \$ 13.32 | New | 1-Oct-01 | 30-Jun-07 |
| Colorado State University | Approved and Notification sent | 14-Sep-01 | 2850 Youngfield Street Lakewood | Office | \$8,630.00 | 500 | \$ 17.26 | Renewal | 1-Jan-02 | 31-Dec-02 |
| Colorado State University | Approval recommended - pending | | Trumbull #13, Cabin No. 2, 7986 South Highway 67, Sedalia | General Use | \$0.00 | 850 | \$ - | New | 1-Oct-00 | 30-Sep-02 |

| Institution | Lease Status | DateOfApproval | Address | Lease Description | Cost | New Square Footage | Cost Per Sq Ft | Type of Lease | Date From | Date To |
|---|--------------------------------|----------------|--|-------------------|---------------------|--------------------|----------------|---------------|-----------|-----------|
| Colorado State University | Approved and Notification sent | 27-Aug-01 | Washington County, 10 miles south and 1 mile west of Platner | Special Use | \$2,800.00 | 1 | \$ 2,800.00 | Renewal | 1-Sep-01 | 31-Aug-02 |
| STATE BOARD OF AGRICULTURE TOTALS | | | | | \$155,416.72 | 157,807 | | | | |
| University of Northern Colorado | Approved and Notification sent | 10-Aug-01 | 11195 Highway 83, Colorado Springs, Co 80921 | Classrooms | \$9,000.00 | 111 | \$ 81.08 | Renewal | 1-Jul-01 | 30-Jun-03 |
| UNIVERSITY OF NORTHERN COLORADO TOTALS | | | | | \$9,000.00 | 111 | | | | |
| Mesa State College - Montrose Campus | Approved and Notification sent | 30-May-01 | 320 South 2nd, Montrose, CO | Classrooms | \$49,964.00 | 12,640 | \$ 3.95 | Renewal | 1-Jul-01 | 30-Jun-04 |
| STATE COLLEGES TOTALS | | | | | \$49,964.00 | 12,640 | | | | |

Note: Some leases shown on the report ending March 31, 2001, are shown here to reflect final disposition.

TOPIC: CONCEPT PAPERS

PREPARED BY: SHARON M. SAMSON

I. SUMMARY

This agenda item presents the concept papers submitted to the Commission during the summer months, including:

*Ph.D. Degree GeroPsychology
at the University of Colorado at Colorado Springs*

This report includes a summary of the issues identified by CCHE staff and a copy of the concept paper. No action is required of the Commission at this time, but if the Commission wishes to have additional issues addressed or questions answered in the full proposal, these can be added to those in the staff report.

II. BACKGROUND

Approval by the Commission of a new degree program proposal is a two-stage process. The governing boards submit a concept paper to the Commission that provides an opportunity for the Commission to identify potential state issues prior to developing the full proposal. In contrast, the full proposal includes details about curriculum, financing, capital construction needs, and other implementation details.

Stage 1: Concept Paper

Before an institution develops a full proposal, the governing board or its staff shall submit a short concept paper to CCHE that outlines the proposed program goals, the basic design of the program, the market it plans to serve, and the reasons why the program is appropriate for the institution and its role and mission. CCHE policy does not require the governing board to approve the concept paper.

After the Commission staff reviews the concept paper, a staff member meets with representatives of the governing board to discuss issues and concerns related to the proposed degree. The staff presents the issues that need to be addressed in the full degree program proposal. A concept paper may be submitted by the governing board at any time and may be included on any Commission agenda.

Stage 2: Full Degree Proposal

The full proposal for a new degree program reaches the Commission only after undergoing review by, and receiving approval from, the governing board. The request for new degree approval must include:

- A complete degree program proposal as defined by the governing board policy.
- The institution's responses to the peer review comments.
- Tables of enrollment projections, physical capacity estimates, and projected expense and revenue estimates.
- An analysis by the governing board of the potential quality, capacity, and cost-effectiveness of the proposed degree program.
- The governing board's response to the issues identified in the Commission's review of the concept paper.

In addition, graduate degree programs require review by an external consultant. The Commission staff selects and contacts the external consultant; the governing board staff reviews the list of potential reviewers.

Once the governing board approves a proposal, the Commission staff prepares an analysis of the proposal, an institutional profile giving additional context for the institution's capacity and market demand, and a recommendation based on the statutory criteria.

