# COLORADO DEPARTMENT OF HIGHER EDUCATION

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

# Performance Contract Review

## 2005-2010

## Colorado Community College System

Prepared for CCHE Meeting, July 8, 2010

Introduction and Purpose of Review

Performance Contracts (PCs) were negotiated individually with each institution during 2004 and each was signed early 2005 by the Colorado Community College System's President and Governing Board Chair and by the Executive Director of the Department of Higher Education (DHE or the Department) and the Chair of the Colorado Commission on Higher Education (CCHE or the Commission). The intent, goals, and sections of the PC were identified in SB04-189 and outlined again in the Colorado Revised Statutes 23-5-129, "Governing boards – performance contract – authorization – operations." Though negotiated individually, there were common elements in each contract that addressed the broad goals of "improving Colorado residents' access to higher education; improving quality and success in higher education; improving the efficiency of operations; and addressing the needs of the state." The contracts were written to cover the time period of 2005 to June 30, 2009 with the first data reporting requirements to start in 2006.

It is important to note, that while the focus of this review is driven by the need to determine if PCs were a useful tool, it is impossible to talk about them without examining actual performance. What we learned about institutional progress on the key indicators defined as state goals is an important part to review, though the substantive intent in examining such progress is to learn how the data and trends were or were not useful to the institutions or the Department. How the data were utilized by either the institution or the DHE will be a helpful aspect in determining if the PC was a useful tool.

Since many aspects of the PC are in writing, including legislation and reports from the institutions, it was logical to start with a comprehensive examination of all relevant documents. Also, DHE staff were sensitive to limiting any additional burden on the institutions or preparation required of them to conduct this review. The dialogues at the CCHE meetings will be the opportunity for institutional input.

Documentation Review for Colorado Community College System (CCCS)

The following documents were reviewed by DHE staff in their efforts to conduct this review of the performance contracts. Included were:

- SB04-189
- Colorado Revised Statute 23-5-129
- DHE Performance Contract Reporting Guidelines, August 2005
- CCCS Performance Contract, signed May 11, 2005
- Annual Performance Contract reports provided by CCCS, 2005-2009
- SURDS data reports provided by CCCS, 2005-2009
- IPEDS reports, 2005-2009
- Budget Data Book reports provided by CCCS, 2005-2009
- Communication about the Performance Contracts provided by CCCS, 2005-2009
- Amendment to Performance Contract signed by CCCS, June 24, 2009

- Documents from CCCS relating to the reauthorization of their teacher education program, 2005-2010

<u>Progress to Date on Specified Goals for CCCS</u>

Below is a presentation of the data, both quantitative and qualitative, for the goals established and described in Addendum A of the Performance Contract for CCCS, dated May 11, 2005. The five goals for CCCS are noted in **bold** below. What follows each goal heading is a presentation of the data submitted, showing possible comparison data to SURDS, IPEDS, and/or other DHE data, and other information describing CCCS's progress to date.

**GOAL 1: ACCESS AND SUCCESS**

Section 1:  Retention Rates

> 1.1   By December 31, 2008, the System shall increase its fall-to-fall retention rate for first-time, full-time certificate or degree-seeking freshman from 52.4% to 54.4%. The System shall increase its fall-to-fall retention rate for first-time, full-time certificate or degree seeking freshmen, including transfers to other institutions, from 61.3% to 63.3%.

Table 1 below displays data on the retention rates for all first-time, full-time (FTFT) freshmen utilizing a standard reporting metric of a fall-to-fall retention period.  Utilizing SURDS data, in 2005 for a Fall 2004 cohort, the total system retention rate was 48.7%, followed by 50.1% in 2006, 54.9% in 2007, 53.24% in 2008, and 58.2% in 2009. The PC indicates that the goal for the CCCS was to increase the fall-to-fall retention from 52.4% to 54.4% and the goal was achieved.

| SURDS Retention Rates | 05 (Fall '04 cohort) | 06 (Fall '05 cohort) | 07 (Fall '06 cohort) | 08 (Fall '07 cohort) | 09 (Fall '08 cohort) |
|---|---|---|---|---|---|
| Arapahoe CC | 43.2% | 54.8% | 48.0% | 55.2% | 57.5% |
| CC of Aurora | 47.4% | 41.9% | 45.9% | 54.3% | 55.3% |
| CC of Denver | 44.7% | 46.7% | 49.3% | 48.6% | 56.1% |
| CO Northwestern CC | 48.9% | 49.6% | 53.6% | 36.7% | 44.7% |
| Front Range CC | 47.7% | 49.5% | 59.0% | 55.0% | 59.2% |
| Lamar CC | 50.6% | 58.0% | 37.1% | 55.0% | 57.3% |
| Morgan CC | 56.3% | 30.0% | 65.2% | 41.5% | 68.1% |
| Northeastern JC | 55.1% | 54.5% | 61.4% | 51.1% | 57.9% |
| Otero JC | 48.7% | 49.3% | 55.1% | 56.2% | 62.9% |
| Pueblo CC | 54.9% | 55.7% | 58.6% | 55.3% | 59.2% |
| Pikes Peak CC | 48.1% | 52.1% | 54.0% | 48.7% | 56.7% |
| Red Rocks CC | 52.8% | 51.4% | 56.6% | 57.2% | 56.6% |
| Trinidad State JC | 45.2% | 44.1% | 60.5% | 64.6% | 68.6% |
| Total System | 48.7% | 50.1% | 54.9% | 53.2% | 58.2% |

Table 1.  Community College System – Fall-to-Fall Retention Rates for First-Time, Full-Time Certificate or Degree-Seeking Freshman, SURDS

Focusing only on goal data and progress (achieved) data from the CCCS, they reported that their retention for fall-to-fall was slightly lower than the SURDS data as noted in Table 2 below.

| CC System, Submitted Data | | |
| --- | --- | --- |
| Retention Rate | | |
| | 07 (Fall '06 cohort) | 08 (Fall '07 cohort) |
| Arapahoe CC | 50.1% | 55.2% |
| CC of Aurora | 45.5% | 54.3% |
| CC of Denver | 51.1% | 48.6% |
| CO Northwestern CC | 54.3% | 36.7% |
| Front Range CC | 58.5% | 55.0% |
| Lamar CC | 37.1% | 55.0% |
| Morgan CC | 64.7% | 41.5% |
| Northeastern JC | 61.6% | 51.1% |
| Otero JC | 54.9% | 56.2% |
| Pueblo CC | 60.8% | 55.3% |
| Pikes Peak CC | 52.7% | 48.7% |
| Red Rocks CC | 55.7% | 57.2% |
| Trinidad State JC | 59.9% | 64.6% |
| Total System | 55.1% | 53.2% |

Table 2.  Community College System - Fall-to-Fall Retention Rates for First-Time, Full-Time Certificate or Degree-Seeking Freshman, as Submitted by CCCS in the Performance Contract

> 1.2     The Governing Board shall report to the Department on or before December 31st of each year the results of its current efforts and any new or additional plans or programs to increase its fall-to-fall retention rates for first-time, full-time certificate or degree seeking freshman.

The thirteen institutions that comprise the Colorado Community College System (CCCS) provide an array of student services – from scholarships and financial aid to tutoring and adult basic education – that help students succeed in their educational goals. The system institutions individually and collectively provide an integrated, holistic, and systemic approach to programs, services, activities and an overall philosophy that supports the recruitment, retention, and graduation of all students.  The integrated philosophy of student service also strongly supports historically underrepresented and underserved student populations, which is a testament to the CCCS' adherence to its overall mission and role within the state.  Because of the unique student population they serve, Colorado community colleges constantly are adapting to provide the classes, programs and services that attract not only those students likely to seek higher education, but also those for whom college didn't appear to be an option. That adaptability – to students, local industries, and communities – is what sets community colleges apart from their four-year counterparts.

Each of the 13 CCCS institutions targets services and programs to its specific and unique population.  All 13 Colorado community colleges provide basic skills assessment and instruction that helps students prepare to succeed in college-level classes. Prospective students take the

Accuplacer™, a computerized placement test that helps college advisors select classes that are appropriate for their skill level. Additionally, each CCCS has programs in place to address the academic, social and personal needs of all students, with a particular focus on underserved/historically underrepresented student populations. Some of the services, programs and activities the CCCS provides include: first generation scholarships and diversity grants; mandatory orientation courses, including a 1 credit hour course, AAA1: The Student Experience; student peer mentoring and tutoring, (within dedicated learning/academic support centers); expanded community partnerships, including K-12 and post-secondary education entities, community-based organizations and business; participation in federal and state-level grants that expand services to underrepresented, historically underserved students, (i.e., TRiO); and grants that provide for the recruitment, retention, transfer and graduation of all students. Much of the CCCS' ability to fund student service programs comes from specific grants like the federal TRiO/Title V and Title III programs.

Recently, the CCCS has implemented several technological changes in order to increase retention and graduation of its students. The Colorado Community College System Institutional Research Office has continued to develop a student tracking system, which allows researchers to follow students longitudinally through their time with the system. In addition, the Information Technology office has implemented an operational data store and data warehouse, which allows for more efficient and effective capture of student data, both for reporting and research purposes.

The Information Technology office has upgraded the student information system used system-wide, (Banner), in order to create more efficient processes for both staff and students. One notable result of this upgrade is the ability for institutions to identify and track students by State Assigned Student ID (SASID). Having this ID available will allow for an increased understanding of a student's educational history beginning at the secondary level, and will allow the system to more effectively implement and track concurrent enrollment programs. All of these technical advances will allow the system and institutions to more successfully create and implement programs that can further student success.

Lastly, efforts at CCCS colleges appear to be paying off, as some of the institutions are seeing an overall increase in enrollment, retention and graduation – most notably among minority, first-generation and low-income students.

The following list of college-specific efforts serves to illustrate the CCCS' efforts to increase enrollment, retention and graduation rates for all students with a particular focus on underserved students and has been provided directly from the individual colleges' administration. Please note that this is not a comprehensive list of the many student service offerings at the System's 13 institutions; rather, the list provides a sampling of notable programs and services. Many of the same programs for all 13 institutions were referenced under multiple performance contract areas: retention, graduation, and underserved students and may therefore appear or be listed under multiple categories:

- ACC (New tracking system/interface with Banner).

- CCA's Academic Enrichment (AcE) Department, an extensive revision of the college's earlier developmental studies efforts. A new department chair and three new faculty positions were hired to support students' development.
- Student Retention Committee (faculty component included).
- CCD (CASA Title V grant).
- FastStart@CCD, an accelerated developmental education program combines two developmental classes in one semester and also requires a co-requisite AAA 101 College Experience class to help students determine a career decision and an academic education plan. FastStart@CCD uses a cohort-based learning community approach to provide a supportive classroom-based academic structure in conjunction with a first-year student success course, advising, tutoring, career exploration and other support services to supplement the formal learning experience. A case manager is assigned to FastStart@CCD students to assist them in navigating their initial experiences in CCD's developmental course work.
- PSEO (variable options by all community colleges with multiple high school districts around the state).
- CCD LEARN (Early Alert Retention Network).
- Learning Communities-A central retention strategy at FRCC is development and expansion of our learning communities program. National data recommends learning communities because their reported outcomes include improved rates of retention, graduation, and course success, grade point averages, and student satisfaction. The favorable results are attributed to the active, contextual and collaborative learning environments that create shared versus isolated learning experiences. These learning environments are particularly beneficial for students traditionally under-represented in postsecondary education and/or under-prepared for college-level coursework.
- FRCC College Coach Program, (within learning communities).
- FRCC Academic Success and Achievement Program (ASAP).
- EOC, (Educational Opportunity Centers).
- Early Warning System; enhanced advising.
- First Year Experience Program.
- Advanced Academic Achievement (AAA 101) is a first-year seminar that develops approaches to learning and succeeding for easier transition into college. Topics include goal-setting, time management, textbook reading strategies, note-taking, test-taking, listening techniques, concentration and memory devices, and critical thinking for student success.
- Summer Bridge Program.
- College Coach Program.
- Career Ladder Program for working para-professionals.
- Supplemental Instruction Tutoring Program (SI).
- Community College Survey of Student Engagement (CCSSE)/Administration of.
- The Velocity Center, "one-stop-shop" at PPCC.

