

## Education Services Meeting

April 22, 2011

**Present:** Geri Anderson – CCCS; Cindy Buckley – PPCC, Jim Butzek – FRCC; Dan Doherty – Aims; Rhonda Epper – CCCS; Stanton Gartin – NJC; Bernice Harris – CCD; Diane Hegeman – ACC; Steven Kahla – Aims; Deb Loper – LCC; Nancy McCallin – CCCS; Betty McKie – MCC; Cindy Mihelich – PCC; Julie Ouska – CCCS; Jeff Paolvuci – OJC; Terry Reeves – CCCO; Ted Snow – CCA; Laura Solano – PCC; Scott Stump – CCCS; Sandy Veltri – TSJC;

**Guest:** Kathleen Devries – RRCC; Nancie Linville – Clayton Early Learning; Sandy Musner; Kim Poast – Dept. of Higher Ed.; Bob Rustad – Western Governor’s University

<i>Agenda Item</i>	<i>Discussion</i>	<i>Action Item</i>
Call to Order	<ul style="list-style-type: none"> <li>The meeting was opened by Geri Anderson at 9:00am.</li> </ul>	
New Business		
Welcome & Introductions / Quick Grant Overviews	<ul style="list-style-type: none"> <li>Geri mentioned that several things have come up that will add to VP work load. Geri mentioned how instrumental Laura Solano and Linda Tremblay were in the recent grant submission. She also acknowledged Rhonda Epper’s efforts on the other grant submission. She stated that the colleges did an awesome job on getting the information to the people submitting the grants. She acknowledged the SFCC volunteers for the Ed Services Curriculum Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Stanton, Deb, Diane and Dan will serve this year as facilitators for the curriculum committee</li> </ul>
Academic Master Plan Template	<ul style="list-style-type: none"> <li>Geri reviewed the academic master plan with the group. CDHE requires a review of programs every 5 years. Geri advised CDHE that we cannot have this completed by Dec, 2011, they agreed. Geri reviewed the template and advised that data will be pulled from the system office. She also did a sample grid for the group. The faculty staffing plan will be one of the most difficult; they will allow a current organization chart and then a projected organization chart for the faculty staffing plan. There was some discussion regarding the best way to complete this task. These are due to Geri by Thanksgiving, 2010.</li> </ul>	<ul style="list-style-type: none"> <li>Geri will send the System Strategic plan to all VPIs.</li> <li>Template attached as Attachment I.</li> </ul>
Western Governor’s University – Bob Rustad	<ul style="list-style-type: none"> <li>Bob Rustad introduced himself and Sheila. A summary of the transfer agreement with Western Governor’s University was reviewed.</li> </ul>	
Colorado Strategic Plan: What It Means for Teaching & Learning – Kim Poast	<ul style="list-style-type: none"> <li>Geri introduced Kim Poast. Kim facilitated the CDHE Higher Education Strategic Plan development. Kim passed out the <i>Degree Dividend</i> from the Department of Higher Learning as well as a two page synopsis of the plan. Kim went over the infrastructure of the strategic planning committee and noted that</li> </ul>	<ul style="list-style-type: none"> <li>Summary attached as attachment II.</li> </ul>