The Commission only considers degree proposals at its January or June meetings. This provides the Commission an opportunity to examine the proposals in the context of statewide need.

TOPIC: PH.D. IN GEROPSYCHOLOGY AT THE UNIVERSITY OF COLORADO AT COLORADO SPRINGS

PREPARED BY: SHARON M. SAMSON

I. SUMMARY

The Regents of the University of Colorado have submitted a concept paper for a Ph.D. in Geropsychology at the University of Colorado at Colorado Springs. The program is intended to prepare students to become experts in clinical Psychology, particularly as it applies to older adults. Upon completion of the program, students will be trained to work in a range of settings, including mental health clinics and clinical practices, hospitals, nursing homes, colleges and universities, state offices, research institutes, and as consultants to a wide variety of housing and social service providers to older adults. UCCS currently offers an M.A. in Psychology.

The institution is proposing this degree program because (1) It has several Psychology faculty who conduct research primarily focused on aging, (2) It is associated with CU Aging Center, which provides a clinical training site, (3) It is associated with the Center on Aging, an academic center on the UCCS campus that offers a minor in geropsychology, continuing education in this field, and sponsors research and training for UCCS students and faculty. (4) It is also linked closely to the UCHSC Center on Aging, and (5) the changing demographics that show the growth of older age population groups in the United States.

The analysis of the concept paper raises concerns about role and mission and the expansion of doctoral programs at UCCS. Since the role and mission discussions are commencing with the institutions this fall, it appears appropriate to postpone action on this concept paper until its role and mission are clarified.

II. STAFF ANALYSIS

In reviewing the concept paper, the Commission staff considers role and mission, program duplication, and market demand.

Since 1986, UCCS has been interested in offering doctoral degree work. While its statutory mission statement, -- Colorado Springs "shall provide selected professional programs and such graduate programs as will serve the needs of the Colorado Springs metropolitan area, emphasizing those professional programs not offered by other institutions of higher education" -- provided entitlement to masters degrees, CCHE did not interpret the statutory language to include doctoral degrees.

Following the discussion in 1986, CCHE developed a policy to allow institutions without

doctoral authority to offer a “coordinated” degree with an institution that had this statutory authority. UCCS offered a coordinated Electrical Engineering doctoral degree. A request for additional doctoral entitlements surfaced again in 1998. The Commission requested UCCS to provide a master plan outlining its goals and resources.

In short, the University of Colorado at Colorado Springs Master Plan (1999-2004) outlined an aggressive growth plan, moving from its current 6,000 to 10,000 enrolled students in the next five years. The goals presented in UCCS’s Master Plan were based on several planning assumptions:

- UCCS is maturing as a campus. Originally operating as an extension center of the University of Colorado at Boulder, UCCS became an independent campus serving the local community as a non-residential campus (1975). With the approval of dormitories, UCCS entered a new stage of growth becoming a residential campus (1995).
- The in-state headcount growth is mainly attributed to a projected 21 percent increase in the number of high school graduates in the Colorado Springs metropolitan area during the next five years.
- The demographics of the campus are shifting from a non-traditional to a more traditional student profile (currently 26 percent of student body is between 18 and 20 years old).
- The community has targeted five areas for economic growth in Colorado Springs, including information technology, electronics manufacturing, sports, visitors, and non-profit organizations. Demands for increased program availability, research, workforce training, and facilities are expected to increase.
- The institution has severely limited financial and physical resources. State general fund support and tuition constitute its main revenue flow. Limitations on the state and university system budgets inhibit the allocation of more funds to this campus to fund the growth plan.

While the anticipated size of this institution appeared appropriate for a comprehensive liberal arts institution located in a city the size of Colorado Springs, the Commission believed that the rate of growth might be over-ambitious. It concluded that UCCS’s primary challenge in the upcoming ten years is the conflict between the resources available and the amount needed to fund anticipated growth. The institution’s interest in increasing the number of graduate programs without evidence of corresponding enrollment growth raised capacity and accountability questions. At the conclusion of the presentation, the Commission indicated that it was not amenable to considering future doctoral degree proposals.

Duplication is a particular concern at the doctoral degree level. Doctoral degrees require greater resources for faculty and research to sustain a quality doctoral program. Three Colorado public universities currently offer doctoral degrees in Psychology.