- Through the Title V and CCRAA (College Cost Reduction and Access Act) Grants.

Section 2: Graduation Rates

2.1 By December 31, 2008, the System shall increase its three-year degree completion rate for first-time, full-time certificate and associate degree-seeking freshmen from 20.1% to 21.2%.

In addition to retention rates, the PC for CCCS established graduation rates that are calculated at the three-year post-admission point. The goal CCCS negotiated was to increase its three-year degree completion rate for its FTFT freshmen from 20.1% to 21.2%. As the data displayed in Table 3 below reveal, CCCS has approached or surpassed their goal in almost every year during the performance contract period.

| SURDS Graduation Rates | 05 (Fall '02 cohort) | 06 (Fall '03 cohort) | 07 (Fall '04 cohort) | 08 (Fall '05 cohort) | 09 (Fall '06 cohort) |
|---|---|---|---|---|---|
| Arapahoe CC | 19.3% | 13.7% | 15.1% | 15.6% | 15.6% |
| CC of Aurora | 25.8% | 19.7% | 17.4% | 19.0% | 20.9% |
| CC of Denver | 21.7% | 11.6% | 10.5% | 12.2% | 13.5% |
| CO Northwestern CC | 29.8% | 27.9% | 47.1% | 35.9% | 35.8% |
| Front Range CC | 16.8% | 13.6% | 16.7% | 19.4% | 21.4% |
| Lamar CC | 40.7% | 30.7% | 33.5% | 41.4% | 34.1% |
| Morgan CC | 57.1% | 61.3% | 55.0% | 60.0% | 33.3% |
| Northeastern JC | 47.1% | 38.4% | 38.7% | 38.1% | 38.3% |
| Otero JC | 50.2% | 46.4% | 53.6% | 47.6% | 41.2% |
| Pueblo CC | 21.5% | 16.9% | 21.9% | 23.5% | 19.2% |
| Pikes Peak CC | 18.7% | 13.9% | 20.2% | 20.7% | 22.3% |
| Red Rocks CC | 20.7% | 25.1% | 18.0% | 20.8% | 24.9% |
| Trinidad State JC | 32.9% | 38.8% | 37.1% | 39.3% | 44.4% |
| Total System | 25.9% | 21.4% | 23.4% | 24.8% | 24.5% |

Table 3. Community College System – Graduation Rates, SURDS

Focusing only on goal and progress (achieved) data provided by CCCS, the three-year graduation rates noted in Table 4 below show an increase from fall 2006 to 2008.

| CC System, Submitted Data Graduation Rates | | |
|---|---|---|
| | 06 (Fall '03 cohort) | 08 (Fall '05 cohort) |
| Arapahoe CC | 13.7% | 15.6% |
| CC of Aurora | 19.7% | 19.0% |
| CC of Denver | 11.6% | 12.2% |
| CO Northwestern CC | 27.9% | 35.9% |
| Front Range CC | 13.6% | 19.4% |
| Lamar CC | 30.7% | 41.4% |
| Morgan CC | 61.3% | 60.0% |
| Northeastern JC | 38.4% | 38.1% |
| Otero JC | 46.4% | 47.6% |
| Pueblo CC | 16.9% | 23.5% |
| Pikes Peak CC | 13.9% | 20.7% |
| Red Rocks CC | 25.1% | 20.8% |
| Trinidad State JC | 38.8% | 39.3% |
| Total System | 21.4% | 24.8% |

Table 4.  Community College System – Graduation Rates, as Submitted by CCCS in the Performance Contract

> 2.2     The Governing Board shall report to the Department on or before December31st of each year on the results of its current efforts and any new or additional plans or programs to increase its 3 year degree completion rate for first-time, full-time certificate and associate degree-seeking freshmen:

As per the PC, CCCS is also to annually report results of efforts made to increase its three-year degree completion rate for FTFT freshmen.  Those efforts have included the following:

As part of a grant obtained from the Ford Foundation, the Colorado Community College System Institutional Research Office has been working over the past year to create a student tracking system, enabling longitudinal tracking of students over time. When completed, this system will allow for a set of comprehensive analyses to address many robust policy questions, including where students tend to "fall out" during their academic progress.

An initial analysis of remedial math students began in December, 2009. In addition, as part of a national trend, CCCS has created career clusters, groupings of occupations with similar skill and educational requirements and clear educational pathways for a chosen occupation. These pathways help students focus on their occupational goals and link what they learn to their future careers, thereby increasing engagement and chance for graduation.

Finally, a new program called Degree Works is being implemented system-wide in stages. Degree Works is a computerized degree audit system which enables students to electronically track their progress toward their intended degree and evaluate impact of potential degree changes.

In addition to the strategies to improve graduation rates mentioned above, the following list of college-specific efforts serves to illustrate the CCCS' efforts to increase graduation rates for all students with a particular focus on underserved students and has been provided directly from the individual colleges' administration. Please note that this is not a comprehensive list of the many student service offerings at the System's 13 institutions; rather, the list provides a sampling of notable programs and services. Many of the same programs for all 13 institutions were referenced under multiple performance contract areas: retention, graduation, and underserved students and may therefore appear or be listed under multiple categories:

- Graduation Initiative at ACC, (identifying students who will graduate and ensuring they complete the appropriate paperwork).
- DTI, (Denver Transfer Initiative/Case Management Model) at CCD.
- Learning Communities (across the system institutions).
- Faculty facilitated completion of academic/work plans, graduation applications, etc, (FRCC).
- Early Alert Systems and expansion of non-traditional service hours, (Saturdays/All Day).
- MCC's Sophomore Scholar Program.
- Administration of the College Student Inventory.
- Inter-institutional collaborations/partnering agreements.
- Tutors without Borders (TWB).
- COG (Culture of Graduation) Action Project.
- Degree Works program for tracking a student's progress toward degree/certificate completion.
- The PLATO program allows the student success staff to target student weaknesses in specific areas.
- 2+2 Partnerships between 2 and 4 year schools, (i.e. FRCC and Metro).
- University Connection, (compensation for students completing AA/AS and matriculating from PPCC to UCCS).
- Graduation Specialists, (shared duties of promotion of graduation with faculty members).
- ACC's Completion Initiative-students in courses that can be considered terminal in their program are automatically graduated rather than being required to apply for graduation.
- shortening the response to financial aid applications from nine months to 3 days (CCD).
- LCC's Intent to Graduate program.
- Emphasis of Statewide Transfer Articulation Agreements, (some 60+60s).
- Inter-institutional MOUs (i.e. PPCC and UCCS).

Section 3: Underserved Students

3.1 Title 23, Article 5, Section 129, Colorado Revised Statutes requires that each performance contract address "increasing enrollment of underserved students, including low-income individuals, males and minority groups." For purposes of this performance contract, "underserved students" shall be defined as students who are: (a) low-income

(would satisfy income requirements for a Federal Pell Grant); (b) members of an ethnic or racial minority group; and/or (c) males.  The System is committed to improving the recruitment, retention and graduation of underserved students. The System will address the underserved students through the following programs that will be available within the Colorado Community College System, but not necessarily at each community college:

    a.      Solicitation of grants for scholarships for underserved populations;

    b.      "Early warning" programs that will help students who are struggling, receive out-of-classroom assistance;

    c.      Distance learning instructional opportunities to provide access for students needing more flexible course offerings, and for those in isolated communities;

    d.      Programs that identify students at risk for unsatisfactory progress and offer them special assistance.

The third section of Goal 1: Access and Success involves attention to enrollment, retention, and graduation rates of previously-defined underserved students:  low-income individuals, males, and minority groups.

In terms of low-income students, SURDS data are utilized to display the low-income student enrollments over seven years.  For the purposes of this goal, low-income was defined as Pell Grant Eligible.  It has remained steady over these years as displayed in Table 5 below.

SURDS
# Pell Eligible Students

| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|---|---|---|
| Arapahoe Community College | 2,100 | 2,217 | 2,294 | 2,091 | 1,596 | 1,559 | 1,851 |
| Community College of Aurora | 1,882 | 2,012 | 2,165 | 2,287 | 1,910 | 2,006 | 2,455 |
| Community College of Denver | 4,104 | 4,159 | 3,948 | 4,042 | 3,463 | 3,378 | 3,719 |
| Northeastern Junior College | 709 | 767 | 683 | 578 | 459 | 504 | 570 |
| Pikes Peak Community College | 4,525 | 4,539 | 4,738 | 4,494 | 3,937 | 4,404 | 5,168 |
| Pueblo Community College | 3,758 | 4,130 | 4,241 | 4,243 | 3,291 | 3,350 | 3,837 |
| Red Rocks Community College | 1,541 | 1,627 | 1,767 | 1,775 | 1,585 | 1,710 | 2,106 |
| Trinidad State Junior College | 1,643 | 1,534 | 1,530 | 1,355 | 901 | 941 | 1,021 |
| Colorado Northwestern Community College | 305 | 314 | 310 | 277 | 201 | 222 | 252 |
| Front Range Community College | 4,490 | 4,684 | 4,995 | 4,854 | 3,995 | 4,278 | 4,719 |
| Lamar Community College | 567 | 501 | 473 | 482 | 423 | 444 | 429 |
| Morgan Community College | 650 | 649 | 699 | 727 | 583 | 546 | 621 |
| Otero Junior College | 882 | 950 | 986 | 1,075 | 884 | 896 | 900 |
| CC System Total | 27,156 | 28,083 | 28,829 | 28,280 | 23,228 | 24,238 | 27,648 |

Table 5.  Community College System – Low Income Students, defined as Pell Eligible, SURDS

CCCS also indicated it would increase the number of minority students enrolled.  Those data are displayed in Table 6 below.  The data reported by CCCS reflect an upward trend from 2002 to 2008, thus demonstrating some progress on their goal to recruit more minority students. There

were increases in the number of Asian, Black, and Hispanic students enrolled over this seven-year period and a slight decrease in the number of Native Americans.