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	<p>we had a board member and one of our college presidents on the committee. The Committee was divided into 4 subcommittees. She reviewed each committee and its function. One key leaver was that the degrees and certificates statewide need to increase. Doubling them would be ideal. This has significant implications for the community colleges. She gave several examples of what is not considered a completion but actually is a completion through transfer. Lumina has a goal that the entire country should be at a 60% completion rate. How does the strategic plan effect instruction? Kim went over the areas that she felt were the most important. She gave information on the policies at the state level that can be seen as inhibitors. The <i>Degree Dividend</i> is the starting block of the Colorado Higher Education Master Plan. There will be much more work within the next year. There was discussion regarding the alignment of the strategic plan for CCCS and CDHE. There was discussion regarding Math Labs and the Accuplacer test by the group.</p>	
Student website – Program Information	<ul style="list-style-type: none"> <li>• Scott Stump reviewed the student website with the group. ACC, PCC and FRCC have been working with CSU regarding postsecondary advising. The grant has provided resources for these colleges to organized plans of study are by clusters and pathways. CCCS would like to link to your pages from the CCCS website but need colleges to develop a gateway page so the students could drill down and see the plans of study. VP Council agreed to implement the strategy on their website. The student would be redirected to your academic page. Please see ACC’s page, it is a great model per Geri Anderson.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>VP needs to work with campus web developers to create a gateway page for plans of study page.</i></li> </ul>
Changes related to credit hour definition	<ul style="list-style-type: none"> <li>• Institutions will be required to document out of class expectations for students. We have been able to document for all modes of delivery but online and hybrid. VP’s agreed to use the same ratio as defined for traditional lecture or lab classes. The out of class expectation must be included in the syllabus. Stanton recommended adding the expectation to the college catalog.</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>
Developmental education (National Pilot Program)	<ul style="list-style-type: none"> <li>• Geri needs you to have conversation with your developmental faculty. The National Governor’s Association is awarding \$1 million to 10 states for one year through Complete College America Grants. CDHE and CCCS will partner on the Colorado Grant application (\$200,000 will be given as incentives to</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>VPIs will get information back to Geri by Tuesday.</i></li> <li>○ <i>See Handout with hardcopy of minutes in Ed. Services</i></li> </ul>

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	<p>participating institutions. \$600,000 will be divided by participating institutions for the developmental education; we must be careful not to spend carelessly. Geri reviewed the CCA grant priorities with the group. By the end of business on Tuesday Geri needs an email stating if you want to participate or not and what strategy you will invoke. Also what program of study and the contact for your institution. (two contacts – the developmental person and a planning person) Each VPI will need to send three dates and times for Geri to meet with your faculty so Angie can schedule a date for the meeting.</p> <p>This is not a planning grant, this is hit the ground running with an innovation in the classroom. There was much discussion about what this money could be used for at each college. Bringing an existing program to scale would be a great way to use the funds. Nancy McCallin mentioned that they really want practices that will help remediation.</p>	<p><i>office.</i></p>
CCConline	<ul style="list-style-type: none"> <li>• Colleges since the beginning of CCConline have had the option to call Roxanne and have the course removed from the college. SFAC wanted to know if this is possible and mentioned that some of the colleges did not want to have any CCConline courses. They were told this was not option. Geri shared the revenue with all colleges as to what they receive from the online courses given at CCConline. Do you really want to give up that revenue? Is this fair to the students? There was some discussions regarding restrictions of the online courses and what is offered in the schedule and as to why some of the disciplines do not want to offer certain courses. Geri mentioned that CCConline is forming an Academic Council and that group will be able to review some courses that may or may not be credible to offer on-line. There was much discussion from the group regarding the support of CCConline and the lack of faculty support. Terry Reeves says she welcomes any collaboration between college faculty and CCConline faculty. She will be happy to be the liaison between the faculty members. Sandy Veltri advised that she is already working with her faculty to set up meetings with CCConline when they have questions regarding the courses and course work. The assumption that since it is online that it is not rigorous is just not true. There have been nominations already for the Academic Council for CCConline. If the conversation is</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Geri will check on involving CCConline with the 2:2 faculty conferences.</i></li> <li>○ <i>Terry Reeves will have the chairs for each discipline go out to the colleges after the summer break.</i></li> <li>○ <i>Can we have minutes for SFAC? Angie Williams will check to see about getting them on the website.</i></li> </ul>

