



COLORADO COMMUNITY
COLLEGE SYSTEM



OPPORTUNITY

FOR A LIFETIME

COLORADO COMMUNITY COLLEGE

SOURCEBOOK

2008

INTRODUCTION

SIGNATURE PROGRAMS

WHO WE SERVE

HOW WE SERVE

OUR FUNDING



June 2008

Community colleges are the primary point of entry for Coloradans seeking higher education. With a current enrollment topping 107,000 students annually, our role at the Colorado Community College System has never been more integral to the state's continuing economic growth and workforce development.

Community colleges are striving to meet the challenge of global competition by providing high-demand programs and a variety of career opportunities for our students. The way programs are designed at community colleges provides the flexibility to respond to market and business needs on a quick turn-around basis with a talented workforce to hire.

Community colleges have long believed that where a student wants to go is far more important than where they have been. To that end, our colleges are addressing the needs of the communities and students they serve. The needs of a rural, agrarian economy differ dramatically from the requirements of an urban environment. In the smaller communities, the college many times is the hub of the community, offering everyone, including its students, many different services from cultural offerings to business counseling.

We cannot overstate the impact our colleges have on these communities. It is not simply that many community colleges are the first opportunity for students to enter into higher education, but in some areas community colleges are the only available avenue to access higher learning. This responsibility requires us to maintain access and opportunities. As the knowledge-based economy expands, we must ensure that every Coloradan seeking higher education can access it and find his or her potential.

Addressing the issue of community college affordability is one of the system's primary goals. Colorado's recent economic difficulties necessitated an unfortunate increase in tuition, pushing it higher than we would like given our statutory mission of access. Keeping future tuition increases in line will open our doors to a greater number of people within the underserved populations and will continue to aid low-income families break the cycle of poverty.

There is no doubt that the passage of Referendum C helped community colleges survive and prevented the closure of many of these great institutions. However, we need to consider funding needs that will take us beyond the expiration of Referendum C. As the first – and often only – step toward higher education success for many Coloradoans, community colleges are poised to spread the spirit of optimism, hope, economic prosperity and unlimited possibilities for our students.

Sincerely,

Nancy J. McCallin
President



COLORADO COMMUNITY
COLLEGE SYSTEM

Colorado Community College System: Colorado's largest higher education system.

Dr. Nancy J. McCallin, President

CCCS STATUTORY MISSION:

- Open access – we admit anyone who wants to go to college.
- Career and Technical Education (CTE) – In 2007, approximately 8,000 CTE certificates and degrees were awarded to postsecondary students at the 13 system colleges. The total number of secondary students enrolled in high school CTE programs topped 85,000.
- Transfer to four-year colleges and universities – more than 5,000 students each year
- Basic Skills – 10% of our full-time-equivalent students. One million adults have no post secondary training in Colorado.
- Workforce Development – As of AY 2006, more than 117,000 Colorado workers have been trained through our programs. Community Colleges train more than half of the state's nurses and more than 90 percent of the first responders.

CCCS STUDENT INFORMATION:

- CCCS serves more than 107,000 students annually through 13 colleges. In addition, we train more than 11,000 workers each year through various other programs, making it the largest higher education system in the state.
- CCCS full-time-equivalent student enrollment is 43,446 in FY 2006/07. In 2007, community colleges educated 32 percent of the resident undergraduates in public institutions in Colorado.
- Community colleges serve 48 percent of all minority students in higher education in Colorado.
- 31% of our students are minorities.
- 59% of our students are female.
- 54% of our students are under 25 years old.
- 94% of our students are Colorado residents.

TUITION:

Tuition at Community Colleges is \$2,315 for a full-time student. Fees are in addition to the tuition and will vary by college.

GRADUATION AND RETENTION RATES:

Colorado's two-year institution graduation rate ranks 8th in the nation, up from a rank of 23rd in the nation two years ago.

CCCS FUNDING:

State General Fund support for community colleges went from \$3,565 per student FTE in FY 2001-02 to \$2,306 in FY 2004-05. Referendum C funding allowed this amount to increase to an estimated \$3,236 in FY 2007-08.

STATE GENERAL FUNDS (FY 2007-08)

Colorado Vocational Act	\$21,208,319*
Industry Training	2,725,022
Career & Technical Education	900,000
Fee for Service Contract	28,288,336
COF Stipend	104,020,530

OTHER REVENUE SOURCES:

Carl Perkins Grant (Federal)	17,277,531
Tuition	125,839,970
Academic Fees & Academic Facility Fees	5,618,026
TOTAL	\$284,669,415

* Note: These funds are passed on to the K-12 school districts.

FINANCIAL AID:

- Community College Students received \$137.4 million in state and federal financial aid in FY 2006-07.
- State financial aid totaled \$21.4 million, while federal financial aid comprised \$116 million in FY 2006/07.
- Nearly half of CCCS students qualify for federal financial aid.
- Colorado Community Colleges have the highest share (37%) of the state’s higher education students eligible for federal financial aid.

CCCS COLLEGES:

- ARAPAHOE COMMUNITY COLLEGE – Dr. Berton L. Glandon, *President*
- COLORADO NORTHWESTERN COMMUNITY COLLEGE – John Boyd, *President*
- COMMUNITY COLLEGE OF AURORA – Dr. Linda Bowman, *President*
- COMMUNITY COLLEGE OF DENVER – Dr. Karén Clos Bleeker, *President*
- FRONT RANGE COMMUNITY COLLEGE – Mike Kupcho, *Interim Chief Administrative Officer*
- LAMAR COMMUNITY COLLEGE – John Marrin, *President*
- MORGAN COMMUNITY COLLEGE – Dr. Kerry Hart, *President*
- NORTHEASTERN JUNIOR COLLEGE – Dr. Lance Bolton, *President*
- OTERO JUNIOR COLLEGE, Jim Rizzuto – *President*
- PUEBLO COMMUNITY COLLEGE – Dr. John Garvin, *President*
- PIKES PEAK COMMUNITY COLLEGE – Dr. Tony Kinkel, *President*
- RED ROCKS COMMUNITY COLLEGE – Dr. Michele Haney, *President*
- TRINIDAD STATE JUNIOR COLLEGE – Ruth Ann Woods, *President*



FOUNDED IN 1965

ARAPAHOE COMMUNITY COLLEGE was the first community college in the Denver metro area. ACC joined the Community Colleges of Colorado System in 1970 and today serves students on its 51-acre main campus in Littleton, as well as at the University Center at Chaparral near Parker.

PRESIDENT: Berton Glandon, Ed.D

Dr. Glandon received his Ed.D in Education Administration at Brigham Young University in 1987. Prior to coming to ACC in 2002, he was president of Treasure Valley Community College in Ontario, Oregon. He has more than 25 years of experience in community colleges.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students' needs, colleges also develop signature programs. A few of ACC's signature programs are mortuary science, nursing and interior design. In addition, they have the largest police academy in the state.

CAMPUSES:

LITTLETON CAMPUS

5900 S. Santa Fe Dr.
P.O. Box 9002
Littleton, CO 80160-9002
Telephone: 303-797-5701
www.arapahoe.edu

CORPORATE LEARNING DIVISION

University Center at Chaparral
15653 Brookstone Drive
Parker, CO 80134

UNIVERSITY CENTER AT CHAPARRAL

15653 Brookstone Drive
Parker, CO 80134
Telephone: 303-734-4822

CORPORATE LEARNING DIVISION

Medical Assessment and Assimilation Program
5660 Greenwood Plaza Blvd., Suite 111
Greenwood Village, CO 80111

FINAL FALL 2007 HEADCOUNT ENROLLMENT: 6,357

Part-time – 68% Minority – 18% Female – 65%

FY 2006-07 FULL-TIME FACULTY: 98 – 24%

ADJUNCT FACULTY: 313 – 76%

COMPANIES/ORGANIZATIONS RECEIVING WORKFORCE DEVELOPMENT TRAINING FROM ARAPAHOE COMMUNITY COLLEGE INCLUDE:

- CH2M Hill
- Douglas County Schools
- e-Bags
- Jeppesen
- Burt Automotive Network



FOUNDED IN 1983

Aspire. Explore. Achieve. The success of Community College of Aurora alumni is testimony to the quality of their educational experiences. CCA is committed to preparing students for transfer, for lifelong learning, and for workforce readiness.

Alumnus Carole O’Shea, Victims Services Coordinator for the Aurora Police Department, received the Humanitarian Award from the Aurora Chamber of Commerce in 2007, for her work in the APD’s Victims Services Unit. O’Shea received a Certificate in Victim Services from CCA in 1993, and then earned her CCA Associate of Applied Science degree in Criminal Justice in 1998. She then transferred to Metro State, where she received her four-year degree in 2000.

Army reservist and 1992 CCA graduate 1st Lt. David Tiedeman is a wonderful example of a CCA alumnus who is contributing to our community. Tiedeman was recently awarded the Secretary of Homeland Security’s Award for Valor for his heroics in Iraq during a fierce firefight 25 miles east of Baghdad in April 2005. Tiedeman, who also received the military’s Silver Star earlier this year, received this latest award from U.S. Secretary of Homeland Security Michael Chertoff at the Secretary’s third annual awards ceremony, held December 5th in Washington, D.C.

Today, CCA’s CentreTech and Lowry campuses are home to more than 10,000 students annually. Both facilities are equipped with the latest technologies, allowing students to study new and traditional programs. The College attracts a diverse population of students, of all ages, backgrounds and ethnicities, reflecting the diverse communities of the eastern metro area.