| Community College Enrollment By Ethnicity, SURDS | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| **Total Community College System** | **70,646** | **73,242** | **73,574** | **69,666** | **67,561** | **68,809** | **71,825** |
| Asian or Pacific Islander | 2,251 | 2,256 | 2,334 | 2,293 | 2,497 | 2,546 | 2,444 |
| *Black, non-Hispanic* | *4,201* | *4,294* | *4,250* | *4,234* | *4,143* | *4,209* | *4,301* |
| *Hispanic* | *10,406* | *11,043* | *11,313* | *10,792* | *11,500* | *11,404* | *11,296* |
| *Native American or Alaskan Native* | *1,095* | *1,119* | *1,123* | *999* | *898* | *905* | *871* |
| Non-Resident Alien | 858 | 1,192 | 1,175 | 1,015 | 256 | 341 | 1,234 |
| Unknown Ethnicity | 2,273 | 2,507 | 2,526 | 2,720 | 2,728 | 2,832 | 4,207 |
| White, non-Hispanic | 49,562 | 50,831 | 50,853 | 47,613 | 45,539 | 46,572 | 47,472 |

Table 6.  Overall Community College System – Enrollment by Ethnicity, SURDS

Table 7 below displays the individual progress by each of the 13 community colleges regarding their enrollments of minority students.

| Community College Enrollment By Ethnicity, SURDS | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2002** | **2003** | **2004** | **2005** | **2006** | **2007** | **2008** |
| **Arapahoe Community College** | **7,843** | **7,744** | **7,560** | **7,132** | **6,918** | **6,538** | **7,204** |
| Asian or Pacific Islander | 215 | 203 | 228 | 248 | 262 | 228 | 229 |
| *Black, non-Hispanic* | *169* | *190* | *195* | *216* | *216* | *193* | *216* |
| *Hispanic* | *624* | *660* | *658* | *600* | *676* | *691* | *721* |
| *Native American or Alaskan Native* | *95* | *85* | *82* | *67* | *55* | *65* | *65* |
| Non-Resident Alien | 130 | 117 | 112 | 97 | 10 | 18 | 78 |
| Unknown Ethnicity | 488 | 481 | 406 | 317 | 360 | 252 | 503 |
| White, non-Hispanic | 6,122 | 6,008 | 5,879 | 5,587 | 5,339 | 5,091 | 5,392 |
| **Colorado Northwestern Community College** | **2,052** | **2,242** | **2,261** | **1,518** | **1,331** | **1,430** | **1,429** |
| Asian or Pacific Islander | 8 | 12 | 19 | 10 | 13 | 16 | 11 |
| *Black, non-Hispanic* | *21* | *16* | *18* | *24* | *17* | *21* | *42* |
| *Hispanic* | *79* | *109* | *99* | *82* | *82* | *97* | *102* |
| *Native American or Alaskan Native* | *18* | *24* | *22* | *19* | *19* | *27* | *20* |
| Non-Resident Alien | 5 | 6 | 6 | 7 | | | 5 |
| Unknown Ethnicity | 93 | 118 | 102 | 76 | 41 | 61 | 111 |
| White, non-Hispanic | 1,828 | 1,957 | 1,995 | 1,300 | 1,159 | 1,208 | 1,138 |
| **Trinidad State Junior College** | **2,196** | **2,022** | **2,106** | **1,831** | **1,732** | **1,760** | **1,740** |
| Asian or Pacific Islander | 10 | 9 | 20 | 16 | 13 | 13 | 17 |
| *Black, non-Hispanic* | *49* | *41* | *62* | *40* | *41* | *46* | *51* |
| *Hispanic* | *886* | *823* | *892* | *780* | *665* | *707* | *702* |
| *Native American or Alaskan Native* | *55* | *52* | *43* | *40* | *31* | *21* | *23* |
| Non-Resident Alien | 12 | 7 | 8 | 10 | 1 | 3 | 9 |
| Unknown Ethnicity | 2 | 2 | 6 | 6 | 28 | 82 | 3 |
| White, non-Hispanic | 1,182 | 1,088 | 1,075 | 939 | 953 | 888 | 935 |
| **Front Range Community College** | **14,599** | **15,301** | **15,669** | **14,957** | **14,749** | **15,270** | **15,695** |
| Asian or Pacific Islander | 490 | 558 | 563 | 513 | 569 | 629 | 579 |
| *Black, non-Hispanic* | *205* | *214* | *204* | *196* | *213* | *250* | *227* |
| *Hispanic* | *1,371* | *1,497* | *1,607* | *1,589* | *1,704* | *1,802* | *1,860* |
| *Native American or Alaskan Native* | *195* | *195* | *190* | *173* | *164* | *156* | *144* |
| Non-Resident Alien | 137 | 157 | 144 | 131 | 33 | 52 | 238 |
| Unknown Ethnicity | 740 | 775 | 822 | 925 | 723 | 631 | 759 |
| White, non-Hispanic | 11,461 | 11,905 | 12,139 | 11,430 | 11,343 | 11,750 | 11,888 |
| **Pikes Peak Community College** | **10,444** | **10,581** | **10,917** | **10,619** | **10,526** | **11,407** | **11,873** |
| Asian or Pacific Islander | 451 | 420 | 424 | 428 | 418 | 488 | 497 |
| *Black, non-Hispanic* | *1,170* | *1,048* | *916* | *908* | *842* | *906* | *1,002* |
| *Hispanic* | *1,137* | *1,198* | *1,239* | *1,227* | *1,243* | *1,443* | *1,486* |
| *Native American or Alaskan Native* | *186* | *178* | *212* | *187* | *158* | *165* | *182* |
| Non-Resident Alien | 91 | 92 | 73 | 70 | 25 | 13 | 86 |
| Unknown Ethnicity | 453 | 428 | 467 | 504 | 511 | 479 | 415 |
| White, non-Hispanic | 6,956 | 7,217 | 7,586 | 7,295 | 7,329 | 7,913 | 8,205 |
| **Pueblo Community College** | **5,129** | **5,747** | **5,592** | **5,395** | **5,056** | **5,063** | **5,437** |
| Asian or Pacific Islander | 39 | 51 | 58 | 54 | 51 | 50 | 57 |
| *Black, non-Hispanic* | *103* | *126* | *125* | *125* | *100* | *123* | *139* |
| *Hispanic* | *1,566* | *1,795* | *1,854* | *1,837* | *1,746* | *1,694* | *1,750* |
| *Native American or Alaskan Native* | *153* | *158* | *158* | *145* | *107* | *110* | *143* |
| Non-Resident Alien | 10 | 14 | 11 | 10 | 5 | 4 | 30 |
| Unknown Ethnicity | 60 | 91 | 76 | 96 | 128 | 182 | 185 |
| White, non-Hispanic | 3,198 | 3,512 | 3,310 | 3,128 | 2,919 | 2,900 | 3,133 |

Table 7, continued:

| Community College Enrollment By Ethnicity, SURDS | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| **Morgan Community College** | **1,627** | **1,564** | **1,618** | **1,747** | **1,736** | **1,748** | **1,759** |
| Asian or Pacific Islander | 11 | 9 | 7 | 12 | 10 | 10 | 11 |
| *Black, non-Hispanic* | *2* | *3* | *7* | *13* | *11* | *14* | *19* |
| *Hispanic* | *183* | *168* | *180* | *218* | *238* | *236* | *216* |
| *Native American or Alaskan Native* | *21* | *20* | *23* | *20* | *13* | *21* | *18* |
| Non-Resident Alien | 1 | 3 | 2 | 2 | | 1 | 12 |
| Unknown Ethnicity | 21 | 15 | 24 | 57 | 44 | 50 | 212 |
| White, non-Hispanic | 1,388 | 1,346 | 1,375 | 1,425 | 1,420 | 1,416 | 1,271 |
| **Northeastern Junior College** | **3,628** | **3,077** | **2,912** | **2,859** | **2,537** | **2,751** | **2,698** |
| Asian or Pacific Islander | 21 | 16 | 18 | 9 | 6 | 16 | 15 |
| *Black, non-Hispanic* | *47* | *66* | *59* | *54* | *74* | *99* | *79* |
| *Hispanic* | *193* | *189* | *184* | *186* | *170* | *200* | *176* |
| *Native American or Alaskan Native* | *19* | *18* | *19* | *20* | *21* | *26* | *19* |
| Non-Resident Alien | 11 | 8 | 13 | 10 | 3 | 1 | 24 |
| Unknown Ethnicity | 26 | 2 | 4 | 3 | 7 | 35 | 117 |
| White, non-Hispanic | 3,311 | 2,778 | 2,615 | 2,577 | 2,256 | 2,374 | 2,268 |
| **Community College of Aurora** | **5,097** | **5,521** | **5,448** | **5,477** | **4,837** | **4,885** | **5,384** |
| Asian or Pacific Islander | 302 | 313 | 322 | 327 | 333 | 353 | 351 |
| *Black, non-Hispanic* | *928* | *1,058* | *1,070* | *1,166* | *1,168* | *1,217* | *1,251* |
| *Hispanic* | *472* | *573* | *635* | *644* | *599* | *629* | *665* |
| *Native American or Alaskan Native* | *63* | *58* | *63* | *47* | *56* | *54* | *32* |
| Non-Resident Alien | 83 | 78 | 75 | 92 | 1 | 12 | 116 |
| Unknown Ethnicity | 375 | 416 | 344 | 393 | 277 | 276 | 523 |
| White, non-Hispanic | 2,874 | 3,025 | 2,939 | 2,808 | 2,403 | 2,344 | 2,446 |
| **Lamar Community College** | **1,171** | **1,092** | **1,057** | **986** | **999** | **817** | **1,138** |
| Asian or Pacific Islander | 3 | 4 | 5 | 7 | 11 | 8 | 6 |
| *Black, non-Hispanic* | *25* | *17* | *12* | *15* | *16* | *23* | *19* |
| *Hispanic* | *177* | *188* | *175* | *160* | *173* | *159* | *163* |
| *Native American or Alaskan Native* | *20* | *20* | *11* | *11* | *8* | *10* | *13* |
| Non-Resident Alien | 7 | 4 | 1 | 1 | | | 20 |
| Unknown Ethnicity | 15 | 15 | 28 | 22 | 14 | 13 | 280 |
| White, non-Hispanic | 924 | 844 | 825 | 770 | 777 | 604 | 637 |