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	<p>happening without involving CCCOnline then the problem cannot be solved. There was much discussion regarding the changes at CCCOnline and how they can be shared with the faculty. It was mentioned that SFAC should have a representative from CCCOnline next year. Julie Ouska mentioned that we do not want to harm the students so we should be careful about what courses are not offered through the colleges with CCCOnline.</p>	
Internships	<ul style="list-style-type: none"> <li>• There recently was a student that claimed unemployment after a paid internship and the company had to pay his unemployment. It is now said that a student should register for at least one credit hour if they are going to be a paid intern. You may start getting questions from some of the people that you have the paid internships with, you may want to be proactive and go ahead and check your paid internships. Paid internships are fine; this also effects workman's compensation. Angie Gramse is still checking to be sure we have the proper definition for a "learning experience" and not just "employed"</li> </ul>	○
Faculty Evaluation Training	<ul style="list-style-type: none"> <li>• The faculty evaluation training will be held June 6 and 7 at the conference center. The training is for the campus VPI and deans only. We will be going into the evening so there will need to be a waiver for some of the people to stay overnight. We will cover the meals but not mileage/ hotel.</li> </ul>	○
Interstate Passport	<ul style="list-style-type: none"> <li>• Geri reviewed the handout as a heads-up. This is a WICHE State's initiative. The student's gtPathway would be transferred in a block to another institution if the student decided to transfer.</li> </ul>	○
CCCNS Clean Up Project	<ul style="list-style-type: none"> <li>• With changes with accreditation and with concerns over the quality of some of our courses, we need to do some clean up of CCCNS. When the VPs established the CCCNS, there were parameters but we have gotten pretty lax in the last few years. GE25 members are challenging the quality of some of our CCCNS courses. Some information must be added to the template, the minimum "out of class" guideline is one of them. The degree profile matrix category must be identified. Each competency should be started with an action verb and there should be a limit of 20 competencies. Geri has given everyone an example as to what it looks like now. The cleanup will be done over the next two years, starting with the transfer courses. Geri will ask that each person take a prefix and would like for each person to have 2 prefixes done by the 2:2 Faculty</li> </ul>	<ul style="list-style-type: none"> <li>○ Geri will send the definitions of competencies and objectives to the VPIs.</li> <li>○ Geri will send the template to the group along with the chart.</li> </ul>

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	<p>Conference so this can be gone over with the faculty at the conference. There was discussion regarding what the VPIs would be responsible for and what they would take to the faculty. There should be no changes in the content of the course without faculty input.</p>	
<p>System Updates – Nancy McCallin</p>	<ul style="list-style-type: none"> <li>• Enrollment continues to grow; spring is up 8%. We continue to experience growth of out of state enrollment. All of the colleges except for one are experiencing growth. Budget for next year will go down to approximately \$112 million, a 21% drop of our funding. Student funding has gone from \$3463 to \$2011. 38% of our funding is coming from the state, the rest from tuition. Our overall tuition rate is still much lower than 4 year institutions. We are the affordable quality option for most students. More students are coming to us so with transferring to a four year in mind.</li> <li>• The good news is that we will not receive the 2% increase for employee contribution to PERA; the 2.5% will continue next year. In light of the fact that we have not had raises in two years the System and Colleges have worked very hard to see that the increases in medical care premiums are not passed on to the employees. The System and Colleges will pay the difference when the increase becomes effective in July. There were stiff negotiations with the insurance companies before both sides agreed on any type of increase.</li> <li>• Tuition increases have allowed us to keep our quality of standards for our students.</li> <li>• Legislation: We have killed most of the bad pieces of legislation. Senate bill 52 by Sen. Heath and Rep. Massey: starting next year we would have performance contracts with the states and we would increase degrees by 30%; as of yesterday we have negotiated where all of the specific metrics are not put in the bill. The CDHE master plan will be the starting point and will be done by 2012. We will be negotiating performance contracts for each of the colleges in the system. We will be measured over the next 5 years by these goals. Nancy remains concerned about this bill. She stated many reasons why she is uncomfortable with the bill. There was some discussion by the group regarding how the performance will be measured. Nancy gave some clarification on the measurement of performance. We must guard against what happened in the last</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Geri and Nancy will talk about getting Bob Johanssen to speak.</i></li> </ul>