Located in Aurora, Colorado’s third-largest city, CCA serves more than 425,000 residents in a 350-square-mile service area that spans portions of three counties (Arapahoe, Adams, and Denver). The service area includes Aurora, eastern Denver, some southern suburban communities, and part of the eastern plains.

PRESIDENT: *Linda S. Bowman, Ph.D.*

Dr. Linda S. Bowman is the President of the Community College of Aurora and Vice President for Academic and Student Affairs for the Colorado Community College System. Dr. Bowman holds a Ph.D. in Public Administration from the University of Colorado. Additionally, she has two master’s degrees in Public Administration and in English and a bachelor’s degree in English and Spanish. Prior to coming to CCA in 2000, Dr. Bowman was interim president at Lamar Community College and a vice president at Red Rocks Community College. She has been part of the Colorado Community College System since 1992.

SIGNATURE/UNIQUE PROGRAMS:

The Community College of Aurora (CCA) is pioneering new instructional methodologies. Acknowledging that students’ needs, expectations, and opportunities are changing rapidly, CCA faculty are focused on developing the skills needed for success in our global workplace. The Lowry Campus houses the **CCA Center for Simulation**. In Emergency Medical Services (EMS), Biotechnology, Business, Diesel Technology, Film/Video Technology, as well as

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in a number of other areas of study, CCA has constructed environments that simulate the world of work. In other disciplines, students conduct field studies or take virtual tours of world sites. Students are thereby immersed in their learning, in environments that mimic on-the-job experiences.

CCA is known for its prominent **science department**. Students graduating from CCA with the Associates of Science degree have had wonderful success in professional schools at the University of Colorado Health Sciences programs, as well as in laboratories across the region.

This year, CCA and Aurora Public Schools have established the **PACE Setters Program**. APS high school students, who qualify for early college entrance, are able to enroll in college courses while still completing high school. This rigorous program not only increases college awareness but college participation.

CAMPUSES

CENTRETECH CAMPUS

16000 E. CentreTech Parkway
Aurora, CO 80011-9036
Telephone: 303-360-4700
www.ccaurora.edu

LOWRY CAMPUS

710 Alton Way, Bldg. 903
Denver, CO 80230
Telephone: 303-340-7093

FALL 2007 HEADCOUNT ENROLLMENT: 5,031

Part-time = 74%
Minority = 47%
Female = 60%

FALL 2007 FULL-TIME FACULTY: 41 – FY 2006-07: 11%

ADJUNCT FACULTY: 299 – FY 2006-07: 89%

Companies/Organizations that Community College of Aurora provides workforce development training for or has affiliation with include:

- The Medical Center of Aurora
- Raytheon
- Aurora Fire Department
- Aurora Police Department
- Aurora Chamber of Commerce
- Aurora Economic Development Council
- Aurora Public Schools
- Rural/Metro Ambulance
- City of Aurora
- Department of Homeland Security
- US Federal Air Marshall Service
- Wagner Equipment

**FOUNDED IN 1967**

COMMUNITY COLLEGE OF DENVER, founded in 1967, enrolls the highest percentage of minority students in the state of Colorado. The college works closely with the Denver Public School system to provide a variety of dual enrollment programs to give high school students an opportunity to earn college credits while completing high school.

PRESIDENT: *Dr. Karén Clos Bleeker*

Bleeker received her Ed.D. at the University of Texas at Austin, Educational Administration, Community College Leadership Program in 1997. She holds two master's degrees. One is in Adult Education from the University of Incarnate Word and another is in Counseling from the University of Texas at San Antonio. During her graduate studies, she received fellowships from the American Association of University Women as well as the Roueche Fellowship, the W. K. Kellogg Fellowship and the Sid W. Richardson Fellowship awarded by the nationally-ranked Community College Leadership Program.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students' needs, colleges also develop signature programs. One of CCD's signature programs is the Confucius Institute partnership with the Office of Chinese Language Council International in Beijing, offering to offer an education in a variety of areas, such as history and culture. CCD is the only community college in the nation to have a branch of the Confucius Institute. In addition, the CCD aerospace program, Jump Start Into Aerospace, prepares students for jobs in the aerospace industry.

CAMPUSES**AURARIA**

1111 West Colfax Avenue
P.O. Box 173363, Campus Box 250
Denver, CO 80217-3363
Telephone: 303-556-2600
www.ccd.edu

CCD EAST

3240 Humbolt St.
Denver, CO 80205
Telephone: 303-293-8737

CCD NORTH

6221 Downing St.
Denver, CO 80216
Telephone: 303-289-2243

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CCD SOUTHWEST

3001 S. Federal Blvd., Admin.202
Denver, CO 80236
Telephone: 720-858-2900

CCD LOWRY HEALTH SCIENCES CENTER

1070 Yosemite St., Bldg. 849
Denver, CO 80230
Telephone: 303-365-8300

PERFORMANCE SOLUTIONS

CB 900, P.O. Box 173363
Denver, CO 80217

FALL 2007 HEADCOUNT ENROLLMENT: 8,563

Part-time = 77%
Minority = 52%
Female = 63%

FY 2006-07 FULL-TIME FACULTY: 73 – 16%

ADJUNCT FACULTY: 385 – 84%

Companies/Organizations Receiving Workforce Development Training from Community College of Denver Include:

- Caterpillar
- Best Foods
- City and County of Denver
- Denver Mint
- Exempla Lutheran and St. Joseph Hospitals
- King Soopers
- Qdoba Mexican Grill
- RTD
- Social Security Administration



FOUNDED IN 1962

COLORADO NORTHWESTERN COMMUNITY COLLEGE has a campus in Rangely and a campus in Craig. In addition, the college offers courses in Meeker, Hayden and Oak Creek. Founded in 1962, CNCC joined the Community College System in 1999.

PRESIDENT: *John Boyd, M.A.*

John Boyd received his master’s of Criminal Justice Administration from Oklahoma City University in 1992 and is currently working toward his Ph.D. in Higher Education Administration from Clemson University. Prior to coming to CNCC in 2006, he was interim provost at the Grand Strand Campus of Horry-Georgetown Technical College and chair of the Criminal Justice Department of Horry-Georgetown Technical College in South Carolina.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students’ needs, colleges also develop signature programs. Two of CNCC signature programs are a nationally recognized aviation flight and maintenance programs and energy and facilities management.

CAMPUSES

RANGELY CAMPUS

500 Kennedy Drive
Rangely, CO 81648
Telephone: 970-675-2261
www.cncc.edu

CRAIG CAMPUS

50 College Drive
Craig, CO 81625
Telephone: 970-824-1101

HAYDEN SERVICE AREA

300 W. Jefferson, #6
Hayden, CO 81639

MEEKER SERVICE AREA

345 6th St.
Meeker, CO 81641

SOUTH ROUT CENTER

227 Dodge St.
Oak Creek, CO 80467

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FALL 2007 HEADCOUNT ENROLLMENT: 1,492

Part-time = 55%

Minority = 12%

Female = 65%

FY 2006-07 FULL-TIME FACULTY: 34 – 48%

ADJUNCT FACULTY: 37 – 52%

Companies/Organizations that Colorado Northwestern Community College provides workforce development training for or has affiliation with include:

- Shell Exploration & Production
- EnCana
- Colowyo Coal Company LP
- Twentymile Coal
- Trapper Mining Inc
- Tri-State Generation & Transmission Association, Inc.
- Chevron Energy Solutions
- Mesa Air Group
- United Airlines
- Spectrum Jet Center
- Colorado Peace Officer Standards and Training (P.O.S.T.)
- Federal Aviation Administration (FAA)



FOUNDED IN 1969

Colorado's largest community college with more than 23,900 students enrolling annually, **FRONT RANGE COMMUNITY COLLEGE** has locations in Boulder County, Larimer County, Westminster, Brighton, and online.

PRESIDENT: *Mike Kupcho, Interim Chief Administrative Officer*

Michael Kupcho's appointment as Front Range Community College's interim chief administrative officer became effective July 1, 2008. Currently, he is also continuing his duties as FRCC's vice president of finance and administration. Michael has a bachelor of science degree (summa cum laude) in accounting from Metropolitan State College of Denver and a master of business administration degree (graduate honors) from Regis University.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students' needs, colleges also develop signature programs. Two of FRCC's signature programs are the college's interpreter preparation program, one of only two in the state and one of the top programs in the western United States and the Enhanced Education Project which is a grant with the Division of Vocational Rehabilitation. This program prepares students with disabilities for the workforce.

CAMPUSES

WESTMINSTER

3645 W. 112th Ave.
Westminster, CO 80031
Telephone: 303-404-5000
www.frontrange.edu

BOULDER COUNTY

2190 Miller Drive
Longmont, CO 80501
Telephone: 303-678-3722

BRIGHTON CENTER

1931 E. Bridge St.
Brighton, CO 80601
Telephone: 303-404-5099

LARIMER

4616 S. Shields
Fort Collins, CO 80526
Telephone: 970-226-2500

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FALL 2007 HEADCOUNT ENROLLMENT: 15,107

Part-time = 63%

Minority = 19%

Female = 58%

FY 2006-07 FULL-TIME FACULTY: 197 – 20%

ADJUNCT FACULTY: 784 – 80%

Companies/Organizations Receiving Workforce Development Training from Front Range Community College Include:

- Sears/K-mart
- Anheuser Busch
- Colorado Department of Public Health
- Sprint
- Shamrock Foods
- Caterpillar
- First National Bank of Colorado
- Hunter Douglas
- Roche Pharmaceuticals

FOUNDED IN 1937

Founded in 1937, **LAMAR COMMUNITY COLLEGE** occupies a 110-acre campus in southeastern Colorado. It has been chosen to host the Northern Hemispheric site of the Pierre Auger Cosmic Ray Observatory, with LCC serving as the project's hub. Its nationally recognized baseball program sends numerous players to professional baseball and its academic programs attract students from around the world.