Table 7, continued:

| Community College Enrollment By Ethnicity, SURDS | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| **Red Rocks Community College** | **7,389** | **7,693** | **7,484** | **6,600** | **6,727** | **7,223** | **7,667** |
| Asian or Pacific Islander | 185 | 190 | 185 | 158 | 192 | 204 | 195 |
| *Black, non-Hispanic* | *164* | *114* | *128* | *113* | *104* | *147* | *130* |
| *Hispanic* | *746* | *842* | *808* | *667* | *759* | *823* | *909* |
| *Native American or Alaskan Native* | *109* | *124* | *122* | *97* | *122* | *119* | *96* |
| Non-Resident Alien | 153 | 121 | 111 | 85 | 24 | 37 | 98 |
| Unknown Ethnicity | | 9 | 56 | 127 | 212 | 295 | 364 |
| White, non-Hispanic | 6,032 | 6,293 | 6,074 | 5,353 | 5,314 | 5,598 | 5,875 |
| **Community College of Denver** | **7,924** | **9,008** | **9,274** | **8,909** | **8,782** | **8,359** | **8,250** |
| Asian or Pacific Islander | 498 | 463 | 478 | 500 | 580 | 515 | 466 |
| *Black, non-Hispanic* | *1,288* | *1,373* | *1,424* | *1,329* | *1,293* | *1,127* | *1,088* |
| *Hispanic* | *2,532* | *2,507* | *2,470* | *2,306* | *2,968* | *2,444* | *2,155* |
| *Native American or Alaskan Native* | *140* | *166* | *154* | *147* | *122* | *114* | *100* |
| Non-Resident Alien | 211 | 577 | 611 | 493 | 151 | 171 | 484 |
| Unknown Ethnicity | | 155 | 191 | 194 | 339 | 417 | 474 |
| White, non-Hispanic | 3,255 | 3,767 | 3,946 | 3,940 | 3,329 | 3,571 | 3,483 |
| **Otero Junior College** | **1,547** | **1,650** | **1,676** | **1,636** | **1,631** | **1,558** | **1,551** |
| Asian or Pacific Islander | 18 | 8 | 7 | 11 | 39 | 16 | 10 |
| *Black, non-Hispanic* | *30* | *28* | *30* | *35* | *48* | *43* | *38* |
| *Hispanic* | *440* | *494* | *512* | *496* | *477* | *479* | *391* |
| *Native American or Alaskan Native* | *21* | *21* | *24* | *26* | *22* | *17* | *16* |
| Non-Resident Alien | 7 | 8 | 8 | 7 | 3 | 29 | 34 |
| Unknown Ethnicity | | | | | | 44 | 59 | 261 |
| White, non-Hispanic | 1,031 | 1,091 | 1,095 | 1,061 | 998 | 915 | 801 |

Table 7. Community College System – Enrollment by Ethnicity, SURDS, Continued

According to the PC for the CCCS, it also had a goal to increase its enrollment of males and the data displayed in Table 8 indicate over the entire system there were slight successes in this goal.

| Community College Enrollment by Gender, SURDS | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| TOTAL CC System | 70,646 | 73,242 | 73,574 | 69,666 | 67,561 | 68,809 | 71,825 |
| Female | 41,125 | 43,601 | 43,849 | 41,987 | 40,543 | 40,667 | 42,077 |
| Male | 29,438 | 29,527 | 29,659 | 27,616 | 26,915 | 28,077 | 29,561 |
| No Gender Data | 83 | 114 | 66 | 63 | 103 | 65 | 187 |

Table 8. Overall Community College System – Enrollment by Gender, SURDS

Table 9 below displays the progress on this goal by the 13 community colleges.

| Community College Enrollment by Gender, SURDS | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---|---|---|---|---|---|---|---|
| Arapahoe Community College | 7,843 | 7,744 | 7,560 | 7,132 | 6,918 | 6,538 | 7,204 |
| Female | 4,846 | 4,894 | 4,748 | 4,518 | 4,329 | 4,184 | 4,432 |
| Male | 2,955 | 2,797 | 2,793 | 2,605 | 2,539 | 2,332 | 2,648 |
| No Gender Data | 42 | 53 | 19 | 9 | 50 | 22 | 124 |
| Colorado Northwestern Community Coll | 2,052 | 2,242 | 2,261 | 1,518 | 1,331 | 1,430 | 1,429 |
| Female | 1,084 | 1,146 | 1,170 | 945 | 805 | 829 | 827 |
| Male | 967 | 1,093 | 1,091 | 573 | 526 | 601 | 599 |
| No Gender Data | 1 | 3 | | | | | 3 |
| Community College of Aurora | 5,097 | 5,521 | 5,448 | 5,477 | 4,837 | 4,885 | 5,384 |
| Female | 3,011 | 3,367 | 3,262 | 3,322 | 2,913 | 2,940 | 3,239 |
| Male | 2,062 | 2,124 | 2,166 | 2,133 | 1,917 | 1,942 | 2,141 |
| No Gender Data | 24 | 30 | 20 | 22 | 7 | 3 | 4 |
| Community College of Denver | 7,924 | 9,008 | 9,274 | 8,909 | 8,782 | 8,359 | 8,250 |
| Female | 4,928 | 5,799 | 5,910 | 5,637 | 5,479 | 5,246 | 4,959 |
| Male | 2,996 | 3,194 | 3,341 | 3,257 | 3,285 | 3,096 | 3,283 |
| No Gender Data | | 15 | 23 | 15 | 18 | 17 | 8 |
| Front Range Community College | 14,599 | 15,301 | 15,669 | 14,957 | 14,749 | 15,270 | 15,695 |
| Female | 8,677 | 9,130 | 9,474 | 8,885 | 8,742 | 8,806 | 8,966 |
| Male | 5,922 | 6,171 | 6,195 | 6,065 | 6,000 | 6,463 | 6,728 |
| No Gender Data | | | | 7 | 7 | 1 | 1 |
| Lamar Community College | 1,171 | 1,092 | 1,057 | 986 | 999 | 817 | 1,138 |
| Female | 712 | 656 | 655 | 597 | 610 | 519 | 697 |
| Male | 459 | 436 | 399 | 388 | 388 | 298 | 437 |
| No Gender Data | | | 3 | 1 | 1 | | 4 |
| Morgan Community College | 1,627 | 1,564 | 1,618 | 1,747 | 1,736 | 1,748 | 1,759 |
| Female | 1,024 | 1,018 | 1,051 | 1,179 | 1,159 | 1,134 | 1,141 |
| Male | 599 | 546 | 567 | 563 | 572 | 611 | 614 |
| No Gender Data | 4 | | | 5 | 5 | 3 | 4 |
| Northeastern Junior College | 3,628 | 3,077 | 2,912 | 2,859 | 2,537 | 2,751 | 2,698 |
| Female | 2,127 | 1,878 | 1,826 | 1,769 | 1,595 | 1,686 | 1,672 |
| Male | 1,500 | 1,199 | 1,086 | 1,090 | 942 | 1,063 | 1,024 |
| No Gender Data | 1 | | | | | 2 | 2 |

Table 9, continued:

| Community College Enrollment by Gender, SURDS | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2002** | **2003** | **2004** | **2005** | **2006** | **2007** | **2008** |
| Otero Junior College | 1,547 | 1,650 | 1,676 | 1,636 | 1,631 | 1,558 | 1,551 |
| Female | 937 | 1,022 | 1,024 | 1,006 | 1,019 | 921 | 951 |
| Male | 610 | 628 | 652 | 630 | 609 | 637 | 600 |
| No Gender Data | | | | | 3 | | |
| Pikes Peak Community College | 10,444 | 10,581 | 10,917 | 10,619 | 10,526 | 11,407 | 11,873 |
| Female | 5,851 | 6,095 | 6,268 | 6,255 | 6,292 | 6,685 | 7,066 |
| Male | 4,582 | 4,478 | 4,648 | 4,360 | 4,228 | 4,714 | 4,802 |
| No Gender Data | 11 | 8 | 1 | 4 | 6 | 8 | 5 |
| Pueblo Community College | 5,129 | 5,747 | 5,592 | 5,395 | 5,056 | 5,063 | 5,437 |
| Female | 3,194 | 3,698 | 3,613 | 3,461 | 3,210 | 3,158 | 3,417 |
| Male | 1,935 | 2,044 | 1,979 | 1,934 | 1,846 | 1,903 | 2,015 |
| No Gender Data | | 5 | | | | 2 | 5 |
| Red Rocks Community College | 7,389 | 7,693 | 7,484 | 6,600 | 6,727 | 7,223 | 7,667 |
| Female | 3,414 | 3,701 | 3,585 | 3,346 | 3,417 | 3,581 | 3,755 |
| Male | 3,975 | 3,992 | 3,899 | 3,254 | 3,305 | 3,636 | 3,888 |
| No Gender Data | | | | | 5 | 6 | 24 |
| Trinidad State Junior College | 2,196 | 2,022 | 2,106 | 1,831 | 1,732 | 1,760 | 1,740 |
| Female | 1,320 | 1,197 | 1,263 | 1,067 | 973 | 978 | 955 |
| Male | 876 | 825 | 843 | 764 | 758 | 781 | 782 |
| No Gender Data | | | | | 1 | 1 | 3 |

Table 9.  Community College System – Enrollment by Gender, SURDS, Continued

> 3.2    Individual colleges within the System shall offer programs designed to increase enrollment, retention and graduation of underserved students.

CCCS also indicated that they would direct available resources toward programs designed to increase enrollment, retention, and graduation of underserved students.  Several of those efforts have already been described above.

> 3.3    The Governing Board shall submit an annual report in a narrative format on or before December 31st that details the results of programs to increase enrollment, retention, and graduation of underserved students.

As part of CCCS's ongoing system-wide efforts to provide access and success for underserved populations, CCCS has partnered with the Colorado Department of Education in a drop-out recovery initiative funded by the U.S. Department of Education. Selected as one of only four states (out of 47) to participate in the nationally recognized Ready for College grant, The Colorado Success UNlimited project addresses the cognitive, affective, and systemic challenges that impede learner success and negatively influence transition to post-secondary education. Seven community colleges and Colorado's successful, innovative college transition strategies

and management models will be disseminated by the U.S. Department of Education upon closure of the grant.

Additionally, examples of college-level efforts to recruit and retain underserved students include creation of minority-based campus clubs; targeting minority-majority high schools with dual enrollment opportunities; development of bridge programs that help ease the transition from high school or GED completion to higher education; offering scholarship opportunities for specific low-income populations such as former foster children, GED completers, and high school dropouts; and providing bilingual tutors, and specialized academic advising and guidance throughout the semester, both face-to-face and through the use of technology.

In addition to the strategies to improve graduation rates mentioned above, the following list of college-specific efforts serves to illustrate the CCCS' efforts to increase access and opportunity for underserved students and has been provided directly from the individual colleges' administration.  Please note that this is not a comprehensive list of the many student service offerings at the System's 13 institutions; rather, the list provides a sampling of notable programs and services. Many of the same programs for all 13 institutions were referenced under multiple performance contract areas: retention, graduation, and underserved students and may therefore appear or be listed under multiple categories:

- First Generation Scholarships.
- Diversity Grants.
- College Student Experience/Orientation Courses.
- Early Alert and Faculty Feedback Systems.
- TRIO/Title V.
- Peer Mentoring/Tutoring.
- Expanded learning opportunities through developmental courses, (ESL), English as a Second Language.
- Wired Jumpstart Grant.
- Daniel's Scholarships.
- K-12 Partnerships, (CCA/Aurora School District).
- Expansion of AAA 175, (CCD's developmental orientation course – now available to all students).
- PSEO.
- Gates Foundation/Gateway to College.
- ASAP Program, (Academic Success and Achievement Program).
- Next Step Program, (for K-12 students).
- GEAR UP PROGRAM.
- FastTrack program to serve the needs of working adult students through a cohort-based, accelerated, hybrid format.
- (Board of Cooperative Education) BOCEs Collaboration-statewide.
- REAP (Rural Education Access Program) partnerships/participation.