Colorado State University offers a PhD degree emphasizing:

- Applied social psychology

- Behavioral neuroscience psychology
- Cognitive psychology
- Counseling psychology
- Industrial/organizational psychology

The University of Colorado at Boulder Department of Psychology offers a Doctor of Philosophy degree in Psychology, emphasizing:

- Behavioral Genetics
- Behavioral Neuroscience
- Clinical Psychology
- Cognitive Psychology
- Social Psychology

University of Northern Colorado offers a Ph.D. in Psychology emphasizing

- Counseling psychology in community, agency, or system settings.
- Therapy
- Assessment of individuals and groups
- Supervising others in helping relations
- Researching and evaluating programs related to counseling

While no institution offering a doctorate degree specializes exclusively in Geropsychology (i.e., Aging), each emphasizes social psychology or counseling psychology, which may include, but is not limited to, geropsychology.

| | Enrollment Masters | Enrollment Ph.D. | Graduates Masters | Graduates Ph.D. |
|------|-------------------------------|-----------------------------|------------------------------|----------------------------|
| CSU | | | | |
| UCB | | | | |
| UCCS | | | | |
| UNC | | | | |

Staff conclude that this proposal raises questions regarding the institutional role and mission and potential duplication in Colorado. Since the role and mission discussions are commencing this fall, it appears appropriate to postpone action on this concept paper until this matter is clarified.

A CONCEPT PAPER

FOR

**A PROPOSED Ph.D. PROGRAM IN GEROPSYCHOLOGY
AT THE
UNIVERSITY OF COLORADO - COLORADO SPRINGS**

Prepared for Submission to the Colorado Commission on Higher Education

2001

The proposed doctoral program in Geropsychology addresses a major unmet need in Colorado because the public institutions of Colorado are failing to produce a professional workforce prepared to meet the needs of the growing number of older citizens of this state. Within this state that is experiencing one of the fastest rates of growth in the older population, many more professionals must be trained to meet the very rapidly growing needs. CU-Colorado Springs is uniquely positioned to develop this program successfully and cost effectively because of the strengths already developed in this area and the strong community support.

Basic Design of Program

Proposed is a doctoral program in psychology that produces specialists in the normal and abnormal psychological processes that accompany aging (Geropsychology). Building on existing training in the broader discipline of psychology that is available within the current M.A. curriculum, the clinical Geropsychology program will train students in mental health assessment and intervention for older adults, and basic and applied research on the psychological functioning of aging individuals. The doctoral program will require students to complete required and elective courses, a comprehensive exam, a dissertation of original scholarship, clinical practica, and a clinical internship (off site).

Initially, 3 students per year will be accepted into the program with a B.A., B.S., or M.A. degree in psychology (or the equivalent). Those who enter the program with a B.A. or B.S. degree will earn an M.A. en route to the doctoral degree through the mechanism of the existing M.A. program. The curriculum will require at least five years of post-baccalaureate work to accomplish requirements of the doctoral degree. The clinical curriculum requires specific coursework, required for licensure and accreditation, and an offsite fifth year internship. Accreditation of this clinical Geropsychology program will be sought from the Committee on Accreditation that is co-sponsored by the American Psychological Association and the American Psychological Society.

Congruence with Role and Mission of Campus

The proposed doctoral program in Geropsychology is consistent with the mission of the Colorado Springs campus that focuses on providing a limited number of select graduate programs that address regional needs. The rapid aging of our population offers a challenge to this campus, and to higher education across the state, to develop programs that prepare students to address the growing set of problems related to aging. This clinical Geropsychology program has been included in College and campus academic master plans for the last decade. The accompanying letters from the Dean of the College of Letters, Arts, and Sciences, and the Vice Chancellor for Academic Affairs, clearly state the campus' support for the program.

This program is directly congruent with the recently established University of Colorado Coleman Institute for Cognitive Disabilities. Geropsychology will be a core discipline contributing to interdisciplinary research on cognitive disabilities in the second half of the lifespan, and participants from this program have been targeted for involvement. Faculty and students in the proposed program will seek ways to contribute to collaborative efforts within the Institute. In addition, funding to support research resources for this program will be sought from the Institute.