PRESIDENT: *John Marrin, President*

John Marrin earned his master's in business administration from Regis University in Denver. Prior to coming to LCC, he was the Campus Dean/Chief Executive Office of the Timberline Campus of Colorado Mountain College in Leadville, Colorado. In 1977 he began a long tenure at Western Nebraska Community College (WNCC) in Scottsbluff, Nebraska when he joined the institution as a Marketing/Management faculty member.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students' needs, colleges also develop signature programs. Two of LCC's signature programs are a nationally recognized horse training management and an equine business management program.

CAMPUS

2401 South Main Street
Lamar, Colorado 81052
Telephone: 719-336-2448
www.lamarcc.edu

FALL 2007 HEADCOUNT ENROLLMENT: 1,000

Part-time = 53%
Minority = 26%
Female = 62%

FY 2006-07 FULL-TIME FACULTY ON CONTRACT: 24 – 39%

ADJUNCT FACULTY: 38 – 61%

Companies/Organizations Receiving Workforce Development Training from Lamar Community College Include:

- Neoplan USA and Ranco Trailers
- Heritage Farms



FOUNDED IN 1970

Established in 1970, **MORGAN COMMUNITY COLLEGE** serves the rural populations in a geographic area of 11,500 square miles in Eastern Colorado. Fort Morgan serves as the main campus and administrative services. MCC centers are located in Bennett, Burlington, Limon, Yuma and Wray.

PRESIDENT: *Kerry Hart, Ph.D., President*

Dr. Hart has his doctor of music education and higher education administration, as well as his master's of music in conducting and music literature from the University of Northern Colorado. He also has a bachelor of arts in music education from Metropolitan State College of Denver. Prior to coming to MCC, he was Campus Dean/Chief Executive Officer of the Alpine Campus of Colorado Mountain College in Steamboat Springs, Colorado.

PROGRAMS OF EXCELLENCE:

MCC has earned an excellent reputation for programs in nursing, agriculture and business management, automotive service and automotive collision repair. An emphasis on the technology of distance learning provides academic opportunities for adults and high school students across the MCC service area, the most expansive in the state. Cargill Meat Solutions, Eastern Colorado's largest employer, and MCC have developed a workplace literacy program that is nationally recognized for its success.

CAMPUSES

920 Barlow Road
Fort Morgan, CO 80701
Telephone: 970-542-3167
www.morgancc.edu

BENNETT CENTER

280 Colfax Avenue
Bennett, CO 80102
Telephone: 303-644-4034

BURLINGTON CENTER

340 S. 14th Street
Burlington CO 80807
Telephone: 719-346-9300

LIMON CENTER

940 2nd Street
Limon, CO 80828
Telephone: 719-775-8873

WRAY CENTER

32415 Highway 34
Wray, CO 80758
Telephone: 970-332-5755

YUMA CENTER

529 North Albany, Suite 1220
Yuma, CO 80759
Telephone: 970-848-2421

FALL 2007 HEADCOUNT ENROLLMENT: 1735

Part-time = 77%

Minority = 16%

Female = 67%

FY2006-07 FULL-TIME FACULTY: 33.5 – 22%

ADJUNCT FACULTY: 118 – 78%

**Companies/Organizations Receiving Workforce Development
Training from Morgan Community College Include:**

- Schneider Pumping, Inc.
- Excell Services and JW Operating
- H&R Well Services
- Rooster Drilling and Shark Trucking
- Key Energy
- Delta Petroleum
- MidCon Petroleum
- Gunnison Energy
- Western Sugar
- Fort Morgan High School
- Fort Morgan Police Dept
- Lefever Building Systems
- Valley View Villa
- Cargill Meat Solutions



FOUNDED IN 1941

NORTHEASTERN JUNIOR COLLEGE was founded in 1941 and joined the Colorado state system in 1997. As the largest residential two-year campus in Colorado, it takes pride in providing students with an entire collegiate “experience,” not only buildings and books. NJC boasts having an impressive event center that is home to the college’s nationally-recognized sports programs, including women’s volleyball and men’s and women’s basketball. NJC is a comprehensive community college offering a full array of undergraduate transfer programs and numerous career/technical options.

PRESIDENT: *Lance Bolton, Ph.D.*

Dr. Bolton received his Ph.D. in food science and technology from the University of Georgia in 1997. Prior to coming to NJC in 2006, he was the global director of research and development for DuPont Qualicon and was also North American sales manager for the company.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students’ needs, colleges also develop signature programs. Two of NJC’s programs are the agricultural program, one of the largest in the nation, and an automotive technology program recognized by the Automotive Industry Planning Council.

CAMPUS

100 College Avenue
Sterling, CO 80751
Telephone: 970-521-6600
www.njc.edu

FALL 2007 HEADCOUNT ENROLLMENT: 1,512

Part-time = 44%
Minority = 15%
Female = 57%

FY 2006-07 FULL-TIME FACULTY: 50 – 52%

ADJUNCT FACULTY: 46 – 48%

Companies/Organizations Receiving Workforce Development Training from Northeastern Junior College Include:

- Sterling Regional MedCenter
- Sterling Fire Department
- Wildland Fire and Incident Management Academy
- Logan County Social Services



FOUNDED IN 1941

OTERO JUNIOR COLLEGE, founded in 1941, joined the system in 1967. OJC has a residential campus in La Junta and attracts students from the service area of Otero, Bent, and Crowley counties, as well as throughout Colorado. Its strong academic and career and technical programs have established OJC as a focal point in southern Colorado. In addition to attracting students from the immediate service area, OJC maintains a large student population of intercollegiate athletes, representing six National Junior College Athletic Association sports. The college also continues to build on a successful ten-year history of a student-centered international program. Just within the past two years, students have attended OJC from: Mongolia, Russia, Kyrgyzstan, Japan, Brazil, South Korea, Armenia, Mexico, and South Africa.

PRESIDENT: *James Rizzuto, M.A.*

Mr. Rizzuto received his master's degree from the Thunderbird Graduate School for Global Management. Prior to coming to OJC in 2001, he served as executive director for the Department of Health Care Policy and Financing and served 16 years in the Colorado State Senate representing southern Colorado. He was a member of the Joint Budget Committee from 1986 to 1998.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students' needs, colleges also develop signature programs. Two of OJC's programs are its nationally accredited nursing program and its quality academic transfer programs. True to its original mission as a "Junior" College; learning-centered quality academic transfer programs that produce successful graduates continue to be a main focus of this forward-looking rural college.

CAMPUS

1802 Colorado Ave
La Junta, CO 81050
Telephone: 719-384-6831
www.ojc.edu

FALL 2006 FINAL HEADCOUNT ENROLLMENT: 1,631

Part-time = 51%
Minority = 39%
Female = 63%

FY 2006-07 FULL-TIME FACULTY: 42 – 69%

ADJUNCT FACULTY: 19 – 31%

Companies/Organizations Receiving Workforce Development Training from Otero Junior College Include:

- Local Sheriff and Police Departments
- General Motors
- Walmart
- Checker Auto Parts
- NAPA Auto Parts
- Big Valley Ford
- Arkansas Valley Regional Medical Center
- Southeast Colorado Hospital
- Colorado Mental Health Institute
- Arkansas Valley Hospice



FOUNDED IN 1933

PUEBLO COMMUNITY COLLEGE, established in 1933, was instrumental in Pueblo's renaissance in the early 1990s. Its high-tech program offerings at the state-of-the-art Gorsich Advanced Technology Center and its high-demand health care programs serve students from throughout Southern Colorado. PCC has campuses in Cañon City and Durango and also offers classes in Cortez through an extension center.

PRESIDENT: *John Garvin, Ed.D.*

John Garvin received his Ed.D in Higher Education Administration and Leadership from Texas Tech University in 1994 and started his higher education career at Oakton Community College in Illinois. Prior to coming to PCC in 2007, he was the information manager and work flow director for the USAF Academy's Superintendent's office.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students' needs, colleges also develop signature programs. Two of PCC's programs are a partnership with the Department of Corrections to offer college courses at the youth offender system in an effort to cut recidivism and the Alternative High School Diploma Program to provide drop out retrieval opportunities. This program has resulted in nearly 80% of these students enrolling at PCC.

CAMPUSES

900 West Orman Ave.
Pueblo, CO 81004
Telephone: 719-549-3213
www.pueblocc.edu

FREMONT CAMPUS

51320 W. Highway 50
Cañon City, CO 81212
Telephone; 719-296-6100

SOUTHWEST CAMPUS

710 Camino del Rio, Suite 100
Durango, CO 81301
Telephone: 970-247-2929

SWC EXTENSION CENTER

2208 East Main Street
Cortez, CO 81321
Telephone: 970-565-7496

FALL 2007 ENROLLMENT HEADCOUNT: 4,945

Part-time = 61%

Minority = 40%

Female = 63%

FY 2006-07 FULL-TIME FACULTY: 81 – 21%

ADJUNCT FACULTY: 308 – 79%

Companies/Organizations Receiving Workforce Development Training from Pueblo Community College Include:

- Rocky Mountain Steel Mills
- Holcim Cement, Inc.
- Goodrich Corporation
- Los Alamos National Laboratories
- Adam Aircraft
- Atlas-Pacific Engineering
- GCC Rio Grande
- PCL Packaging
- Pikes Peak Workforce Center
- Pueblo Workforce Center
- Kurt Manufacturing
- Trane Company
- The Boeing Company
- Nortrak
- Davis Wire
- Pikes Peak Plastics
- CEA Technologies
- Summit Brick
- JM Manufacturing
- Patterson Plumbing & Heating



FOUNDED IN 1968

PIKES PEAK COMMUNITY COLLEGE, founded in 1968 in Colorado Springs, has seven locations serving El Paso, Teller, and Elbert counties. PPCC offers more than 125 programs in liberal arts and sciences, transfer programs, and career and technical education. Degrees and certificates can be earned at any of the three full-service campuses, or through the distance learning education programs.