- Colorado Trust grant for immigrant and refugee integration into the community.
- LEARN (Latino Education Achievement Recruitment Network).
- The Anschutz Family Foundation funds/No Single Parent Left Behind grant.
- The NJC Foundation HOPE scholarship.
- Bridge Program (under the auspices of the League for Innovation in Education).
- Community Learning Centers, (partnerships between K-12 LEAs and our CCs.
- College Gateway Program, (diversion programs), the Gateway to College program is a high school drop-out recovery program that specifically targets minority students.
- Denver Scholarship Foundation Partnerships.
- ROOTS Program-Recognizing Ongoing Opportunities Through Success (vocational rehabilitation).
- WorkKeys/TANF (Temporary Assistance to Needy Families) program for vocational training.
- AVEP (Advanced Vocational Education Program).
- Colorado Career Cluster Model of Career Pathways.
- CCA's Begin Early to Achieve (BETA) Program for high school students enrolled in college courses (introducing PSEO options to historically underserved/underrepresented high school populations).
- CCA's New Frontiers Initiative for students preparing to go into nontraditional careers;
- CCD's College Connection- (Colorado SUN Grant/Success Unlimited) Initiative is a college prep program that moves GED graduates and adult learners forward, reduces remedial training, and builds confident, successful students in an 8-week (minimum 110 contact hours) bridge program.
- Southeast BOCES (Board of Cooperative Education Services) Partnership.
- CLEP (College Level Examination Program) credit for "heritage language" students (primarily in Spanish).
- Title III/FIPSE "Bridges out of Poverty" grants (application for)/PCC.
- NJC's CLC (Comprehensive Learning Center).
- CO-CEAL membership- Colorado Coalition for the Education and Advancement of Latinos, a coalition of Colorado schools, colleges, and universities.
- RRCC's Community Learning Coordinators, a program bridging traditional/non-traditional high schools, workforce centers and the college.

3.4 The System shall collect and report data to the Department, in the form and manner to be agreed upon by the parties, on students who need to be assessed, students needing remediation, areas for remediation, successful completion of remediation.

For detailed reporting see the Annual Reports prepared by DHE on Remedial Education: http://highered.colorado.gov/Publications/Reports/Remedial/Index.html.  From those reports, Table 10 below reflects the number of recent high school graduates who needed remediation from 2005 to 2009 along with the percentage of students who needed remediation in at least one

subject area. For the CCCS the data indicate a downward trend in the percentage of those needing remediation in at least one subject area, from 55.4% in 2005 to 52% in 2009.

| Institutions/ Sector | Number of 1st Time Students | | | | | Assigned to Remediation in at least one subject | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Table 10: First-Time Recent High School Graduates Assigned to Remediation in at Least One Subject, by Sector and Institution, FY 2005 to FY2009 (Fall Enrollment)** | | | | | | | | | | | | | | | |
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | |
| **Recent Colorado High School Graduates Two-Year Public** | # | # | # | # | | # | % | # | % | # | % | # | % | # | % |
| Aims Community College | 475 | 121 | 638 | 596 | 549 | 245 | 51.6% | 65 | 53.7% | 347 | 54.4% | 286 | 48.0% | 318 | 57.9% |
| Arapahoe Community College | 732 | 624 | 763 | 589 | 586 | 448 | 61.2% | 372 | 59.6% | 417 | 54.7% | 257 | 43.6% | 258 | 44.0% |
| Colorado Mountain College | 89 | 110 | 276 | 261 | 236 | 39 | 43.8% | 36 | 32.7% | 135 | 48.9% | 121 | 46.4% | 109 | 46.2% |
| Colorado Northwestern Community | 159 | 125 | 103 | 118 | 153 | 37 | 23.3% | 31 | 24.8% | 51 | 49.5% | 66 | 55.9% | 86 | 56.2% |
| Community College of Aurora | 523 | 484 | 511 | 455 | 604 | 309 | 59.1% | 273 | 56.4% | 325 | 63.6% | 285 | 62.6% | 357 | 59.1% |
| Community College of Denver | 1,203 | 1,040 | 781 | 732 | 783 | 500 | 41.6% | 410 | 39.4% | 541 | 69.3% | 472 | 64.5% | 483 | 61.7% |
| Front Range Community College | 2,023 | 1,712 | 2,019 | 1,766 | 2,090 | 1,147 | 56.7% | 978 | 57.1% | 1,153 | 57.1% | 886 | 50.2% | 995 | 47.6% |
| Lamar Community College | 258 | 142 | 234 | 94 | 174 | 133 | 51.6% | 82 | 57.7% | 107 | 45.7% | 64 | 68.1% | 95 | 54.6% |
| Morgan Community College | 139 | 109 | 68 | 62 | 75 | 18 | 12.9% | 49 | 45.0% | 36 | 52.9% | 32 | 51.6% | 30 | 40.0% |
| Northeastern Junior College | 379 | 375 | 420 | 363 | 404 | 222 | 58.6% | 236 | 62.9% | 251 | 59.8% | 207 | 57.0% | 219 | 54.2% |
| Otero Junior College | 248 | 227 | 326 | 188 | 216 | 160 | 64.5% | 143 | 63.0% | 157 | 48.2% | 88 | 46.8% | 103 | 47.7% |
| Pikes Peak Community College | 1,218 | 1,108 | 312 | 1,257 | 1,253 | 765 | 62.8% | 672 | 60.6% | 160 | 51.3% | 695 | 55.3% | 692 | 55.2% |
| Pueblo Community College | 377 | 440 | 427 | 367 | 365 | 258 | 68.4% | 331 | 75.2% | 178 | 41.7% | 255 | 69.5% | 249 | 68.2% |
| Red Rocks Community College | 763 | 731 | 933 | 741 | 818 | 410 | 53.7% | 400 | 54.7% | 412 | 44.2% | 324 | 43.7% | 358 | 43.8% |
| Trinidad State Junior College | 276 | 230 | 253 | 263 | 192 | 188 | 68.1% | 155 | 67.4% | 122 | 48.2% | 139 | 52.9% | 126 | 65.6% |
| **CC System Total** | **8,298** | **7,347** | **7,150** | **6,995** | **7,713** | **4,595** | **55.4%** | **4,132** | **56.2%** | **3,910** | **54.7%** | **3,770** | **53.9%** | **4,051** | **52.5%** |
| **Two-Year Total** | **8,862** | **7,578** | **8,064** | **7,852** | **8,498** | **4,879** | **55.1%** | **4,233** | **55.9%** | **4,392** | **54.5%** | **4,177** | **53.2%** | **4,478** | **52.7%** |
| **Recent Colorado High School Graduates Four-Year Public** | | | | | | | | | | | | | | | |
| Adams State College | 367 | 433 | 443 | 421 | 448 | 195 | 53.1% | 274 | 63.3% | 287 | 64.8% | 281 | 66.7% | 271 | 60.5% |
| Colorado School of Mines | 732 | 779 | 757 | 762 | 837 | 31 | 4.2% | 23 | 3.0% | 16 | 2.1% | 24 | 3.1% | 11 | 1.3% |
| Colorado State University | 4,024 | 3,850 | 4,055 | 4,290 | 4,392 | 134 | 3.3% | 435 | 11.3% | 316 | 7.8% | 409 | 9.5% | 388 | 8.8% |
| Colorado State University - Pueblo | 729 | 609 | 576 | 577 | 955 | 360 | 49.4% | 275 | 45.2% | 304 | 52.8% | 303 | 52.5% | 490 | 51.3% |
| Fort Lewis College | 918 | 851 | 864 | 872 | 774 | 423 | 46.1% | 376 | 44.2% | 261 | 30.2% | 361 | 41.4% | 268 | 34.6% |
| Mesa State College | 1,063 | 1,098 | 1,056 | 1,120 | 1,092 | 541 | 50.9% | 610 | 55.6% | 554 | 52.5% | 619 | 55.3% | 533 | 48.8% |
| Metropolitan State College of Denver | 1,947 | 1,912 | 1,795 | 1,945 | 2,120 | 1,021 | 52.4% | 1,009 | 52.8% | 883 | 49.2% | 901 | 46.3% | 1,023 | 48.3% |
| University of Colorado - Boulder | 5,115 | 4,994 | 5,614 | 5,558 | 5,830 | 59 | 1.2% | 73 | 1.5% | 86 | 1.5% | 66 | 1.2% | 47 | 0.8% |
| University of Colorado - Colorado Springs | 945 | 1,021 | 984 | 1,021 | 1,158 | 5 | 0.5% | 10 | 1.0% | 4 | 0.4% | 5 | 0.5% | 175 | 15.1% |
| University of Colorado Denver | 706 | 770 | 906 | 1,060 | 1,068 | 188 | 26.6% | 190 | 24.7% | 254 | 28.0% | 364 | 34.3% | 195 | 18.3% |
| University of Northern Colorado | 2,382 | 2,439 | 2,450 | 2,138 | 2,012 | 353 | 14.8% | 302 | 12.4% | 790 | 32.2% | 674 | 31.5% | 635 | 31.6% |
| Western State College | 478 | 458 | 493 | 546 | 520 | 177 | 37.0% | 185 | 40.4% | 194 | 39.4% | 226 | 41.4% | 192 | 36.9% |
| **Four-Year Total** | **19,406** | **19,214** | **19,993** | **20,310** | **21,206** | **3,487** | **18.0%** | **3,762** | **19.6%** | **3,949** | **19.8%** | **4,233** | **20.8%** | **4,228** | **19.9%** |
| **Grand Total** | **28,268** | **26,792** | **28,057** | **28,162** | **29,704** | **8,366** | **29.6%** | **7,995** | **29.8%** | **8,341** | **29.7%** | **8,410** | **29.9%** | **8,706** | **29.3%** |

Table 10. Five-Year History of Recent High School Graduates Assigned to Remediation, SURDS

Table 11 below displays data for those first-time recent high school graduates attending community college assigned to remediation, those not assigned to remediation, and their respective fall-to-fall retention rates. Overall for CCCS, the data indicates lower retention rates for those assigned to remediation in at least one subject area compared to those not assigned (or not needing) remediation, 46.5% and 50.5%, respectively, from Fall 2007 to Fall 2008.