Goals of the Program

Students will become experts in clinical Geropsychology who are prepared to provide services, conduct research, and educate. Specifically,

- Students will know how aging affects basic psychological processes such as memory, emotions, problem-solving, self-esteem, relationship development, and mental health.
- Students will know how to conduct and evaluate the efficacy of assessments and interventions used in clinical work with older adults and their families.
- Students will obtain advanced knowledge about the paradigms for studying aging and human behavior within core subdisciplines of psychology (e.g., cognitive, physiological, motivational, personality, developmental, social) in order to develop expertise in a focused area.
- Students will be skilled in research paradigms, methodologies, and techniques (e.g., statistics, research methods, and measurement) that are needed to examine age-related changes in psychological functioning and the effects of interventions.
- Students will be skilled in applying basic research and theory to current problems faced by older adults.
- Students will be socialized into the professional values and standards of conduct in the field, including ethical standards of professional behavior for service providers, professors, and researchers.

Upon completion of the program, students will be trained to work in a range of settings, including mental health clinics and clinical practices, hospitals, nursing homes, colleges and universities, state offices, research institutes, and as consultants to a wide variety of housing and social service providers to older adults.

Assessment of Program

The following mechanisms will be established to evaluate the success of the program:

- Faculty will evaluate comprehensive examination materials and dissertations to ensure specific program goals are being met.
- National accreditation will be sought from the American Psychological Association, requiring external review of the program on a regular basis.
- Faculty and administrators will monitor rates of completion of internship and licensure.
- Alumni contributions to the field of Geropsychology will be surveyed bi-annually.

Target Market

Student Demand

Application pools to doctoral programs in psychology are strong within this state, as well as nationally. For example, the programs at Colorado State University and CU-Boulder have some of the most competitive admissions in the country (650 applicants for less than 26 slots in clinical or counseling psychology within the two institutions in 1999). Demand is also well documented by the two institutions that have a separate application pool for admission into an aging track within clinical psychology (University of Southern California and Washington University at St. Louis). Although they report a lower number of applicants to those tracks, the demand is solid (6:1

applicant:acceptance ratio) and their placement rate is excellent.

The Psychology program at CU-Colorado Springs already attracts a large graduate applicant pool. On average, 90 applicants compete annually for 12-15 slots in the existing M.A. program. Because the program states its primary goal as that of preparing students for doctoral level training, the size and strength of the current M.A. applicant pool demonstrates our capacity to attract students interested in seeking a doctoral degree. An ongoing survey of alumni who graduated from the M.A. program show that over 50% of those responding would have sought admission to the doctoral program in Geropsychology if it had existed when they completed their M.A..

Similarly, a survey of local M.A. level practitioners documents strong interest among the local mental health provider network to gain advanced training in Geropsychology. In 1998, surveys were sent out to all licensed and unlicensed providers who advertised their services in the Colorado Springs yellow pages, the vast majority of whom do not need additional certification to practice and who would not wish to specialize in work with older adults. Thus, we were pleased that of the 198 who received the survey, 31 responded with a strong interest in applying for the program. Among those declining interest (n=39), several offered reasons which included retirement, moving out of state, and other specialties. In addition, over 30 people have contacted the department on their own initiative requesting application information for the program.

Market Demand

The dramatic demographic shifts our country, state, and region are experiencing suggest that the need for specialists in aging processes will be growing over the next several decades. Since the turn of the century, the percentage of Americans over age 65 has grown from 5% to 13%, and is projected to climb to 20% of the U.S. population by 2020. Within Colorado, the rate of growth will be even more dramatic; it is predicted to rank *third* among the states in the rate of growth of the aging population. Building on the 1998 older (65+) population base of 385,000, the state demographer projects an increase of 80% in 20 years to almost 700,000 older adults. Projections for El Paso and Teller counties are similar, with the highest projected increases among adults over age 85 (120% increase by 2018) who constitute the most frail population, the one most likely to require services. The veteran population, which has demanded significant mental health services, is expected to increase particularly dramatically (from 26% in 1990 to 40% in 2010).