PRESIDENT: *Tony Kinkel, Ed.D*

Dr. Kinkel received his Ed.D. in Higher Education Administration at the University of Minnesota in 1998. Prior to coming to PPCC in 2007, he was president of the University of Arkansas Community College at Batesville and worked at the Maryland community college system as its executive director. He served in the Minnesota State Senate from 1999 to 2002 and was vice-chair of the State's Higher Education Division. He also served in the Minnesota House of Representatives, where he was the chair of the Higher Education Finance Division.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students' needs, colleges also develop signature programs. Two of PPCC's programs are the zookeeping program, which is one of only two in the country affiliated with a zoo, and the early childhood development program, which has become a regional center of excellence for training childcare providers.

CAMPUSES

CENTENNIAL

5675 South Academy Blvd.
Colorado Springs, CO 80906
Telephone: 719-502-2000
www.ppcc.edu

DOWNTOWN STUDIO CAMPUS

100 West Pikes Peak Avenue
Colorado Springs, CO 80903
Telephone: 719-527-6000

RAMPART RANGE

11195 Highway 83
Colorado Springs, CO 80921
Telephone: 719-538-5000

MILITARY BASE LOCATIONS:

Fort Carson Education Center
Peterson Air Force Base Education Center
U.S. Air force Academy Education Center

FALL 2006 ENROLLMENT HEADCOUNT: 11,207

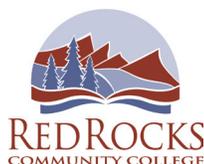
Part-time = 62%
Minority = 27%
Female = 59%

FY 2006-07 FULL TIME FACULTY: 158 – 22%

ADJUNCT FACULTY: 554 – 78%

Companies/Organizations Receiving Workforce Development Training from Pikes Peak Community College Include:

- The Broadmoor
- The Cheyenne Mountain Conference Center
- U.S. Olympic Training Center
- Colorado Springs Memorial Hospital
- Centura Penrose – St. Francis
- Colorado Springs, Pueblo and Air Force Academy Fire Departments
- Coleson Foods
- Walter Drake
- Scotts
- SCA



FOUNDED IN 1969

RED ROCKS COMMUNITY COLLEGE, founded in 1969, serves the residents of Clear Creek, Jefferson, Gilpin and Park counties on its campuses in Lakewood and Arvada. Its unique offerings include Emergency Management, Physician Assistant, Teacher Preparation and a nationally recognized OSHA Training Program.

PRESIDENT: *Michele Haney, Ph.D.*

Dr. Haney received her doctorate in counseling from the University of Wyoming in 1979. Prior to coming to RRCC, she was the president of Morgan Community College from 2003 to 2007 and before that, she held positions as the chief executive officer of the Boulder campus for Front Range Community College and the chief executive officer and chief academic officer for the Westminster campus of Front Range Community College.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students' needs, colleges also develop signature programs. Two of RRCC's programs are Process Technology with industry contributions of more than \$200,000 and Medical Imaging in the specialized fields of radiologic technology and diagnostic medical sonography.

CAMPUSES

13300 West Sixth Avenue
Lakewood, CO 80228
Telephone: 303-914-6600
www.rrcc.edu

5420 Miller Street
Arvada, CO
Telephone: 303-914-6010

FALL 2006 ENROLLMENT HEADCOUNT: 6,715

Part-time: 67%
Minority: 18%
Female: 50%

FY 2006-07 FULL-TIME FACULTY: 59 – 17%

ADJUNCT FACULTY: 292 – 83%

Companies/Organizations Receiving Workforce Development Training from Red Rocks Community College Include:

- Shell Oil
- Marathon Oil
- BP America
- Coors Brewing Company
- Xcel Energy
- Suncor Energy
- Exempla
- Littleton Adventist Hospital
- Lockheed Martin
- Bell Plumbing and Heating



FOUNDED IN 1925

TRINIDAD STATE JUNIOR COLLEGE was established in 1925 and joined the System in 1968. It is the oldest public two-year college in Colorado. In addition to its Trinidad Campus, TSJC has a campus in Alamosa. The college is also nationally recognized for its aquaculture and gunsmith programs.

PRESIDENT: *Ruth Ann Woods, M.Ed.*

Ruth Ann Woods received her master's degree in vocational/technical education from the University of North Texas in 1980 and her bachelor's degree from the University of Arizona. Prior to being named interim president of TSJC in 2004 and later as the permanent president, she was the vice-president of the Trinidad State Junior College Valley Campus in Alamosa, Colorado. Before moving to Colorado, Ruth Ann was employed with Texarkana College for twenty years as a tenured marketing/accounting professor. She has 26 years of experience in community college administration and instruction.

Most recently, Ruth Ann was appointed as co-chair of Governor Ritter's Jobs Cabinet.

SIGNATURE/UNIQUE PROGRAMS:

While all colleges offer a variety of programs to meet the students' needs, colleges also develop signature programs. Four of TSJC's signature programs are the Aquaculture program, Gunsmith program, Energy Production and Industrial Construction (EPIC). The Epic program opened in Fall 2006 with 50 students enrolled. To date, 122 students are enrolled in the Epic program. TSJC implemented the Southern Colorado Line Technician Program Fall of 2007 because 23% of lineman, 43% of line foreman, and 61% of line superintendents are over 50 – nationwide and will be retiring within the next five to ten years. Both the Epic program and the Line Technician program are supported by business and industry. TSJC continues developing business /industry partnerships to provide a well trained and educated workforce for the 21st century.

CAMPUSES

600 Prospect Street
Trinidad, CO 81082
Telephone: 719-846-5541
www.trinidadstate.edu

1011 Main Street
Alamosa, CO 81101
Telephone: 719-589-7026

FALL 2007 HEADCOUNT ENROLLMENT: 1,577

Part-time = 50%
Minority = 45%
Female = 58%

FY 06-07 FULL-TIME FACULTY: 37 – 37%

ADJUNCT FACULTY: 62 – 63%

Companies/Organizations Receiving Workforce Development from Trinidad State Junior College include:

- Phil Long Family of Dealerships
- Pioneer and Purgatory Valley Construction
- Colorado Division of Wildlife
- Local Hospitals and Law Enforcement Agencies

automotive technology

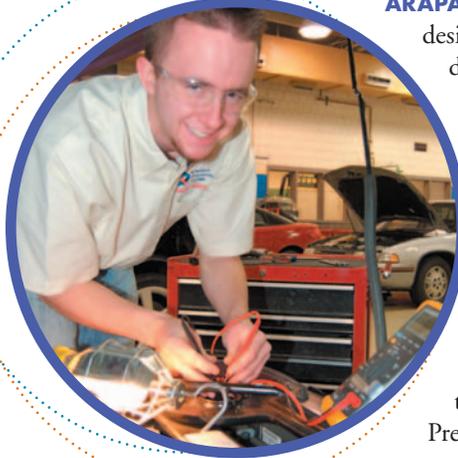
ARAPAHOE COMMUNITY COLLEGE Automotive Technology program has been selectively designated by General Motors, Chrysler and Nissan to be the one center that trains their dealership technicians in a multi-state region. The program mixes a technical education with academics and an apprenticeship option.

General Motors, Chrysler and Nissan have so much faith in the program they have donated a 65-vehicle/one million dollar inventory of brand new cars and trucks on which Automotive Technician students can master vehicle repair fundamentals. Tool and equipment manufacturers have also come to the plate by donating tens of thousands of dollars to the program.

To keep this program in-sync with the needs of industry, ACC periodically convenes manufacturer and industry advisory committees comprised of some of the top automotive executives in the Denver metro-area. One of those is Hank Held, Senior Vice President of the nine-location Burt Automotive Network, the nation's twelfth largest mega-dealer of vehicles. Held is concerned about the aging population of today's automotive technicians. However, he is confident about the role ACC's Automotive Technology program will

play in providing new blood. Comments Held, "ACC's program squarely addresses the industry's need to fill an estimated 60,000 automotive technician positions in the US." According to program chair Jerry Viola, the demand is such that many of those who go through his program can be earning \$50,000 a year within a short time of graduating and once they achieve the "master" level the take home pay is between \$80,000 and \$100,000.

Arapahoe Community College Automotive Technology student Jared Schuster gets hands-on experience working on a late model GM vehicle.



bioscience

In 2007, the **COMMUNITY COLLEGE OF AURORA** collaborated with the Colorado Bioscience Association to launch the Bioscience Institute. The institute aims to provide educational relevance to high-school students while cultivating an up and coming workforce for the bioscience industry. Last year, CCA received a JumpStart grant from the Denver Metro WIRED Initiative. With those grant dollars, CCA is reaching thousands of high school students in the Denver metro area by providing training, materials and equipment for hands-on bioscience experiments in high school labs. Specifically, CCA is "teaching the teachers" how to deliver instruction and conduct a series of molecular biology and DNA experiments with kits they can take back to their respective high schools.

Describing the Institute, CCA chemistry faculty-member and project administrator Martha Jackson-Carter said, "Imagine 100 leaders from education, industry, and workforce/economic development all focused on access to hands-on, state of the art experiences for high school students in the Denver-Metro area."