**Table 11: First-Time Recent High School Graduates Assigned to Remediation, Not Assigned to Remdiation, Retained One Year by Sector and Institution, Fall 2007 to Fall 2008**

| Institutions/ Sector | *Number of 1st Time Students | Retained Next Year | | Not Assigned to Remediation | | Not Assigned to Remediation and retained next year | | Assigned to Remediation in at least one subject | | Assigned to Remediation in at least one subject and retained next year | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | # | % | # | % | # | % | # | % | # | % |
| **Recent Colorado High School Graduates Two-Year Public** | | | | | | | | | | | |
| Adams State College | 62 | 24 | 38.7% | 5 | 8.1% | 2 | 40.0% | 57 | 91.9% | 22 | 38.6% |
| Aims Community College | 330 | 144 | 43.6% | 111 | 33.6% | 54 | 48.6% | 219 | 66.4% | 90 | 41.1% |
| Arapahoe Community College | 424 | 203 | 47.9% | 167 | 39.4% | 73 | 43.7% | 257 | 60.6% | 130 | 50.6% |
| Colorado Mountain College | 178 | 80 | 44.9% | 85 | 47.8% | 43 | 50.6% | 93 | 52.2% | 37 | 39.8% |
| Colorado Northwestern Community College | 95 | 32 | 33.7% | 30 | 31.6% | 11 | 36.7% | 65 | 68.4% | 21 | 32.3% |
| Community College of Aurora | 395 | 178 | 45.1% | 110 | 27.8% | 55 | 50.0% | 285 | 72.2% | 123 | 43.2% |
| Community College of Denver | 567 | 232 | 40.9% | 98 | 17.3% | 33 | 33.7% | 469 | 82.7% | 199 | 42.4% |
| Front Range Community College | 1,356 | 671 | 49.5% | 473 | 34.9% | 249 | 52.6% | 883 | 65.1% | 422 | 47.8% |
| Lamar Community College | 91 | 44 | 48.4% | 27 | 29.7% | 12 | 44.4% | 64 | 70.3% | 32 | 50.0% |
| Mesa State College | 429 | 183 | 42.7% | 125 | 29.1% | 57 | 45.6% | 304 | 70.9% | 126 | 41.4% |
| Morgan Community College | 42 | 14 | 33.3% | 13 | 31.0% | 5 | 38.5% | 29 | 69.0% | 9 | 31.0% |
| Northeastern Junior College | 294 | 150 | 51.0% | 87 | 29.6% | 53 | 60.9% | 207 | 70.4% | 97 | 46.9% |
| Otero Junior College | 159 | 83 | 52.2% | 72 | 45.3% | 41 | 56.9% | 87 | 54.7% | 42 | 48.3% |
| Pikes Peak Community College | 1,040 | 503 | 48.4% | 346 | 33.3% | 197 | 56.9% | 694 | 66.7% | 306 | 44.1% |
| Pueblo Community College | 309 | 135 | 43.7% | 56 | 18.1% | 23 | 41.1% | 253 | 81.9% | 112 | 44.3% |
| Red Rocks Community College | 533 | 261 | 49.0% | 210 | 39.4% | 100 | 47.6% | 323 | 60.6% | 161 | 49.8% |
| Trinidad State Junior College | 226 | 138 | 61.1% | 89 | 39.4% | 58 | 65.2% | 137 | 60.6% | 80 | 58.4% |
| **CC System Total** | **5,955** | **2,847** | **47.8%** | **1,945** | **32.7%** | **983** | **50.5%** | **4,010** | **67.3%** | **1,864** | **46.5%** |
| **Two-Year Total** | **6,468** | **3,051** | **47.2%** | **2,099** | **32.5%** | **1,064** | **50.7%** | **4,369** | **67.5%** | **1987** | **45.5%** |
| **Recent Colorado High School Graduates Four-Year Public** | | | | | | | | | | | |
| Adams State College | 357 | 186 | 52.1% | 134 | 37.5% | 86 | 64.2% | 223 | 62.5% | 100 | 44.8% |
| Colorado School of Mines | 762 | 641 | 84.1% | 738 | 96.9% | 622 | 84.3% | 24 | 3.1% | 19 | 79.2% |
| Colorado State University | 4,291 | 3,508 | 81.8% | 3,882 | 90.5% | 3,197 | 82.4% | 409 | 9.5% | 311 | 76.0% |
| Colorado State University - Pueblo | 574 | 364 | 63.4% | 271 | 47.2% | 189 | 69.7% | 303 | 52.8% | 175 | 57.8% |
| Fort Lewis College | 872 | 500 | 57.3% | 511 | 58.6% | 317 | 62.0% | 361 | 41.4% | 183 | 50.7% |
| Mesa State College | 686 | 405 | 59.0% | 374 | 54.5% | 235 | 62.8% | 312 | 45.5% | 170 | 54.5% |
| Metropolitan State College of Denver | 1,933 | 1,159 | 60.0% | 1,036 | 53.6% | 652 | 62.9% | 897 | 46.4% | 507 | 56.5% |
| University of Colorado - Boulder | 5,547 | 4,646 | 83.8% | 5,481 | 98.8% | 4,602 | 84.0% | 66 | 1.2% | 44 | 66.7% |
| University of Colorado - Colorado Springs | 1,003 | 711 | 70.9% | 998 | 99.5% | 709 | 71.0% | 5 | 0.5% | 2 | 40.0% |
| University of Colorado Denver | 1,059 | 736 | 69.5% | 695 | 65.6% | 486 | 69.9% | 364 | 34.4% | 250 | 68.7% |
| University of Northern Colorado | 2,138 | 1,513 | 70.8% | 1,464 | 68.5% | 1,070 | 73.1% | 674 | 31.5% | 443 | 65.7% |
| Western State College | 546 | 319 | 58.4% | 320 | 58.6% | 202 | 63.1% | 226 | 41.4% | 117 | 51.8% |
| **Four-Year Total** | **19,768** | **14,688** | **74.3%** | **15,904** | **80.5%** | **12,367** | **77.8%** | **3,864** | **19.5%** | **2321** | **60.1%** |
| **Grand Total** | **26,236** | **17,739** | **67.6%** | **18,003** | **68.6%** | **13,431** | **74.6%** | **8,233** | **31.4%** | **4308** | **52.3%** |

*Fall 2007 degree seeking, 17,18,19 year olds, first time, with highschool code, no exclusive esp students, no non-degree students.

Table 11. Remedial Assignments and Retention, Fall 2007 to Fall 2008, SURDS.

In the annual reports provided by CCCS, it was noted that the CCCS has continued and expanded reporting on course completion rates for remedial courses. Over 20% of CCCS course enrollments were in remedial education over the past year (2008-2009), with 61.5% of these enrollments resulting in successful completion. In order to retain and eventually graduate these students, it is essential to ensure they are able to complete developmental coursework and are

prepared for college level study.  System administration understand which campuses and courses have greater success in developmental education and can leverage this understanding to aid in increasing overall system performance through shared strategies and approaches.  Further demographic study of the remedial student population has shown that students enrolled in remedial courses are more likely to be at an urban campus and from an underrepresented minority than the overall system population. This information is extremely important to system administrators/ faculty and further demonstrates the significance of targeted strategies for increasing the success of underserved students.

For a specific list of the strategies employed by the CCCS institutions in response to the needs of students in need of remediation, please see section 3, 3.3 of this report.

> 3.5    The Governing Board shall ensure that the goals in this section are accomplished without decreasing the quality of education provided or achievement rates of students included herein as resources allow.

According to the assurances provided by CCCS, they are addressing this goal.

Section 4: Stipend Application Process

> 4.1    The Department's goal is to maintain an easily accessible, user-friendly application process for stipends, and in furtherance of that goal, the Department and the System shall cooperate with each other to remedy any problems with the stipend allocation process that may arise. The Department also will work with the System to help establish connecting links to the College Opportunity Fund application site.

Specific information with regard to this section was not provided in the performance contract report for CCCS.

## GOAL 2: QUALITY IN UNDERGRADUATE EDUCATION

Section 1:  General Education Requirements

> 1.1 – 1.7     Adopt fully transferable, foundational general education core curriculum/gtPathways and clearly designate lower division course eligible or not for transfer.

CCCS has indicated through its "Performance Contract Statement of Assurances" that the general education core curriculum at each system college meets the gtPathways curriculum requirements. In addition, DHE staff reviewed a sampling of CCCS student academic catalogs for two academic years, 2007-08 and 2008-09, and CCCS has met this requirement.

Section 2:  Grade Distribution

2.1    Once the integrated administrative data system (ERP) in Goal #3, Subsection 4 is operational and to the extent the data is available, the Governing Board shall provide data to the Department On all course grades conferred in courses that satisfy its general education core curriculum during the previous academic year, disaggregated by academic subject and course level. The Governing Board will report separately on Career and Technical Education courses and non-Career and Technical Education courses, due to differences between those categories of programs.

The CCCS provided grade distribution reports in response to this section of their performance contract for each year of the contract.  The reports are maintained in the performance contract files, electronically, of the division of student affairs.

Section 3:  Faculty

3.1    The Governing Board maintains policies for evaluation of faculty performance in which teaching effectiveness has the greatest weight in the overall evaluation. By Governing Board policy, all salary increases are merit based. The Governing Board shall provide copies of all such policies to the Department.

Copies of policies were provided with the first report.  Those policies have not changed.

3.2    To the extent possible, the Colorado Community College System shall provide information annually on faculty salaries in the same format that such information is made available to the Governing Board.

The faculty salary information provided by CCCS was the following:  comparison information for 1999-2008, including average annual increases and annual years of service is a weighted average of $44,771.

Section 4:  Evaluation and Assessment of Student Learning

4.1    To the extent possible and based upon available data, the System shall report annually on student achievement by providing data from outside recognized accreditation bodies such as the Higher Learning Commission on Career and Technical Graduates Employed or Continuing Their Education.

No data were provided by the CCCS for this requirement.

4.2    The Governing Board agrees to cooperate with the Department in developing and implementing standard methods to assess students' knowledge and improve the delivery of content taught in courses approved for the general education core curriculum. These programs shall be in place no later than January 1, 2007. The Department and the Governing Board agree that implementation of these assessment methods is contingent on additional resources being made available for these purposes.

No additional resources were made available for these purposes; therefore, specific information with regard to this section of the CCCS performance contract was not provided in the performance contract report.

## GOAL 3: EFFICIENCY OF OPERATIONS

Section 1:  Costs

> 1.1    As part of the Commission's annual budget process, the Governing Board shall provide, through the Budget Data Book, information to the Department that identifies mandatory cost increases or decreases.

CCCS has complied with this requirement to submit data; BDB format submissions are complete.  The data provided in the BDB are utilized to determine whether funding increases are necessary for cash funds and cash funds exempt; however, the past two fiscal years have primarily focused on reductions to base funding levels. The Department will continue to strive to fulfill this provision when funding sources are adequate to permit funding increases.

> 1.2    The Department shall use the information submitted by the System to determine the base funding increase necessary for cash fund and cash fund exempt increases that at a minimum shall consider changes in mandatory costs, such as salary, insurance and utility costs, as well as enrollment growth and inflation.

Annual funding increases are developed by examining a number of criteria, particularly the NCHEMS funding analysis.  The Department attempts to honor this provision, however the past two fiscal years have primarily focused on cuts to base funding levels.  The Department will continue to strive to fulfill this provision when funding sources are adequate to permit funding increases.

> 1.3    The Governing Board may submit requests for tuition differentials, specialized fees, or other tuition increases to improve quality, expand access or address capital needs above the base funding amount as decision items through the normal budget process. The Commission shall forward these decision items to the General Assembly and the Office of State Planning and Budgeting during the budget process.