Nationally, between 200-700 of the 76,000 clinical active psychologists devote even half time in their practices to older adults (Gatz & Finkel, 1995). Of that small number, fewer than one-fourth have specialty training to work with older adults. In contrast, the American Psychological Association estimates a need for 5,000 full-time doctoral level geropsychology practitioners by 2020. Their estimate is based on the assumption that only 10% of the elderly population will receive services (as opposed to the estimated 28% who need them, which would require 14,000 FTE by 2020) (Halpain, et al., 1999). A recent evaluation of the geriatric mental health professional workforce by leaders in the main disciplines (psychiatry, psychology, social work) recommended strongly that incentives be increased to draw people into specialty training in geriatric mental health because of the projected crisis (Halpain, et al., 1999).

Adapting the projected needs to Colorado, approximately 65 full-time geropsychologists are needed, based on similar population projections (Colorado has 1.3% of the U.S. population). Currently, nine Colorado psychologists belong to the national organization for clinical Geropsychology (American Psychological Association, Society for Clinical Psychology, Section II – clinical Geropsychology). Of those nine, three are full time faculty (two at UCCS, one at Denver University), four practice in the Denver-Boulder area, and one practices in Niwot. Only one

practices in southern Colorado (in Colorado Springs). Four other psychologists practice primarily with older adults in Colorado Springs, all of whom work solely in institutional settings (hospital or nursing home) leaving no one in the community to meet needs in the variety of other settings: outpatient, inpatient, in home, or senior housing.

As dramatic as is the discrepancy between needed and available specialists, it only speaks to the need within mental health services, without addressing the broader array of contributions psychologists need to make to other sectors of society (e.g., policy, housing, social services, promotion of positive health behaviors, basic research). A doctoral training program that dedicates itself to this serious shortage of specialists is needed in Colorado.

Institutional Strengths in Program Area

As noted previously, the M.A. in Psychology at CU-Colorado Springs has established a record for academic excellence that attracts over 90 applications annually for approximately 12-15 slots. The student applicants are qualified to apply to doctoral programs (GRE verbal and quantitative scores average about 1150). Over 90 of the M.A. graduates from the past 15 years (approximately 50%) matriculated into doctoral work, and 91% of those have already received their advanced degrees. These alumni continued their training at institutions such as Ohio State University, UC-Berkeley, University of Utah, Purdue University, University of Kansas, University of Arizona, University of Georgia, and the University of West Virginia. A 1996 external program review by three psychology faculty from major universities (CU-Boulder, University of Kansas, Washington University) credited the current M.A. program in psychology as one of the best five in the country, and noted specifically the readiness of the department to develop a doctoral program in aging. A consultation with one of those reviewers in June, 2000 reaffirmed the department's readiness to offer the program.

Faculty quality in aging is strong. Currently, four psychology faculty do research primarily focused on aging, with 3 additional faculty whose secondary focus is in aging. Three additional tenure-track appointments and one replacement hire will be made in the next four years to complete the minimum necessary to offer the program (16 total tenure-track positions), while meeting the current strong undergraduate demand. This nucleus is similar in size to that available to students in established specialty programs within much larger departments (e.g., U. Southern California). Faculty productivity in aging research is high (91 publications in journals and books and presentations at scientific meetings in 5 years). Over \$1.5 million in external dollars have been generated by the faculty since 1992, including grants from the National Science Foundation and the National Institute on Aging.

A significant resource for training and research is the CU Aging Center, a community clinic training site for students in current programs as well as doctoral students in the Geropsychology program. Since opening in January 1999, the CU Aging Center clinic has provided mental health services to over 150 individuals, offering 836 therapy sessions and 351 hours of assessment. In addition, the Center provides space for research that is highly accessible. The Center is conveniently located next door to the Colorado Springs Senior Center (1510 N. Hancock) in a complex that specializes in senior services. Local funding (\$94,000 cash plus in kind contributions) has been raised to launch the Center and supplement the income that can be generated from services provided by the current M.A. students. With the added service capacity of doctoral students the Center will be financially self-sufficient.

Another resource to support the degree in Geropsychology is the multidisciplinary Center on Aging. Established on the Colorado Springs campus in 1984, this academic center offers an undergraduate minor in gerontology, continuing education programs, and sponsors research and training opportunities. The Center supports the clinical Geropsychology doctoral program by linking faculty from many disciplines, and through community linkages (e.g., technical support and newsletter). The Center on Aging brings together 15 Faculty Affiliates from the disciplines of biology, sociology, communication, philosophy, nursing, and psychology. These faculty contribute to a research colloquium series, oversee the educational offerings in gerontology across campus, and seek ways to collaborate on research projects.