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	<p>performance based contract.</p> <ul style="list-style-type: none"> <li>• The Adjunct bill died.</li> <li>• NJC is now able to hire non classified staff at their golf course.</li> <li>• Keno would hurt our Amendment 50 money, that bill was killed.</li> <li>• There is a bill for slot machines to go in dog tracks, this would hurt our Amendment 50 money even though it states it will “hold harmless”. We think we have it killed but we are still being very diligent about our opposition.</li> <li>• Senate Bill 70 would require colleges to offer IEP; this is now a task force for educators. Post secondary and K12 come together to see how they could follow through from K12 to Post secondary with an IEP. There is a huge belief that Sen. Hudak will bring this bill back again next year. She is a very strong advocate for the IEP program.</li> <li>• The bill for unsubsidized in-state tuition which will allow us to offer unsubsidized tuition for undocumented students that have attended high school in Colorado for the last three years looks as if it may pass. Nancy reviewed some of the costs for the students.</li> <li>• Nancy stated that Higher Ed will become a dinosaur if we do not start teaching in a more technical environment. There are three generations at this time of technical students. If we don’t start incorporating more “gaming” in our teaching and involving the students we will start losing them to other institutions that are aware of these needs for future generations. Nancy wants the group to think about how they could engage new students with new technology. An institution with clarity and agility will be a winner. Students are now “digital natives”. We have to conform to teaching to their “brains” or we will be on the losing end. We as educators must start thinking about how we can institute “gaming” into our teaching in an effort not to be left behind. Nancy will be thinking of some ideas that will allow us to engage in the future so that we do not fail. Sandy Veltri would like for Nancy to do a presentation at the 2:2 or have Bob Johanssen come and speak. There was much discussion regarding taking education to a higher level with the “digital natives”.</li> <li>• The State board has voted for a 10% increase for tuition</li> </ul>	

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<p>Articulation Agreements and Degrees with Designation</p>	<ul style="list-style-type: none"> <li>• Geri reviewed the agreements and new degree plans. CCHE will discuss and vote on the new degrees at their May 6, 2011 meeting. The articulation agreements have been signed but the degrees associated with these degrees are pending until the CCHE meeting May 6.</li> <li>• The new degree plans call for the development of non-lab courses. We need to work with faculty to begin to develop the courses.</li> <li>• We are asking CCHE to remove the separate history requirement. Our recommendation is to fold the history requirement into the social and behavior science category.</li> <li>• COM options will be expanded to include inter-cultural communication</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul>
<p>Clayton Early Learning – Update on National Accreditation</p>	<ul style="list-style-type: none"> <li>• Geri introduced Nancie Linville from Clayton Early Learning. Kathleen Devries from RRCC – Sandy Musner who has been the facilitator. Nancie passed out an updated report on the Early Childhood professional development through Colorado Community Colleges. Nancie reviewed her presentation.</li> <li>• Kathleen went over the different people that have been involved in this project. We have been able to keep up with our field. 10 of our colleges (Aims, ACC, CMC, CCD, FRCC, OJC, PPCC, PCC, TSJC, and RRCC) have been involved as well as CCCOnline, Morgan, Delta-Montrose and Western Regional Colorado Community College. There was a self study recently completed for the 2011 national accreditation visits. Colorado is one of only 4 states completing this effort as a statewide cohort.</li> <li>• Sandy reviewed the enrollment for the ECE Classes by community college. She also reviewed the total degrees and certificates awarded across all community colleges. Research shows that children in quality centers do better than children not in quality centers. Standards for the 2 year are now the same as the 4 years. All 10 colleges will have their peer review done in October. Within the State of Colorado there is a lot going on in ECE at this time and especially with the community colleges. Statewide data collection will continue. The next steps and challenges were reviewed by the presenters. All institutions will be asked to help with the reviews done in October. Funding is still a problem; some of the fees can be paid with Perkins Funds. (presentation attached to minutes)</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Sandy will send the data to Geri by college for Geri to distribute to the VPIs.</i></li> </ul>