The Department annually collects the Tuition and Fee Survey from all institutions.  All 13 institutions under the CCCS have the same tuition structure for resident students, while the tuition rates for non-residents are divided into three groups.  CCCS utilizes differentials for resident, nursing, and online courses.  For the institutions within CCCS, the tuition and fee data for residents are noted in Tables 12 and 13 below:

|  | FY 2005-06 Tuition (30 CHRS) | FY 2006-07 Tuition (30 CHRS) | FY 2007-08 Tuition (30 CHRS) | FY 2008-09 Tuition (30 CHRS) | FY 2009-10 Tuition (30 CHRS) |
|---|---|---|---|---|---|
| **Resident** | $2,183 | $2,237 | $2,315 | $2,430 | $2,649 |
| **Nursing** | $3,173 | $3,258 | $3,372 | $3,540 | $3,860 |
| **Online** | $4,092 | $4,092 | $4,092 | $4,296 | $4,683 |

Table 12:  Resident Tuition, 2005-10

|  | FY 2005-06 Fees (30 CHRS) | FY 2006-07 Fees (30 CHRS) | FY 2007-08 Fees (30 CHRS) | FY 2008-09 Fees (30 CHRS) | FY 2009-10 Fees (30 CHRS) |
|---|---|---|---|---|---|
| **ACC** | $170 | $170 | $171 | $175 | $182 |
| **CNCC** | $232 | $232 | $232 | $240 | $249 |
| **CCA** | $126 | $126 | $126 | $146 | $150 |
| **CCD** | $322 | $365 | $429 | $512 | $547 |
| **FRCC** | $274 | $277 | $284 | $289 | $296 |
| **LCC** | $373 | $373 | $374 | $382 | $394 |
| **MCC** | $161 | $161 | $164 | $167 | $171 |
| **NJC** | $593 | $593 | $594 | $612 | $595 |
| **OJC** | $172 | $172 | $194 | $199 | $206 |
| **PPCC** | $156 | $156 | $244 | $250 | $260 |
| **PCC** | $243 | $223 | $263 | $271 | $343 |
| **RRCC** | $276 | $225 | $230 | $236 | $243 |
| **TSJC** | $379 | $379 | $379 | $390 | $405 |

Table 13.  Resident Fees, 2005-10

The CCCS has historically utilized three tuition differentials: 1) Resident; 2) Nursing; and 3) Online.  The utilization of differentials was optional in the performance contract, and the Governing Board has been in annual contact with the Department and the Joint Budget Committee regarding differentials and needed spending authority.  The Governing Board is therefore considered to be in compliance.  Specialized fees are outlined in the tuition and fee survey and align with CCHE policy.

1.4     The Governing Board will implement the requirements of House Bill 04-1086, regarding the efficiency and effectiveness of the Colorado Community College System. Those requirements are: a substantial reduction in the administrative costs of the Community College System office; installation and implementation of a centralized, standardized, integrated, System-wide information technology solution for the colleges; the restructuring of distance learning at all colleges requiring the System office to provide and all colleges to use a common utility infrastructure and maintain a common standard for security and accreditation; and maintaining one universal database to be used by the System office; conducting a comprehensive review of the administrative costs for career and technical education; and developing a master plan for the use, development, or sale of the Lowry campus.

Submission of data to the Department was not required for Section 1.4.  CCCS has offered the following comment: "CCCS has complied with the provisions of HB 04-1086 as amended by SB 05-132."

Section 2:  Capital Assets and Maintenance – allocate a % of new tuition revenue for deferred maintenance

2.1     The Governing Board has established a policy requiring each System community college to maintain a minimum balance to be held in reserve equal to four percent of the annually allocated appropriated funds. The Governing Board has directed that the colleges use some of this reserve for controlled maintenance.

Submission of data to the Department was not required for Section 2.1.  CCCS has offered the following comment: "CCCS has established a reserve policy as outlined in SBCCOE policy BP 8-160 (available on the CCCS website) that complies with the minimum balance requirements outlined in Section 2.1 above."

2.2     The Governing Board and the community colleges will work with students as may be necessary to establish a capital and maintenance fee, or the Governing Board may submit pursuant to section 1.3 above a decision item for a tuition surcharge to address maintaining existing and constructing new facilities.

The Department has received no proposal for a tuition surcharge, but this was optional.  The Governing Board and community colleges are continually working with students and the student governments to evaluate the need for a student-approved capital/facility fee.  In FY 2005-06, the Governing Board approved a "carve out" from the existing approved resident tuition rate increase for all colleges that would be used for non state-eligible controlled maintenance and system-wide information technology infrastructure needs.

2.3     The Governing Board shall breakout in their annual Statement of Revenues, Expenses, and Changes in Net Assets the actual amount spent on Deferred Maintenance projects.

The annual "Statement of Revenues, Expenses, and Changes in Net Assets" is a segment of the annual Financial and Compliance Audit performed by the Office of the State Auditor or designee.  Within the segment entitled "Management's Discussion and Analysis Section," projects are named and their source of funds is identified by category. While the designation on their relation to deferred maintenance is not present, it can be easily inferred from project name. Thus, CCCS is determined to be in compliance with this requirement.

Section 3:  Facilities – continually assess operational efficiencies

3.1     The Governing Board shall provide a report to the Department on the number and type (private or publicly operated) of auxiliary facilities they operate, as such facility is commonly understood under Title 23, Article 5, Sections 101.5(2) and 102, Colorado Revised Statutes, within 120 days of acceptance of a performance contract. Any material changes to the operations of previously reported auxiliaries shall be reported to the Commission during the annual budget process.

Department staff were unable to find an original record of this notification.  However, upon request, CCCS staff provided the specified report.  CCCS regularly reports auxiliary revenues and expenditures in the BDB and audited financial statements.  CCCS provided the department with a report per Section 3.1 above within the required 120 days of performance contract acceptance.  There have been no material changes to the operations since the initial submission of the report.

Section 4:  Efficiency Through Better Information

4.1     To promote efficiencies, the Governing Board has established the implementation of an integrated administrative data system (ERP) as a priority for investment for the System and will develop and begin implementation of such a system during 2005.

CCCS implemented the Banner comprehensive suite of administrative software in 2005 and 2006.  CCCS has continued to expand reporting and analysis using the system which has resulted in improved data-based decision making.  They are also a member of the statewide Banner Consortium which enables state institutions of higher education to pool resources and knowledge of Banner.

**GOAL 4: OTHER STATE NEEDS – TEACHER EDUCATION**

Section 1:  Teacher Education Programs

     1.1     The Commission shall continue to authorize and re-authorize teacher education programs pursuant to Title 23, Article 1, Section 121, Colorado Revised Statutes and existing Commission policies, including the continuance of joint on-site program reviews by the Commission and the Colorado Department of Education scheduled every fifth year.

Does not apply to CCCS. C.R.S. 23-1-121 has been interpreted to apply only to teacher education programs that lead to initial licensure, which requires a bachelor's degree.

     1.2     The Commission will work to enforce teacher education articulation agreements between the community colleges and the state four-year institutions of higher education as provided for in CCRE policy.

Goal is met. Department of Higher Education Academic Policy Officer for Teacher Education has been meeting consistently since October 2009 with elementary and early childhood education faculty from two-and four-year institutions to ensure compliance with and to recalibrate the statewide articulation agreements for elementary and early childhood education. Any complaints received regarding non-compliance with one of these agreements are followed up on immediately by DHE staff.

     1.3     By July 1, 2006 and each year thereafter, the System will certify to the Department that the system colleges will adhere to the GT Pathways courses required within the statewide Teacher Education Articulation Agreements.

Goal is met.  Annual Statements of Assurance on file with the Department submitted by CCCS certify that the Colorado Community College System and the system colleges are adhering to the GT Pathways courses required within the statewide Teacher Education Articulation Agreements. The letters also have attached to them lists of updated GT Pathways courses that the colleges and System office follow.  Department staff confirm that CCCS adheres to the GT Pathways courses required by the statewide articulation agreements.


**GOAL 5: OTHER STATE NEEDS – WORKFORCE AND ECONOMIC DEVELOPMENT**

     1.1     The System remains committed to program development efforts in fields that address statewide and regional opportunities and priorities. High-demand programs shall be defined by two primary elements: (1) instructional programs or fields in which student enrollment applications exceed available slots, and (2) career fields in which employers are unable to find enough skilled graduates to fill available jobs.

The Colorado Community College System answers the state's economic development and workforce needs, supplying the highly-skilled workers to meet the demands of the growing high-tech industries in Colorado. CCCS is committed to program development efforts in fields that address statewide and regional opportunities and priorities. Some examples include: process technicians for the oil and gas industry; allied healthcare technicians to meet increasing demands; automotive technicians with the high-tech skills the industry requires; and bio-technicians for the emerging bioscience sector.

Table 14 below provides a sampling of occupations that require the education that our community colleges provide and that are expected to grow by more than 20 percent from 2004 to 2014 with significant annual job openings projected for the state of Colorado. The table also shows the required CCCS credit hours, tuition and fees, average wage, and the length of time it would take for a graduate earning that wage to repay his or her investment. As provided in the information below, it generally takes between 2 and 4 months for a worker to repay the cost of a community college education.

| High Cost Programs | | | | | | | |
|---|---|---|---|---|---|---|---|
| Occupational Title | Growth Rate | Total Annual Openings | Credential | Required Credit Hours | Estimated Tuition and Fees, Colorado Resident (2006) | Average Monthly Wage | Time to Payoff |
| Computer Support Specialists | 43.6% | 700 | Associate degree | 61 | $4,598 | $3,950 | 2 months |
| Architectural and Civil Drafters | 29.9% | 120 | Certificate | 35 | $3,106 | $3,621 | 2 months |
| Electrical and Electronic Engineering Technicians | 26.4% | 130 | Associate degree | 61 | $4,598 | $3,777 | 2 months |
| Paralegals and Legal Assistants | 51.8% | 220 | Associate degree | 64 | $5,109 | $3,607 | 2 months |
| Respiratory Therapists | 44.6% | 100 | Associate degree | 73 | $6,140 | $3,687 | 2 months |
| Emergency Medical Services-Paramedic | 35.7% | 140 | Associate degree | 75 | $6,384 | $2,671 | 3 months |
| Medical and Clinical Laboratory Technicians | 39.9% | 150 | Associate degree | 65 | $5,437 | $2,843 | 2 months |
| Registered Nurses | 45.6% | 2,150 | Associate degree | 78 | $9,792 | $4,486 | 3 months |
| Dental Hygienists | 42.0% | 180 | Associate degree | 88 | $14,425 | $6,048 | 3 months |
| Radiologic Technologists and Technicians | 40.2% | 150 | Associate degree | 77 | $7,933 | $3,799 | 3 months |
| Aircraft Mechanics and Service Technicians | 32.6% | 100 | Certificate | 89 | $14,040 | $3,891 | 4 months |
| Automotive Service Technicians and Mechanics | 26.1% | 610 | Certificate | 60 | $5,874 | $3,073 | 2 months |

Table 14.  High Growth Occupations in Colorado (*Used average hourly wage from the Colorado Department of Labor and Employment projection data; Source: Occupational Employment Outlook 2004-2014: Colorado Statewide Projections, CDLE)

Many high-growth occupations that require a community college education are in the healthcare industry, including crucial first responders like registered nurses, paramedics and emergency medical technicians. CCCS colleges play a vital role in training workers to fill vacancies in these high-demand occupations. They train 65% of the state's nurses and 90% of the state's first responders (2008-2009 data). However, these programs and others that meet industry demands are among the most expensive to operate because they require a low student-to-faculty ratio, hands-on clinical experience, expensive equipment and community colleges often compete with industry for faculty to teach in these high-demand programs.

>  1.2     In accordance with the unique role and mission of the System, the System shall: (1) offer a broad range of vocational and technical degree programs that meet labor needs; (2) fill the occupational needs of youth and adults in technical and vocational fields; (3) meet work force development demands of the state and communities served; and (4) offer a broad range of vocational education for adults.