"We have the real deal here," Project Director Dr. Todd Bergren added. "We have very expensive equipment in these labs and students know this is exactly what they'll find in the workplace. They also know that we think enough of them to provide them with the best, which I think helps them do even better."

The components of a Bioscience instructional kit are displayed.



learning success services

COMMUNITY COLLEGE OF DENVER'S Learning Success Services (LSS) seeks to create independent and confident learners by providing tutoring and interactive software experiences. Acknowledging that students have a variety of different learning styles, LSS provides multiple modes support in its labs including: modeling, mentoring, guiding, collaborating, reading, discussing, writing and providing examples. The labs, tutors and staff of LSS aim to create a comfortable learning environment that enables students to master content as well as learn about themselves as learners. Additionally, LSS provides access to and support for students to incorporate cutting-edge technology into their learning processes.

Learning Success tutor Phil Kim demonstrates "Guiding" tutorial methods while working with a CCD student in the lab.



energy & facilities management

COLORADO NORTHWESTERN COMMUNITY COLLEGE'S two-year Energy & Facilities Management Technology Degree Program, designed in partnership with Chevron Energy Solutions, will train graduates in basic and sustainable energy systems for immediate employment as facility energy auditors, renewable energy system integrators, and energy resource conservation managers for business, industry, and local/state/federal government. This program is designed to provide a workforce proficient in the skills necessary to implement the energy initiatives of state policy makers for reduction in power consumption. Besides immediately starting a career, graduates may transfer their credits to complete baccalaureate programs such as a Bachelor of Applied Science in Energy Management degree.

Colorado Northwestern Community College student Courtney Ryan receives a demonstration from Energy & Facilities Management and Civil Engineering Technology instructor, Allen Vaught, on computer-aided design (CAD) software, which will produce the designs of energy solution options for buildings and structures.

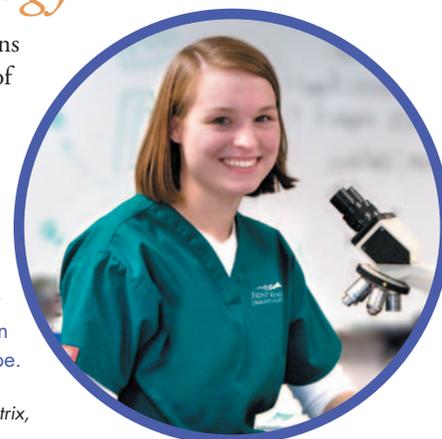


veterinary technology

According to the U.S. Department of Labor, our nation's demand for Veterinary Technicians will increase 41 percent by the year 2014.* Veterinary Technology is a signature program of **FRONT RANGE COMMUNITY COLLEGE**. It is fully accredited by the American Veterinary Medical Association. This program provides training in veterinary health (including small and large animal nursing, first aid, routine, surgical and emergency care) and the handling of a variety of domestic and exotic animals, as well as laboratory animals encountered in a veterinary practice or biomedical research setting.

Front Range Community College Veterinary Technology Student Kelly Schowengerdt receives hands-on experience using a powerful veterinary microscope.

*Growth figures represent a ten-year period ending 2014. Source: "National Industry-Occupation Employment Matrix," a publication of the U.S. Bureau of Labor Statistics.



horse training & management

Lamar Community College students gain practical experience as they prepare for careers in horse training and management.



LAMAR COMMUNITY COLLEGE'S Horse Training and Management Program prepares students for lucrative employment opportunities that include working as a professional horse trainer or as a manager of a horse training operation. Transfer students can work towards a career in animal health, management or finance. Career placement of students is a major focus of the College and the program's 105 industry partners. Degree options include: Horse Training and Management (HTM); Horsemanship/Equine Business Management (HEBM); and Equine Science. Certificates cultivate competencies in Advanced Horsemanship; Stable Management and Starting Colts. Although students improve their horsemanship skills, more emphasis is placed on the business management aspect of the equine industry. Students sharpen their business knowledge and skill then complete their degrees with an internship with a business partner of their choice. For students looking to continue the education, LCC's Associate of General Studies – Ag Transfer degree in Equine Science degree is readily transferable and the College has a transfer agreement with the Equine Science Department at Colorado State University that its AAS degree students in Horse Training and Management and Equine Business Management can use.

physical therapist assistant

The U.S. Department of Labor currently projects employment opportunities for Physical Therapist Assistants to increase much faster than average. **MORGAN COMMUNITY COLLEGE** has responded to this demand and in the process their Physical Therapist Assistant offering has been designated a "Program of Excellence" by the Colorado Department of Higher Education. The PTA program prepares graduates as entry level physical therapist assistants who are providers of health care services under the supervision of a physical therapist. The curriculum combines academic and specialized occupational classes with a strong emphasis on clinical experiences. As part of their program, students spend time in hospitals, nursing homes, rehabilitation centers, home health programs, or private practice offices to gain understanding and practice in the physical therapist assistant profession. Ninety-five percent of our graduates are employed in physical therapy or related field within nine months of graduation. Current starting wages range from \$15-\$24 per hour in the region.



Michael Garza, a Morgan Community College Physical Therapist Assistant student gets hands-on practice with a real patient.

STEM programs

Colorado's Community Colleges are actively collaborating with industry leaders and other education providers to address the nation's impending shortage of Science, Technology, Engineering and Math (STEM) professionals. By growing STEM programs, we help ensure that Colorado will be able to compete in the global marketplace. The Science Department at **NORTHEASTERN JUNIOR COLLEGE** offers a wide range of courses in the natural sciences for degree completion, transfer to four-year institutions and personal interest. Whether students dream of becoming a scientist, engineer, or health professional, or need to complete a degree requirement in another field of study, they'll find the right course to unlock the wonder and excitement of science and a good career.

Two "traditional-aged" Northeastern Junior College students get personalized attention as they learn difficult scientific concepts.





cosmetology

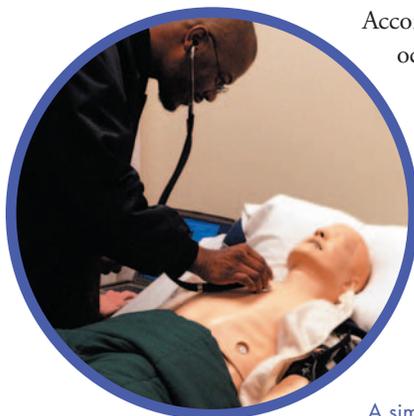
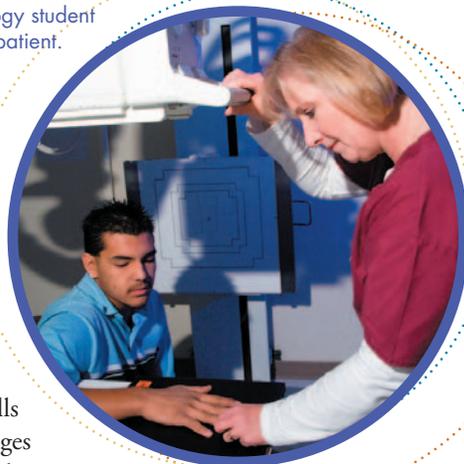
Cosmetology Instructor Lynette Reeves guides student Kevin Rivera as he gets hands-on experience with real clients at Otero Junior College's Cosmetology Career Academy.

The Colorado Department of Labor projects an eight percent increase in the career market for Cosmetologists over the next five years. The Cosmetology Career Academy at **OTERO JUNIOR COLLEGE** offers theory and practical instruction designed to prepare a student for employment as a licensed cosmetologist. For example, hair design students are guided through the basic design elements of form, texture and color. The Academy offers many specialty career opportunities for both men and women. OJC offers four certificates: Hair Stylist; Nail Technician; Esthetician and Full Cosmetologist. Graduates are prepared to enter a variety of specialties including: hair design, hair color technician, wig specialist, skin care expert, make-up artist, nail technician, salon manager/owner, sales representative, research assistant and trade technician.

Pueblo Community College Radiologic Technology student Terry Kelm receives hands-on experience x-raying a patient.

radiologic technology

According to the U.S. Bureau of Labor Statistics, the employment growth for Radiologic Technologists is growing faster than average and job opportunities will continue to be favorable. **PUEBLO COMMUNITY COLLEGE'S** Associate of Applied Science in Radiologic Technology prepares students to work as a critical member of today's health care team. Students are taught important critical thinking/problem solving techniques as well as interpersonal and communication skills that allow them to interact effectively with other health care team members, patients, and families from a variety of professional, social, emotional, cultural, and intellectual backgrounds. Students are also provided the skills they need to work with highly complex medical imaging equipment, analyze acquired images for quality, assess patient condition and apply appropriate techniques of patient care and education and achieve the highest degree of clinical competency. The program focuses on developing their intellectual abilities as well as the judgment they need to demonstrate a professional attitude and demeanor, display the highest moral and ethical standards, and foster the safety for themselves and their patients.



According to the Department of Labor, registered nurses constitute the largest health care occupation, with 2.5 million jobs. About 59 percent of jobs are in hospitals. Registered nurses are projected to generate about 587,000 new jobs by 2016, one of the largest numbers among all occupations. Overall job opportunities are expected to be excellent. Associate Degree Nursing (ADN) programs are a vital part of many of our institutions including **PIKES PEAK COMMUNITY COLLEGE**. These programs provide both a general education in the liberal arts and sciences and nursing. Students participate in clinical laboratory experiences in selected community hospitals and allied health agencies. Graduates of the program are eligible to take the NCLEX-RN examination or they may pursue a bachelor's degree in nursing at a university. Successful completion of the NCLEX-RN examination awards students the status of Registered Nurse.