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Other Business	<ul style="list-style-type: none"><li>• Perkins cuts will be 12% this year for Colorado</li><li>• Why not use the ACT scores for Math and English instead of Accuplacer for placement in developmental classes.</li></ul>	<ul style="list-style-type: none"><li>○ Geri will ask Scott Stump to send out CTE Perkins PowerPoint.</li></ul>
	<ul style="list-style-type: none"><li>• Meeting adjourned at 2:00pm</li></ul>	<ul style="list-style-type: none"><li>○</li></ul>

Recorder of minutes: Angela Williams

### College Key:

ACC – Arapahoe Community College

CNCC – Colorado Northwestern Community College

CMC – Colorado Mountain College

CCA – Community College of Aurora

CCD – Community College of Denver

FRCC – Front Range Community College

LCC – Lamar Community College

MCC – Morgan Community College

NJC – Northeastern Junior College

OJC – Otero Junior College

PPCC – Pikes Peak Community College

PCC – Pueblo Community College

RRCC – Red Rocks Community College

TSJC – Trinidad State Junior College

CCCOonline

Aims Community College

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### ATTACHMENT I

## CCCS Academic Master Plan Template Due December 2011 2012-2018

### 1.0 Introduction

This Academic Master Plan, prepared with the leadership of the college CAO should describe the instructional priorities of the college for the next six years. The academic master plan will provide a framework for decision making and resource allocation in instruction and student services areas (optional) of the college. This plan should align with and support the college's Strategic Plan and the most recent accreditation self study. The Academic Master Plan is intended to serve several purposes:

- To establish priority initiatives that enhances and expands instruction and student learning.
- To advance the college's work on: 1) operational initiatives that improve the college's effectiveness, and 2) transformational initiatives that help move the college in new, strategic directions.
- To align work and resources across the college with the priority of student learning as the college's central purpose.
- To provide a focus for planning in academic and student services (optional) divisions of the college.
- To guide other units of the college to develop plans that support achievement of the Academic Master Plan.
- To provide ongoing assessment, accountability, and continuous improvement measures that will guide all future decisions affecting student learning at every level throughout the college.
- To provide guidance for developing the college budget.
- To cultivate a climate that supports and enhances diversity in teaching and learning.

### 2.0 An Overview of the Academic Master Plan

#### 2.1. Relationship of the Academic Master Plan to the Strategic Plan

The Academic Master Plan should align with and support the college's Strategic Plan. The college's Strategic Plan includes a "Vision," a "Mission," a set of "Guiding Principles," and may include "Strategic Drivers."

#### Sample Table: Alignment of the Academic Master Plan with Strategic Plan

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Academic Master Plan Strategic Directions for Learning	Strategic Plan	Colorado's Strategic Plan Recommendation

### 2.2. Relationship of the Academic Master Plan to the Academic Quality Improvement Program (AQIP) or The Program to Evaluate and Advance Quality (PEAQ)

#### Sample Table: Alignment of Academic Master Plan with the AQIP/PEAQ Categories

Academic Master Plan Strategic Directions for Learning	AQIP Categories or College PEAQ Goals
Ensure quality and academic integrity of courses and curricula.	Category 1: Helping students learn.
Meet the changing needs of students through faculty development.	Category 3: Understanding students' and other stakeholders' needs.

### 2.3. Environmental Scanning Information

An [Environmental Scan](#) can be commonly defined as: *an analysis and evaluation of internal conditions and external data and factors that affect the organization.*

#### Suggested Academic Environmental Scan Components

- Introduction
- College Competition Rates
- Four to Six Trends That Can't Be Ignored
- Quality Programs
- Occupations of the Near Future
- The Next Six Years: What You Need To Do To Stay Even

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- **Summary: Conclusions & Recommendations**

### 3.0 Strategic Directions for Learning

The central focus of the Academic Master Plan is a set of prioritized Strategic Directions for Learning that establishes Academic Goals for the college. Sample priorities may include:

- **Priority 1:** Improve student success and retention.
- **Priority 2:** Enhance student ownership of their learning.
- **Priority 3:** Ensure quality and academic integrity of courses and curricula.
- **Priority 4:** Align curricula and courses with external standards and/or professional practices.
- **Priority 5:** Meet the changing needs of students through faculty development.
- **Priority 6:** Strengthen partnerships between the college, area high schools and area transfer institutions.
- **Priority 7:** Foster the use of data driven decision making.