The community linkages established by the Center on Aging offer strong support for the Geropsychology program by providing community-based assistantship funding, referrals for the training clinic, sources of research participants, and a cooperative set of real life “laboratories” in which the doctoral students can learn about the contexts of aging. Linkages between the Center on Aging and community aging service networks are well established through a history of collaborative efforts as well as services offered by the Center to senior housing, health care, senior centers, and senior services. For example, collaboration with Pikes Peak Mental Health Center has added supervision strength at the CUAC, a subcontract to provide services to Medicaid-insured populations, and a research program given seed funding by the Pikes Peak Mental Health Foundation. Another example is the Center on Aging Community Board that has been very helpful in the establishment of the community-based CU Aging Center, among other projects. Indeed, the Colorado Springs community is an excellent site for this program because of its strong identity as a retirement community and the rich array of services available to older adults.

The Psychology Department is also linked closely with the UCHSC Center on Aging, serving as a key resource in the discipline of psychology. Psychology faculty helped write and direct portions of two large national grants sponsored through UCHSC that provided multidisciplinary training in four rural areas each year and intensive mental health and aging training programs in Denver and the San Luis Valley. Psychology faculty also have lectured at Geriatric Grand Rounds; contributed to curriculum modules developed by the Center for Mental Health and Aging of Native Americans, Hawaiian Natives, and Alaskan Natives; and have served on doctoral committees in the Nursing School. Future opportunities for enriched collaborative education and research will be sought. For example, students in the Geropsychology program are likely to take a psychopharmacology course from UCHSC faculty via the fiber optic network. Students may also be able to participate in the CU Seniors Clinic, a general multidisciplinary health clinic that operates as part of University Hospital, for training and research. Finally, library resources in gerontology are nearly adequate to support the program, with key acquisition enhancements.

Impact on Undergraduate Program

Psychology attracts the largest number of students of any undergraduate discipline. For the past four years, approximately 460 students at UCCS declare a Psychology major in any given semester. Careful planning has allowed the department to offer a strong major by combining large introductory and core lecture classes with smaller laboratory classes and senior seminars. This doctoral program can be offered with the planned 16 faculty. As the campus grows in the next few years to reach its targeted enrollment of 10,000, the Psychology Department anticipates needing to increase faculty and resources or establish a mechanism for restricting majors to ensure that the

undergraduate students are well served by existing resources. The curriculum offerings and faculty attention for undergraduates will not be damaged by the addition of a doctoral program.

The doctoral program will have a positive impact on opportunities for curriculum development and research involvement for undergraduates. First, instructional capacity for labs will be enhanced. The Psychology Department relies minimally on non-tenure track faculty for instruction, and will not rely on doctoral students for instruction. However, doctoral students will be offered the opportunity to learn instructional techniques and gain experience as teaching assistants who offer labs or sections of classes under close supervision. A teaching seminar offers them instruction that supplements the close supervision of instruction. In this way, doctoral students will bring *increased* capacity to offer lab sections in core courses so the undergraduate students can gain hands-on experiences with the content of the discipline. Second, undergraduate research opportunities will be enhanced. The faculty also have a strong history of involving undergraduate students in individualized instruction in lab and community settings. The proposed program will expand the instructional opportunities for undergraduates to be involved in vertical research teams that involve students from all levels, including undergraduates.

Duplication with Other Institutions

The proposed doctoral program in clinical Geropsychology is unique within this state – *no other program offers a specialty focus in psychology and aging*. None of the psychology doctoral degrees granted at University of Colorado-Boulder, Colorado State University, or the University of Northern Colorado offer any specialty focus on aging, nor plan to offer one in the foreseeable future.

The Psychology program at CU-Colorado Springs is the only Psychology Department in the state with an affiliation with the UCHSC Center on Aging (there is no doctoral program in psychology at UCHSC). No other program specializing in the psychology of aging exists within the entire Rocky Mountain region. Of the 14 programs cited in a national survey as offering a primary specialization in the broad category of adult development and aging, only one is in the entire western region (University of Southern California). Furthermore, no other mental health disciplines (e.g., psychiatry, social work, psychiatric nursing) offer specialized programs in aging at any of the public institutions in the state. In other words, *the public institutions of Colorado are failing to produce a professional workforce prepared to meet the needs of the growing number of older citizens of this state*. CU-Colorado Springs will be able to fill this unmet need in an exemplary way that benefits the region, state, and nation.