A simulated patient helps a Pikes Peak Community College student learn how to respond to uncommon medical scenarios.

nursing programs

RRCC student Marc Oddo gets hands-on experience while pursuing his Process Technology degree at his internship with the National Renewable Energy Laboratory.

process technician

RED ROCKS COMMUNITY COLLEGE has responded to a regional and global demand to expand the available Process Technician workforce. A Process Technician monitors, manipulates and controls mechanical, physical and/or chemical changes throughout many processes to produce a final product made from raw materials. Such technicians also operate, control, monitor, evaluate and troubleshoot industrial process equipment. Process Technicians serve many sectors including: Chemical Manufacturing, Oil Refining, Gas Extraction, Carbonated Beverage Production, Pharmaceutical Manufacturing, Semi Conductor Manufacturing, Electric Power Generation and Alternative Energy Production and Water Treatment and Reclamation. In 2004, in response to a looming global labor shortage for Process Technicians, RRCC helped form the Rockies Alliance for Process Technology (RAPT). This association of education providers, business and industry partners, and government and community groups has successfully come together to develop a comprehensive process technology education program that is expanding the pool of qualified Process Technicians. RRCC's corporate partners in the Rockies Alliance include both regional and national based industry leaders including: Arizona Public Service, BP America, EnCana Oil and Gas (USA) Inc., Molson Coors Brewing Company, Shell Exploration and Production, Suncor Energy USA, Williams Exploration and Production, and Xcel Energy. Besides immediately starting a career, graduates may transfer their credits to complete baccalaureate programs such as DeVry University's Bachelor of Applied Science in Technical Management degree.



line technician

In response to a strong demand for qualified line technicians, **TRINIDAD STATE JUNIOR COLLEGE**, in cooperation with San Isabel Electric Association and Tri-State Generation and Transmission Association launched the Southern Colorado Line Technician Program in Fall 2007.

According to the U.S. Department of Labor, training of line installers, repairers, technicians, and erectors is critical. Approximately 40 percent of the current workforce are expected to retire in the next five years, which will leave a vacancy of about 11,300 jobs nationwide. With the expanded network of electrical power lines delivering electricity to an ever-increasing customer base, it is critical that training opportunities be available.

Trinidad State Junior College has partnered with San Isabel Electric Association, with funding from the Tri-State Generation and Transmission Association, to provide these needed training opportunities. A curriculum designed to provide theoretical and hands-on training has been created. Line installers and repairers held about 251,000 jobs in 2004 and the job outlook for new workers in this field is expected to grow—particularly for electrical powerline installers. Many companies are expected to expand their hiring in anticipation of increased retirements.

TSJC students Brice Bender and Richard Gallegos get hands-on experience building a power line.

OVERVIEW

The Colorado Community College System (CCCS) educates a diverse population of students who represent a wide range of backgrounds and expectations. Many are underserved and have special educational and personal needs that must be met in order for them to succeed. People seek a community college education for a variety of reasons:

- Large numbers of students come to CCCS colleges to improve their basic skills and get ready for college-level work. Approximately 27% of our students come to us for basic skills training.
- Some start at a community college and transfer on to a four-year college to earn a bachelor’s degree. Roughly 5,000 of our students will transfer to four-year public schools each year.
- Many students come to community colleges for career and technical education programs that help them acquire the certification and essential skills they need for employment. The community college system provided certificates or degrees to 9,501 career and technical students and educated 42,777 high school students in career and technical programs in FY 05. One third of our college students are in a career and technical education program.
- The community colleges provide work force training for more than 10,000 workers annually.
- Some community college students are interested in continuing education and are looking for special programs designed to meet specific needs.

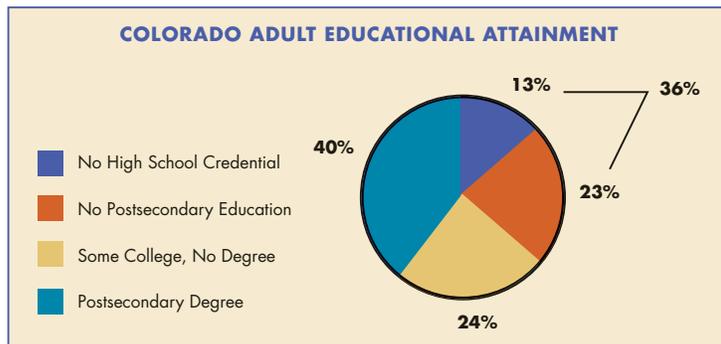
Community colleges not only train students for careers, but also prepare them as citizens and community members who have obligations to public life. With our open access admissions, CCCS colleges provide a democracy of education to every citizen age 16 and older in our State.

Community colleges provide affordable access to higher education so citizens can make a living wage

More than a million Colorado adults lack any form of postsecondary education – including more than 300,000 adults who have no high school credential. New technologies and new business strategies affect all occupations and have increased the skills needed even for lower-level jobs. The economy requires that current and future workers have some postsecondary education.

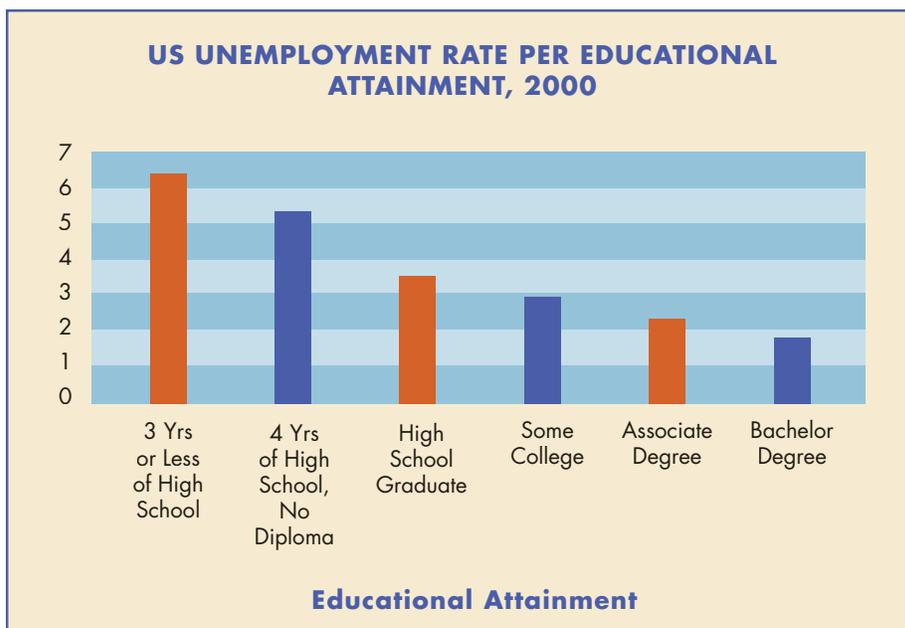
GRAPH 1-1
One Million Colorado Adults do not have the Training they need to Compete in Today’s Work Force

Source: US Census, 2000 for adults 25yrs and older



Postsecondary education increasingly is required for workers to earn a stable, self-sustaining income. In Colorado, the average hourly wage in 2005 for all occupations requiring some form of postsecondary education was \$28.58 – 80 percent higher than jobs that do not require higher education training. The average wage for those jobs that do not require some form of postsecondary training is \$15.89 per hour – an insufficient wage for supporting a family in most areas of the state. Unemployment data indicate that individuals with no postsecondary education are much more likely to be unemployed than those with a college credential (Graph 1-2).

Graph 1-2
Unemployment Rates are Lower for Individuals with Higher Education Training



Source: Postsecondary Education Opportunity

Adults with no postsecondary education tend to come from lower income families, with low parental educational attainment, and often are minority. These demographics describe the very population that – as open access institutions – community colleges strive to serve.

Benefits to the State

While a college degree greatly benefits the individual, the contribution of postsecondary education to society may be just as significant. Individuals with postsecondary education contribute positively to the economy. A recent economic study – conducted by CCBenefits, an organization affiliated with the Association of Community College Trustees – shows that for every \$1 invested by the government in community colleges, an additional \$7 is generated in economic activity. Meanwhile, degree holders pay more in taxes, consume more goods and services, and require less government assistance in the form of social services and unemployment benefits than those without degrees (Williams, A.W. and W.S. Swail, 2005).

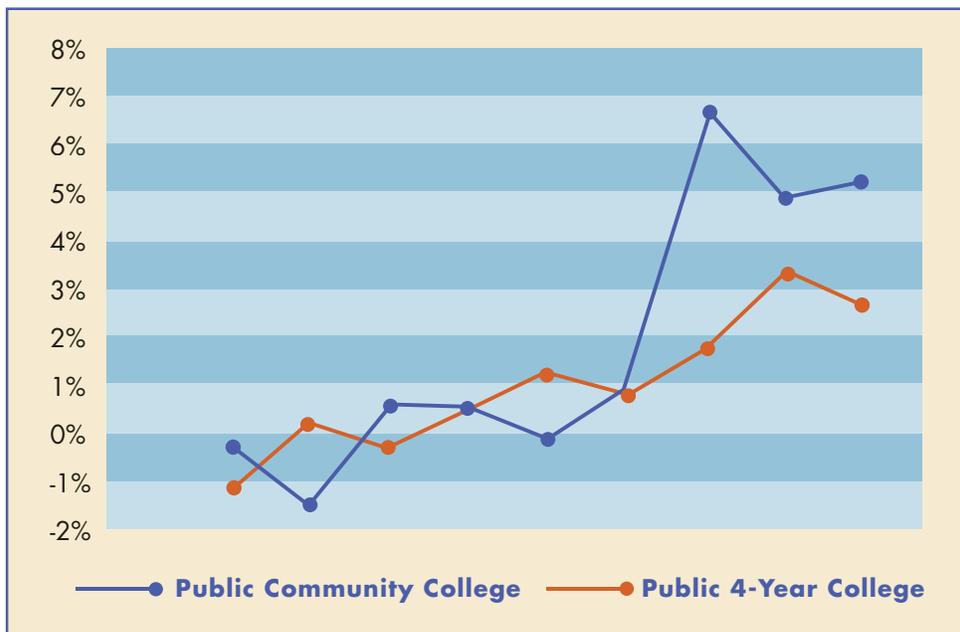
COMMUNITY COLLEGE ENROLLMENT TRENDS

National Community College Enrollment Growth has been Strong

According to Occupational Outlook Quarterly (Winter 2002-03), enrollment at community colleges nationally surged 413 percent from 1965 to 1999, while public four-year college enrollment increased 104 percent. The enrollment in public community colleges continued to increase from 2000 to 2002, compared with public four-year colleges. This growth trend at community colleges is expected to continue based on the following:

- Increases in tuition at competitor institutions;
- Selective enrollment procedures at four-year institutions;
- The large growth in jobs that require postsecondary education including certificates and degrees;
- Community colleges offer open access that allows opportunity for under-prepared students, young and old, to complete their basic skills and continue on to postsecondary education.