Described each Strategic Direction for Learning includes action plans, process changes, performance indicators and resource needs. Although the list is extensive, the prioritization will help promote a focused implementation.

#### Sample format for Strategic Directions:

##### Priority:

1. Action Plans
2. Steps for Implementation
3. Performance Measures
4. Resources

### 4.0 Full-Time Faculty Staffing Plan (Organizational Chart + Future Planning to Increase Full Time Faculty)

### 5.0 Quality Instructional Practices (Brief Description of Implementation)

1. Communicate well-defined student learning outcomes that are aligned with learning activities and assessments.

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2. Include assessment of student learning using professional and/or industrial standards and plans to improve upon that learning.
3. Promote relationships among faculty and students within a community of learners.
4. Embrace different student learning styles.
5. Promote active student participation and reflection, and connect students' learning to their lives.
6. Include understanding and application of the richness of human diversity.
7. Help students persist toward pursuit of their goals.

### 6.0 Academic Division Goals

Consistent with the Strategic Plan and the Academic Master Plan, each instructional division will establish the following sets of divisional goals.

- Student Access, Retention and Completion
- Quality Services and Instruction
- Professional Development Plan
- Six Year Program Review Plan
- Community Impact

### 7.0 (OPTIONAL) Strategic Enrollment Management

## ATTACHMENT II

### HESP Recommendations

#### Two Key Levers

##### 1. Funding cliff needs to be averted.

- Colorado's higher education system has used funds from the federal American Recovery and Reinvestment Act of 2009 (ARRA) to backfill state support that was redirected to other state priorities.
- Since 1990, state support has declined from 20 percent to 9 percent of the general fund.
- Unlike many states, there are few dedicated funding streams for higher education in Colorado.
- With a few exceptions, there are not mechanisms for generating local financial support for higher education in Colorado.

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*Options identified to generate revenue for higher education in Colorado (2 or more needed) {HESP supports the goal of bringing the state funding for higher education to the “competitive scenario”- top 1/3 nationally in tuition + state support}*

Revenue source	Potential revenue
Restore income and sales tax rates to 5.0% and 3.0%, respectively	\$445 M
Expand sales tax to specific services	\$550 M
Implement 1.0% surcharge on extraction	\$150 M
Implement a 4.0 mill levy statewide	\$350 M
Implement a 4.0 mill levy in counties where an institution of higher education is located	\$240 M

### 2. Completion rates for degrees and certificates must increase.

- State goal is to double the number of degrees and certificates by 2020.
- Our national goal is to increase the percentage of degree holders aged 25-34 to 60 percent by 2020.
- Increasing student completion by an average of 5 percent per year over ten years will result in approximately 670,000 additional degrees and certificates.
- This will also require a significant change in our current completion rates and how success is measured.
  - Our full-time graduation rate at four-year research institutions ranges from 31-42 percent in four years, and 59-73 percent in six years, depending on the institution.
  - At four-year state colleges, the average rate is about 14 percent in four years and 37 percent in six years for full-time students.
  - At two-year community colleges, the average rate is about 25 percent in two or more years, without considering part-time students or those transferring to four-year institutions.
  - These rates are lower statewide for Hispanic and low-income students or those who transfer to four-year institutions.

## Recommendation 1: Affordability- **Colorado must increase its investment and ensure affordability of higher education.**

**1a- College Opportunity Fund (COF) stipends and state financial aid funds should be maximized and include incentives for state priorities.**

Funds should be maximized in two ways:

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- Through COF, by providing COF funds to all resident students, with additional incentives accruing directly to institutions who meet the incentive criteria—for enrollment that meets specific state needs, such as: a) serving low- and middle-income students, b) meeting workforce needs, and c) funding graduate students. These incentives would be calculated as a proportion of the basic COF and be the same regardless of the institution the student attends.
- Through financial aid by, for example, providing financial aid incentives to students who obtain a degree or certificate on time or early.