Disciplinary Development to Support Geropsychology Degree

Geropsychology is a well-established field of study. The Adult Development and Aging division within the American Psychological Association recently celebrated its 50-year anniversary.

A large number of journals and handbooks are available within the field, as are specialty organizations that sponsor conferences and publications. Indeed, psychologists have been among the pioneers in the field of gerontology and have contributed significant basic and applied research findings on patterns of pathological, normal, and successful human aging. Examples of particularly important findings include the well documented declines in cognition and memory with advancing age, the course of cognitive decline in Alzheimer's disease, the importance of maintaining a sense of control and autonomy even in advanced old age, and effective treatments for depression, anxiety, and

other mental disorders.

The field has identified the need for additional training programs to produce geropsychologists. Two training conferences on Geropsychology (in Boulder in 1980 and in Washington D.C. in 1992) that were sponsored by the American Psychological Association, major foundations, and the Public Health Service recommended curriculum for specialized training programs (Knight, Teri, Wohlford, & Santos, 1992; Santos & VandenBos, 1982). Additionally, the education committees of two divisions of the American Psychological Association summarized their needs assessment of training opportunities by stating that specialty training programs are needed to produce the next generation of Geropsychologists (Gatz, Eisdorfer, & Kaszniak, 1991; Zarit, Zarit, Hartman-Stein, Frazer, Knight & Teri, 1990).

In 1998, the American Psychological Association approved the recognition of clinical Geropsychology as a specialty area that warrants its own credentialing. A degree in a specialty program has been discussed as one of the mechanisms by which the credential would be obtained. The curriculum content for the credential is specified in a report of the Interdivisional Task Force on Qualifications in Geropsychology (available at www.apa.org). The President of the American Psychological Association in 1997-98 selected the Psychology of Aging as the focus of his presidential initiatives which included the establishment of a standing Committee on Aging within the organization and the development of practice standards in specific areas (e.g., assessment of memory problems). Curriculum recommendations for specialist Geropsychology programs will be followed in the proposed program.

The first doctoral-level degree in Colorado that focuses on aging is in a discipline that has produced a mature research base for teaching and practice and recognizes the need for specialists.

Fit with State Educational Needs and Priorities

With the aging of the American population, there is growing need for experts on aging. The rapidly increasing population of older adults nationally, within Colorado, and regionally, will produce a rapid need for specialized professionals. Almost every sector of our society will witness the impact of the booming aging population, including industry, politics, public service agencies, housing, health care, and our own families. Colorado must develop a body of experts to educate and guide individuals, families, and social institutions through these changes. The recently implemented (January, 2001) guardianship law requires data on cognitive and everyday functioning to be presented to the court during guardianship hearings, ensuring a role for geropsychologists in this rapidly growing legal process. Other problems that also generate a need for psychologists' attention include driving skill and safety of older drivers, competency in legal decision-making, accommodation of the workplace to older workers, promotion of positive health behaviors, and the development of leisure activities for older adults with disabilities.

Several statewide needs assessments have targeted mental health care in particular as an area in which service delivery and training are needed (Marine, 1987; Porter-Norton & Aponte, 1991). The Mental Health Association of Colorado reported that in 1990, in spite of the growing need, only 7% of Colorado students graduating from psychiatry, psychology, social work, or psychiatric nursing completed a field placement in agencies that treat older adults.

A Geropsychology program is consistent with the goals of the state policy makers in education, who identify regional needs and program readiness to meet those needs as driving forces behind the development of new programs that are unique within the state. The proposed program is

an excellent example of the type of graduate program that fits within the role and mission of the CU-Colorado Springs campus because it is congruent with state educational priorities and addresses the needs of the aging Colorado population.

Summary of Concept Paper

The Psychology Department at CU-Colorado Springs proposes to build on its currently successful M.A. program to offer a doctoral program specializing in clinical Geropsychology. The rapid expansion of the aging population and the concomitant increase in the need for services within the region, state, and nation, combined with the absence of alternative training programs in Geropsychology provide a compelling rationale for the development of this program in this institution. The department offers a faculty that is highly productive in research, external funding, and dedicated instruction. The existing M.A. program draws outstanding students and prepares them successfully for doctoral training. CU-Colorado Springs is prepared to provide a state-of-the-art program that addresses a major educational need of the state and provides leadership in the nation in addressing a compelling social problem.