EXHIBIT 1-3 National Enrollment Growth



Note: Public community colleges and public four-year colleges only

Source: Table 2.2, National Profile of Community Colleges, fourth edition: American Association of Community Colleges

Colorado Community Colleges Enrollment Growth (FY2001-2006)

Colorado Community College enrollment increased at a rapid rate as well. Exhibit 1-4 shows that CCCS enrollment increased 18 percent from 2001 to 2006 while other public institutions in the state increased between 7 percent and 15 percent. Our colleges typically serve more than 105,000 students annually. Since FY 2005, enrollment at Colorado community colleges slowed because students typically enter the workforce when the economy improves.

EXHIBIT 1-4: Student FTE Enrollment: FY 2001 and FY 2006

PUBLIC INSTITUTIONS	FY01	FY06	Increase	Percent Increase
Colorado Community College System	37,718	44,619	6,901	18%
University of Colorado Regents	38,186	44,104	5,918	15%
Colorado State University Board of Governors	24,316	25,956	1,640	7%
University of Northern Colorado Board of Trustees	10,309	10,984	675	7%
Trustees of State Colleges	20,807	23,971	3,164	15%

Source: Final FTE Student Enrollment Report: The Colorado Commission on Higher Education

Women account for an increasing share of community college enrollment

Female enrollment has been increasing in community colleges and remains higher than men. More women attend community colleges and four-year colleges. In Colorado, 59 percent of community college students are female. Nationally, women make up 58 percent of community college students.

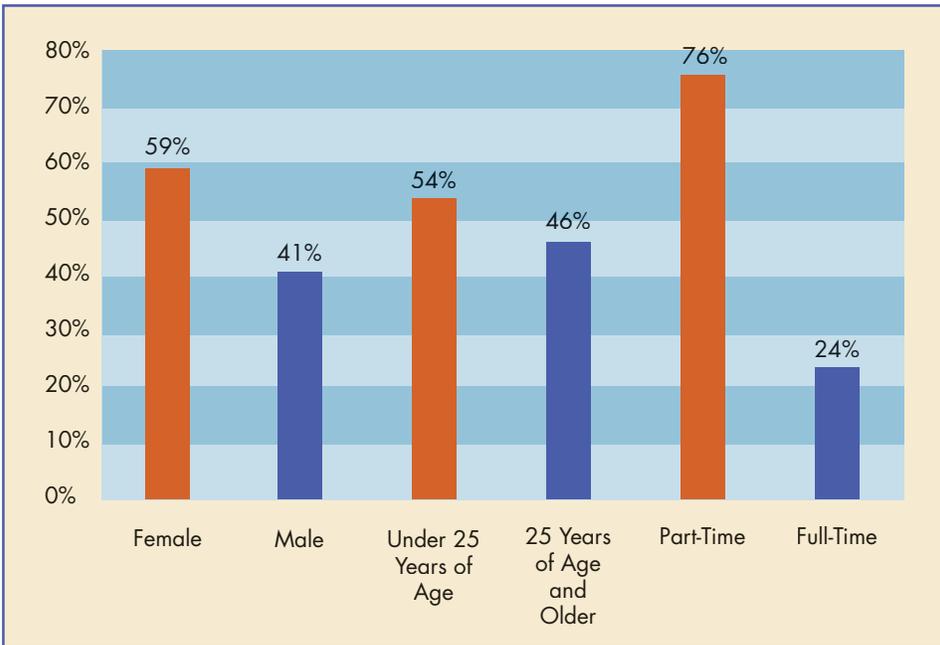
Community college students are older

Nationally, the average age of community college students is 28 and the median is 23, consistent with Colorado's Community College average age of 28. Students younger than 25 comprise 54 percent of Colorado community college enrollment.

Most community college students work while attending college

According to the American Association of Community Colleges, 64 percent of all community and technical college students attend part time, compared to 22 percent of four-year students. Part-time students account for three-fourths of the Colorado Community Colleges' student body. Part-time community college students typically are non-traditional, working full or part time while attending college. CCCS accommodates the needs of working students by offering courses at night, on weekends, and online.

EXHIBIT 1-5
CCCS Enrollment by Age, Gender, and Attendance Status: FY 06-07



Roughly half of Colorado's minority higher education students attend community colleges

Community colleges serve students from diverse backgrounds. During the last two decades, racial and ethnic minorities have made up an increasing proportion of community college student enrollment nationally. In Colorado, 48 percent of the state's minority students enroll in community colleges.

EXHIBIT 1-6
Colorado Community College System Colleges Percent Minority Students

COLLEGE	PERCENT MINORITY
Arapahoe Community College	15%
Community College of Aurora	44%
Community College of Denver	55%
Colorado Northwestern CC	09%
Front Range Community College	18%
Lamar Community College	21%
Morgan Community College	15%
Northeastern Junior College	09%
Otero Junior College	35%
Pueblo Community College	36%
Pikes Peak Community College	26%
Red Rocks Community College	17%
Trinidad State Junior College	43%

In 2002, minority students in all postsecondary educational institutions in Colorado made up 22 percent of the total college population compared to the 2002 national average of 29 percent. Overall, 27 percent of community college enrollment is comprised of minorities in 2007. Exhibit 1-7 shows the percent of total enrollment in Colorado public two-year institutions based on race and ethnicity. The share of minority students in community colleges has risen steadily since 2002.

EXHIBIT 1-7
Student Headcount by Race/Ethnicity: Two Year Public Institutions in Colorado

RACE/ETHNICITY	2002	2003	2004	2005	2006
Asian	2.8%	2.8%	2.9%	3.2%	3.7%
Black, Non-Hispanic	4.2%	5.1%	5.1%	5.8%	5.9%
Hispanic	13.9%	14.5%	15.0%	16.2%	18.1%
Native American	1.2%	1.4%	1.4%	1.5%	1.4%
Minority Total	22.2%	23.8%	24.6%	25.1%	26.8%
White/Alien/other	77.8%	76.2%	75.4%	74.9%	73.1%

Source: CCHE

COMMUNITY COLLEGES PROVIDE LOCAL ACCESS TO HIGHER EDUCATION

In Colorado, 91 percent of CCCS students are Colorado residents. Community colleges provide local access to higher education, which helps them meet the diverse needs of their students. For students who are low income, who have young children, or who are working, having a college in their community provides an opportunity for higher education for many who otherwise would not have it. CCCS has 13 colleges throughout Colorado, including five with dormitories that provide a residential college experience close to home for recent high school graduates.

COMMUNITY COLLEGES SERVE STUDENTS AT RISK

According to the American Association of Community Colleges, approximately 86 percent of students in community colleges have one or more risk factors associated with decreased persistence in college, compared to 52 percent of students in four-year colleges. These risk factors are listed in Exhibit 1-8.

The average number of risk factors for community college students was 2.4 compared with only 1.1 for four-year college students. CCCS provides services to at-risk students and helps them to attain degrees or vocational training. It is critical that CCCS is funded at a level that ensures its colleges can provide wrap-around services to support at-risk students and help them succeed.

EXHIBIT 1-8 Percentage of Students with Risk Factors Associated With Decreased Persistence in College

Risk Factors	Public Community College	Public 4-Year College
Independent student	61.2%	34.3%
Delayed enrollment	50.3	23.3
Part-time	66.1	30.2
Has dependents	35.4	14.3
Single parent	17.2	6.3
Full-time/Work full time	40.8	21.6
GED or no HS diploma	11.6	3.6
At least one risk factor	85.7	51.4

Sources: Table 2.17, National Profile of Community Colleges: Trends and Statistics, fourth edition: American Association of Community Colleges

Colorado ranks 48th in funding for higher education

EXHIBIT 1-9
States' Ranking in Higher Education Funding

States	FY06	Rank	FY06	Rank
	State and Local Support for Higher Education per \$1,000 in Personal Income		State and Local Support for Higher Education per Capita	
Wyoming	\$17.06	1	\$628.97	1
New Mexico	\$16.77	2	\$461.93	2
U.S. Average	\$7.62		\$260.09	
Rhode Island	\$4.99	45	\$177.01	46
Colorado	\$3.67	49	\$134.90	48
Vermont	\$4.02	49	\$131.54	49
New Hampshire	\$2.33	50	\$87.74	50

Source: National Center for Higher Education Management Systems

OVERVIEW

Community Colleges Meet the Workforce Challenge

Colorado community colleges constantly are adapting to provide the classes, programs and services that meet the continually shifting needs and demands of regional economies. By addressing these changing requirements, our 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, setting them apart from their four-year counterparts. Our 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, our community colleges quickly respond by creating new degree and certificate programs that meet these needs head-on. By the same token, our colleges can quickly retool, eliminating programs where demand has fallen off and replacing them with leading edge curriculum and courses.