### **1b- Funds should be linked to measurable progress in spurring innovation through outcome-based rewards.**

- A portion of state funds should be allocated as rewards for measurable progress in outcome-based achievements in areas that further statewide educational and economic priorities, such as: a) degrees and certificates that meet workforce needs, b) improved student retention, c) certificate and degree completion; and d) better outcomes for low- and middle-income students.
- Outcome-based funding for institutions should be strengthened, especially as new state funding becomes available.

### **1c- Certain graduate programs should be funded through “fee for service.”**

- A portion of state funds should be allocated through “fee for service” contracts to prioritized graduate programs, such as CSU’s professional veterinary program and CU’s Anschutz medical campus, as these types of programs do not lend themselves to per student funding. Other graduate programs can be handled through COF incentives. Any other “fee for service” allocations should be significantly reduced as state funds are stabilized.

### **1d- Efficiencies should continue to be implemented.**

There should be a continued focus on achieving institutional and statewide efficiencies such as:

- Coordinating purchases from system-wide price lists resulting in economies of scale and lower prices;
- Consolidating administrative operations;
- Implementing innovations such as online course delivery to meet student needs at lower cost while maintaining quality; and
- Demonstrating ongoing savings and efficiencies annually.

### **1e- A state fund should be created to match locally raised funding.**

- The state should create a matching fund where local voters’ financial commitment to local institutions can be matched with state assistance. Such a matching fund should be used to account for local revenue capacity variances.

### **1f- State funding should be considered with a view to the system.**

- State appropriations, tuition policy, state financial aid and institutional subsidies, as well as the state’s tiered system, should be considered when assessing policy changes.

## **Recommendation 2: Access- Colorado must reduce regional, income and ethnic gaps in college admission, retention and completion.**

### **2a- Support multiple entry points into college.**

- Guarantee admission to all qualified Colorado students into a higher education institution in Colorado somewhere within our integrated, tiered system.
- Send notice, proactively, to students and families stating that, based on admission criteria established for such tier, the student has qualified for admission to college.

### **2b- Allow for flexible pathways to completion of degrees and certificates.**

- Allow all qualified students to move to public institutions with more selective admission criteria if they meet transparent and uniform transfer requirements.

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- Develop seamless transfer standards—from the student’s perspective—for movement from two-year to four-year institutions for qualified students, and institute them statewide.
- Put in place and support practices which allow for dual admittance in “partner” higher education institutions, and concurrent enrollment with high schools statewide.
- Maximize alternative delivery methods such as online programs and collaborative partnerships with workforce centers.

### **2c- Make college affordable for all students who meet admission requirements.**

- Work to ensure that a student’s choice of schools at all tiers is based on merit, not affordability.
- For qualified, low-income students, meet 100 percent of their financial need, through a combination of loans, grants and self help and without use of parent or private loans.
- Simplify and improve the process for obtaining financial aid.
- Make more financial aid available and target it to meet the needs of the state.
- Devote more financial aid dollars to work-study, certificate, part-time and adult learners.
- Design and implement student “shared commitments,” such as turning loans to grants if certain performance criteria are met or if students graduate early or “on time.”
- Reconstitute some “merit-based” loans/grants, and assess their impact on retention.

### **2d- Provide support structures for students, including adults, to stay on track and complete their education.**

- Put into practice statewide “supportive services,” universally at all institutions targeted to low-income or first-generation students, with an emphasis on mentoring and advising.
- Develop and implement “individual career and academic plans” (ICAPs) to put and keep students on track to complete their education.
- Strengthen adult basic education through funding and expertise in cooperation with Pre-K-12.