TOPIC: REPORT ON OUT-OF-STATE INSTRUCTION

PREPARED BY: ANDREW BRECKEL III

I. SUMMARY

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

II. BACKGROUND

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

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

III. ACTION

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

The Board of Regents of the University of Colorado has submitted a request for an out-of-state instructional program, which was delivered by the University of Colorado Health Sciences Center.

New Concepts and Directions in Thyroidology, to be presented in Washington, D.C., on September 12, 2001.

“International HIV Workshop on Management of Treatment-Experienced Patients,” to be offered in Chicago, Illinois from September 19-20, 2001.

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

National Strength and Conditioning Association (NSCA) National Coaches College: Levels I-IV, S L 4653 – Advanced Techniques and Tactics, and S L 563 – Advanced Techniques and Tactics a three-year out-of-state instructional program to be offered at various sites across the United States.

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

“USA Volleyball (USAV), a program of the United States Volleyball Association courses Levels I-III: SL 461/561 – Basic Techniques and Tactics, SL 462/562 – Intermediate Techniques and Tactics, and SL 463/563 – Advanced Techniques and Tactics”, a three-year out-of-state instructional program to be offered December 15, 2001 - August 2004 at various sites across the country.

The Board of Trustees of the State Colleges in Colorado has submitted a request for the approval of an out-of-state course to be delivered by Adams State College.

“ED 589: Dysfunctional Behavior Intervention Skills, to be presented in the state of Maine from September 17 through September 19, 2001.

The Board of Trustees of the State Colleges in Colorado has submitted a request for the approval of an out-of-state course and an out-of-state out-of-country course to be delivered by Western State College.

“RECR 397 Special Topics (Outdoor Survival Course) offered at various locations throughout the United States during the 2001-2002 academic year.

Outward Bound (RECR 474) at varying locations within and outside of the United States during the 2001-2002 academic year.

Appendix A

STATUTORY AUTHORITY

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

TOPIC: DEGREE PROGRAM NAME CHANGES & ENDORSEMENT TITLES

PREPARED BY: SHARON M. SAMSON

I. SUMMARY

This agenda item describes the degree program changes that the Executive Director has approved during the month. This agenda item serves as public confirmation of an approved change unless the proposed action is not acceptable to the Commission.

In November 1997, the Commission adopted a policy requiring Commission approval of name changes that involve substantive changes to the curriculum, a different target market population, or expansion of the scope of the degree program. If non-substantive, the Executive Director approves the requested change. With the Commission's teacher education approval authority, this also includes changes to endorsement titles.

A. Institution: Adams State College

Current Endorsement Title: Bilingual/English as a Second Language

Revised Endorsement Title: Literacy, Language and Culture

Rationale:

Adams State does not award a bilingual or ESL certificate. The purpose of the endorsement change is to describe the program of study accurately to teachers. The proposed change does not affect the CDE endorsement which a teacher candidate will receive upon completing the program – *Teacher of the Linguistically Different*. *Linguistically Different* applies to a variety of programs dealing with literacy. The Trustees of the State Colleges reviewed and approved this change request at the June 8, 2001 meeting

Scope of Proposed Change:

Curriculum and degree requirements remain the same.

Proposed Action by the Executive Director:

Approve the endorsement title change as requested, effective immediately.

- B. Institution: Metropolitan State College of Denver
- Current Program Name: Music Education (BA)
- Revised Program Name: Music Education (BME)

Rationale:

The BME degree title is congruent with the degree titles that are assigned to other music education programs offered in Colorado.

Scope of Proposed Change:

Curriculum meets the requirements for the B.M.E. as set out by the National Association of Schools of Music.

Proposed Action by the Executive Director:

Approve the name change as requested, effective immediately.

- C. Institution: University Southern Colorado
- Current Program Name: Industrial Science and Technology
- Revised Program Name: Facilities Management and Technology Studies

Rationale:

The revised program name more accurately describes the content of the program. Industrial Science and Technology was too broad to represent the curriculum.

Scope of Proposed Change:

Curriculum and degree requirements remain the same.

Proposed Action by the Executive Director:

Approve the name change as requested, effective immediately.