CCCS is constantly adapting to provide the classes, programs and services that meet the continually shifting needs and demands of regional economies. By addressing these changing requirements, the colleges attract both those students likely to seek higher education as well as those for whom college never before appeared to be an option. This adaptability and flexibility that meets the needs of students, local business and industry, and the community is the hallmark of the community colleges. Colorado's community colleges provide training for jobs that actually exist in their service areas and when employers foresee emerging jobs or require different employee skill sets to be successful; the state's community colleges are nimble, quick and responsive and create new degree and certificate programs that meet the regional workforce needs of the state. Likewise, the state's community colleges can quickly retool by eliminating programs where demand has decreased and replacing them with timely and leading edge curriculum and courses. Currently, there are nearly 700 postsecondary career and technical education programs in Colorado. CCCS is the largest institution of higher education in the state serving over 117,000 students annually.

>  1.3     The Governing Board shall annually report to the Department on or before December 31st on the status of the Perkins Act State Plan indicators for postsecondary education.

The staff of the CCCS serves a quarter million students through 13 community colleges, two local district community colleges, four area technical colleges, one community college that is a branch campus of a four-year college and career/technical programs in more than 160 school districts throughout the state. Colorado's unique system of one board (and one agency) having programmatic authority over both community college education and secondary career and technical education (CTE) facilitates seamless collaboration between secondary and postsecondary processes.

The CCCS oversees the administration of the federal Perkins Act for Colorado. The Perkins Act State Plan indicators for postsecondary education are: technical skill attainment, credential,

certificate or degree, student retention/transfer, student placement, non-traditional participation, and non-traditional completion.  Postsecondary metric definitions include:

> **Participants –** A postsecondary student who has completed six (6) CTE credit hours within *any* CTE program area (defined by CIP code) within the reporting year.

> **Concentrators** – A postsecondary student who has completed at least 50 percent of the minimum CTE credit hours required within *a single* CTE program area (defined by CIP code) that terminates in a certificate or degree within the reporting year.

> **Completers** – A postsecondary student who has completed the required minimum credits within a CTE program and has received a certificate or degree.  Table 15 below demonstrates adjusted performance targets and actual levels for Colorado for the most recent year of data collection.

| Adjusted Performance Targets and Actual Levels for Colorado (2008-2009) | | | |
|---|---|---|---|
| *Indicator Name* | *Indicator Code* | *Performance Target* | *Performance Actual Level* |
| Technical Skill Attainment | 1P1 | 56.00% | 54.66% |
| Credential, Certificate, or Degree | 2P1 | 56.00% | 54.66% |
| Student Retention or Transfer | 3P1 | 55.00% | 73.91% |
| Student Placement | 4P1 | 95.50% | 96.94% |
| Nontraditional Participation | 5P1 | 15.50% | 17.00% |
| Nontraditional Completion | 5P2 | 12.30% | 12.33% |

Table 15: Colorado Postsecondary Performance Levels for FY 2008-09 (Perkins Act)

1.4     The colleges in the System may change their programs and efforts to address local workforce and economic development priorities without approval from the Department or the Commission.

No data or reporting were required for this section.

Performance Goal Achievement

Finally, one important note contained in each PC states in paragraph 8, Performance Goal Achievement: "The ability of the Governing Board to fulfill the terms of this Performance Contract . . . expressly assumes funding at a level which approximates the Department funding appropriated by the General Assembly during fiscal year 2003-2004." How changes in the funding levels may have impacted an institution's ability to meet the terms of the PC have not yet been determined and will be discussed in the open dialogues with CCHE, institutional leaders, and the DHE.

Figure 1 below displays the data for state support for CCCS over the last ten years. It is clear that total support, including the additional ARRA funds, has exceeded the 2003-2005 funding levels.

**Colorado Community College System
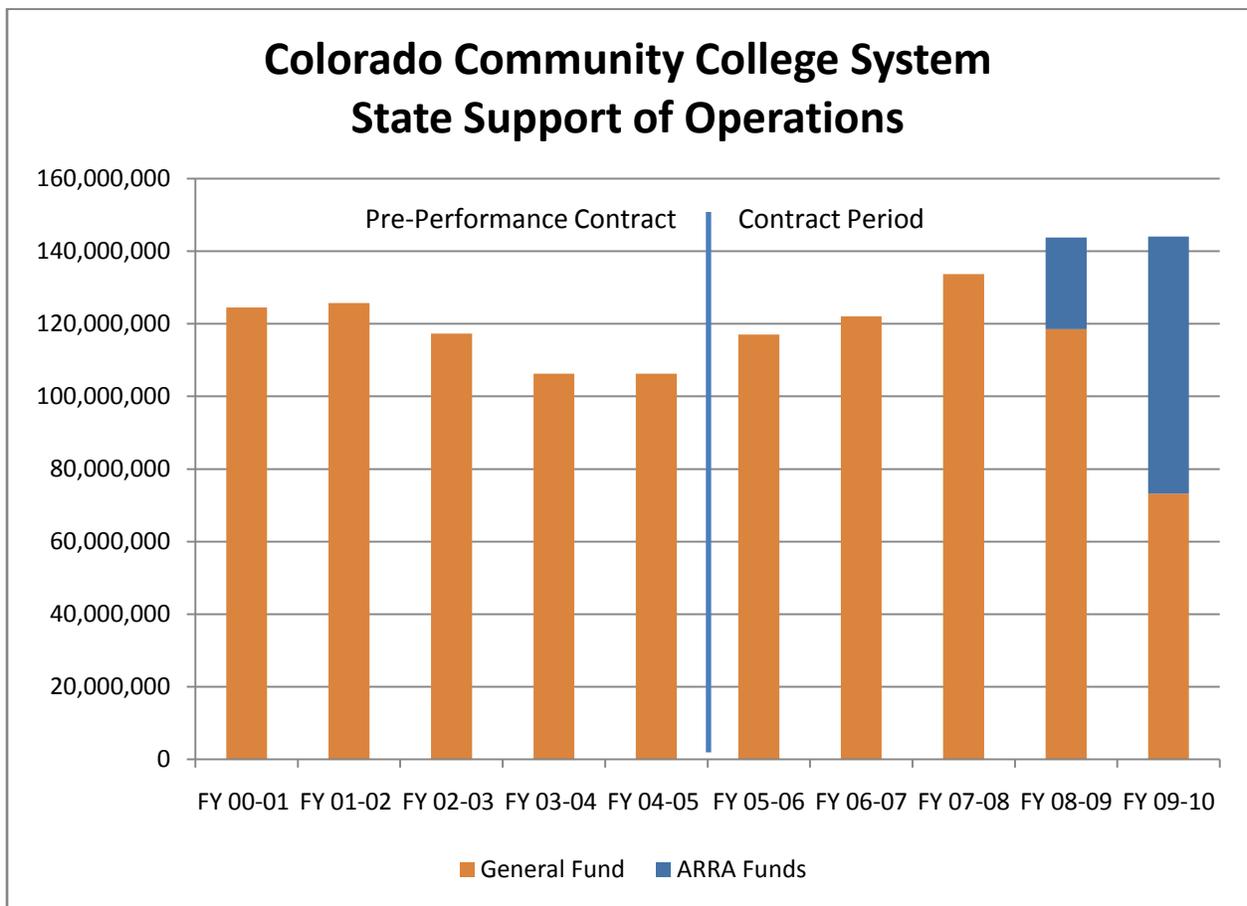State Support of Operations**

Figure 1.  Financial Support to CCCS, Ten-Year Trend

Further, in Figure 2 below the financial support disaggregated by Resident FTE is displayed which again reflects a funding level above the 2003-04 level but below the statewide funding per Resident FTE.
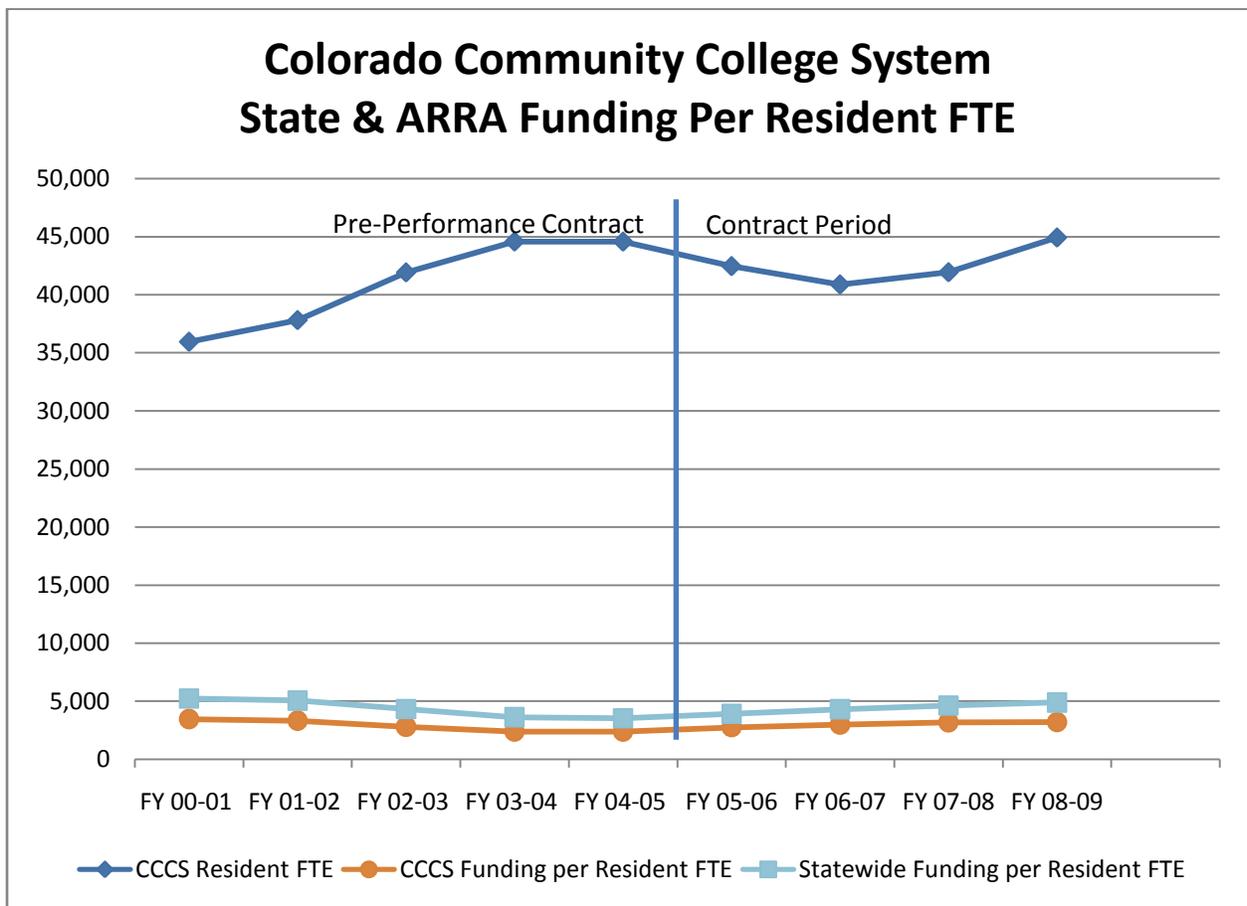
Figure 2.  Financial Support to CCCS, per Resident FTE, Ten-Year Trend

Note: FY08-09 and FY09-10 include federal ARRA funds.

The annual reports provided by CCCS along with other DHE data have been reviewed and presented in this report. Each of the items that were identified in the Performance Contract Addendum A has been addressed with this review.