## **Recommendation 3: Quality- Colorado must identify systemic ways to improve the educational pipeline.**

### **3a- Focus on college earlier.**

- Provide earlier access to career and college preparatory information (particularly for Hispanic students and English language learners) with a focus on increasing: a) awareness of the value of higher education, b) academic preparation, and c) financial literacy and capacity.
- Assess and enhance options for early access to “college level” work, including concurrent enrollment, advanced placement, international baccalaureate, and other accelerated coursework in high school.
- Align/streamline processes for credentialing teachers of concurrent enrollment courses.
- Value “accelerated coursework” for all students in educator preparation and professional development.
- Determine student “readiness” for college-level work sooner, including using assessments in 11th grade or earlier and Individual Career and Academic Plans (ICAPs).
- Put career cluster and pathway models into practice and support them statewide.

### **3b- Increase alignment and collaboration across P-20 education and workforce systems.**

- Offer seamless transitions to appropriate levels of learning for all students, including coordinating higher education “readiness” expectations, and measurements and services between CDHE and CDE.

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- Incent stronger collaborations between higher education institutions and school districts, regional services areas (RSA) and boards of cooperative educational services (BOCES), including expanding early, universal access to college-level course work and ensuring that teacher prep programs address realistic 21st century higher education preparation.
- Align policies from matriculation through completion, with a focus on porous aspects of transitions, from elementary school through university.
- Coordinate and align college admissions policies with jointly adopted standards to ensure assignment of students to levels of higher education for which they are prepared.
- Strategically align with current P20 efforts in progress including CAP4K (SB08-212), postsecondary and workforce readiness, establishing common metrics and assessments, etc.

### **3c- Expand effective remediation efforts.**

- Review and refine state approaches to remedial education and invest in strategies to meet diverse student needs.
- Identify and expand effective remediation programs, including early assessment of needs, in order to move students effectively and successfully into and through to completion of degree and certificate programs.
- Recognize significant costs associated with remediation as well as its impact on completion; commence remediation in a timely manner.

### **3d- Use common data and assessments.**

- Design and put into practice common metrics as well as data collection and sharing standards that are consistent statewide and that can be used to track against national measurements.
- Develop and implement common assessments across P20 and workforce systems that effectively evaluate the level at which students are performing and how that relates to their grade level.

### **3e- Address capacity to meet demands.**

- Review capacity of higher education to meet future demands, including undertaking a statewide space utilization review and leading promotion of collaborative uses of physical facilities and continued development of alternative delivery approaches, such as online program delivery.

## **Recommendation 4: Accountability- The system of higher education should be structured to allow for the advancement of state priorities.**

### **4a- Maintain current governance structure.**

- Maintain the current higher education governance structure, including institutional and system governing boards.
- This structure should continue to include a statewide oversight board—the Colorado Commission on Higher Education (CCHE)—with authority to implement broad statewide policy for higher education.

### **4b- Enhance responsibility and authority of the CCHE.**

- Enhance the responsibility and authority of the CCHE in higher education policy to include:
- Articulating and advocating a vision for higher education and setting forth an agenda for higher education that is responsive to the state's demographics, labor market and economic development needs.
- Serving as the leadership body on such policy issues as ensuring access to and successful completion of higher education course work for all Coloradoans.
- Compiling data on higher education, using common indicators and metrics, for the purposes of describing higher education in the state and ensuring accountability to meet state goals.

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- Negotiating performance contracts with each institution to ensure state goals are being met.
- Coordinating with governing boards toward the goal of aligning strategic plans and state goals and priorities.

### **4c- Review institutional missions within 18 months.**

- Require the CCHE to undertake a review of the system and recommend to the state legislature a potential realignment to more efficiently and productively meet the current and future needs of students. CCHE should maintain clarity and focus on mission for all institutions and specifically:
  - Examine the role and mission, and the research and graduate designations, of all institutions.
  - Study the Auraria Higher Education Center and whether it remains the most effective structure to meet higher education needs in the Denver regional area.

### **4d- Implement performance funding.**

- When at least restoration funding is achieved, implement a finance policy whereby a portion of state funding is based on performance of institutions and students against specific state goals set forth by the CCHE.

### **4e- Require consultation with the CCHE in appointment of the Executive Director of the CDHE.**

- The Governor should appoint the Executive Director of the Colorado Department of Higher Education in consultation with the CCHE