- *Our colleges are responsive to the needs of business, community, and students by being able to quickly adapt programs as demands change.*
- *Most of the high-growth high-paying jobs predicted to drive Colorado's future economy require a college degree, many two years or less.*

Over the coming decade, Colorado will experience tremendous growth in several career areas, especially health care, automotive, aviation and high technology. These career fields require workers to earn at least an associate's degree or certificate and Colorado's community colleges are poised to respond to these significant challenges that will ensure a strong workforce and prepare students for high-demand, high-skill jobs that are entrees into high-wage careers.

HIGH GROWTH OCCUPATIONS REQUIRE COMMUNITY COLLEGE TRAINING

Community Colleges Meet Industry Needs

Community Colleges provide training to citizens for jobs that businesses need. The occupations listed in Exhibit 2-1 are expected to grow at a rate of more than 20 percent with at least 100 annual job openings projected for the state of Colorado between 2004 and 2014. This is a sampling of high growth occupations that require the education that community colleges provide; many are healthcare occupations. Of these high-growth healthcare occupations, registered nurses, paramedics and emergency medical technicians are among the most crucial as first-responders. CCCS colleges fill a vital role in training workers to fill vacancies in these high-demand occupations. However, the programs that train these workers are among the most expensive to operate because they require low student-to-faculty ratios, hands-on clinical experience, and competition with industry for faculty.

These Jobs Pay Well

CCCS colleges offer programs that help students get jobs in many of the fastest growing occupations in Colorado. A large majority of these jobs pay high wages. Moreover, for most of these programs, the cost of tuition would be paid back in earnings in four months or less. Exhibit 2-1 provides a sample of Colorado high growth occupations projected from 2004-2014 along with the required CCCS credit hours, estimated tuition and fees, average wage, and the length of time earning that wage it would take to repay the student investment. For example, there are expected to be 2,150 job openings for nurses over the next ten years. A student who becomes a nurse will pay back her tuition in three months once graduated. Nurses make an average of \$53,830 per year according to the Colorado Department of Labor and Employment.

EXHIBIT 2-1 High Growth Occupations in Colorado

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

*Used average hourly wage from the Colorado Department of Labor and Employment projection data
Source: Occupational Employment Outlook 2004-2014: Colorado Statewide Projections, CDLE

THE STATE BOARD ADMINISTERS ALL COLORADO CAREER AND TECHNICAL EDUCATION PROGRAMS

Career and Technical Education (CTE) programs provide students with the technical and leadership skills needed to work in Colorado's workforce in careers as varied as nursing, information technology, and agriculture. CTE programs engage students by providing a contextual learning environment that can result in a certificate or that can allow the student to transition into college in their Plan of Study. Students complete CTE programs at their high school and earn certificates at their Area Vocational Schools/Technical Colleges and can earn certificates and degrees from the community colleges and local district colleges. These students learn life skills and academic and technical skills that they apply in the workplace. CTE programs lead students to careers. At all levels of CTE, the focus is on preparing students with skills for the high-demand, high-wage jobs emerging in Colorado and an educated workforce to meet 21st century demands.

Programs across the state are aligned so that students who begin a CTE Career Pathway in high school or at an AVS/Technical College can transition seamlessly into a community college or an AVS/Technical College using Advanced Credit Pathways (ACP). A student who meets specific course criteria can transfer high school CTE credits to an AVS/Technical college or community college and apply them toward a certificate or degree. These students have an easier time starting college with high school courses that count toward college credits.

The State Board for Community Colleges and Occupational Education (SBCCOE) oversees all Career and Technical Education (CTE) programs for the State of Colorado. The Board approves programs and disburses Colorado Vocational Act (CVA) (CRS 23-8-101) and federal Carl D. Perkins grant funding to programs at the secondary and postsecondary level. This unique oversight of both secondary and postsecondary level programs gives Colorado an integrated view of the CTE programs that school districts, Area Vocational Schools (AVS) or Technical Colleges, and the community colleges offer.

The Colorado Community College System (CCCS) administers two large funding programs that benefit Career and Technical Education programs: the Colorado Vocational Act (CVA) and the federal Carl D. Perkins grants. Overall, these two programs (CVA and Perkins) provide more than \$36 million directly to school districts, AVS/Technical Colleges, and community colleges (including local district colleges) for expenses incurred maintaining and enhancing approved Career and Technical Education programs across the state. This investment – though it does not cover the total costs of providing these programs – helps Colorado maintain high-quality programs that produce workers who are ready for high-skill careers (Exhibit 2-2). The following describes these programs:

- **CVA Disbursement:** The General Assembly appropriates general fund dollars to fund the CVA. **In Fiscal Year 2006-07, the General Assembly appropriated \$20.6 million to secondary CTE programs through the CVA.** CCCS distributes these funds to help reimburse school districts for CTE expenses. The disbursement formula for school districts is established in statute and only allows approved CTE programs to receive these dollars. CCCS collects the data for the disbursement formula, monitors and assures compliance with the CVA, and audits all recipients over a five-year period.

- **Carl D. Perkins Act Disbursement:** This federal grant reimburses school districts and community colleges for specific expenditures on approved CTE programs. **In Fiscal Year 2006-07, secondary programs received almost \$5.6 million and post-secondary programs received \$7.7 million in federal money.** CCCS disburses these funds; submits a State Plan for CTE to the federal government; approves all Local CTE Plans; approves all local expenditures submitted for reimbursement; assures compliance with federal laws, guidelines, and State Plan guidelines; and monitors recipients as designated in the State Plan.
- **CTE Program Approval:** CCCS uses the Program Approval process to ensure program compliance with the federal and state government expectations regarding CTE. CCCS must approve all CTE programs that wish to receive either CVA or Perkins funding every five years. CTE programs that do not intend to seek Perkins or CVA funding are not required to obtain CCCS program approval. However, many programs that do not seek funding do seek CCCS program approval and they are included in all data reporting. CCCS collects enrollment and placement data for all approved CTE programs.

Exhibit 2-2: Colorado CTE Investment per Enrollee (FY 2006-07)

	Secondary	Postsecondary	Total
Total CTE Enrollments	88,085	21,975	110,060
Total CTE Funding (CVA and Perkins)	\$ 26,219,351	\$ 7,710,449	\$33,929,800
Funding per enrollee	\$ 298	\$ 351	\$ 308

RETURN ON INVESTMENT: Academic reports and statistics across the country demonstrate the success of CTE programs in providing their students with academic rigor, skills needed to meet job requirements, and higher earnings than their counterparts in high school and community college. In fact, a recent National Research Center for Career and Technical Education study found statistically significant support for higher math scores in CTE students as compared with non-CTE students in high school. Colorado teachers served as a pilot case for this method of teaching and now are traveling across the United States demonstrating it to others. Through its CTE Strategic Planning efforts, CCCS hopes to duplicate this success across many Colorado high schools.

CTE PROGRAM PROVIDERS: Colorado enjoys success in CTE programs because educators and administrators across the state have dedicated their lives and careers to CTE students. These state and local employees work hard to help students find opportunities and achieve career and life success.

Exhibit 2-3 lists the various public entities providing CTE programs in Colorado. The charts on the following pages identify the governance structure, enrollment, and CTE grant funding for the institutions listed in Exhibit 2-3.

The charts on the following pages show that overall there are 88,085 secondary CTE enrollments and 21,975 post-secondary CTE enrollments in Colorado CTE programs. The vast majority, 86,484 of secondary CTE enrollments are in the school districts, while community colleges serve the vast majority of post-secondary CTE enrollments – 16,238. Additionally, Area Vocational Schools/Technical Colleges located within K-12 school districts, have 5,354 post-secondary CTE enrollments and Mesa State College has 383 post-secondary CTE enrollments.

The dollars that flow through the SBCCOE to the school districts for career and technical education through the Colorado Vocational Act assist in offsetting the high cost of these programs. In Fiscal Year 2006-07, the school districts received \$20.6 million in CVA funding. These funds flow to school districts, some of which have created CTE technical centers to service the entire school district. The school districts may also contract with the Area Vocational Schools/Technical Colleges for the provision of secondary CTE services. In particular, T. H. Pickens Technical Center receives CVA funding through its school district since it is a Designated Area Vocational School.

The Perkins funding that flows through the SBCCOE is distributed to secondary and post-secondary recipients as required by the Carl D. Perkins Act. In Fiscal Year 2006-07, secondary recipients received just under \$5.6 million in funding and post-secondary recipients received just over \$7.7 million.

EXHIBIT 2-3: Colorado Public Providers of CTE Programs

SCHOOL DISTRICTS

School Districts (High-school diploma-granting institutions)

All Area Vocational Schools/Technical Colleges (AVS/TC)
(Certificate-granting institutions)

- Delta/Montrose Technical College
- Emily Griffith Opportunity School Technical College
- San Juan Basin Technical College
- Pickens Technical College

COMMUNITY COLLEGES

(Certificate and degree-granting, North Central Association-accredited institutions of higher education)

All Colorado Community College System colleges:

- Arapahoe Community College (ACC)
- Colorado Northwestern Community College (CNCC)
- Community College of Aurora (CCA)
- Community College of Denver (CCD)
- Front Range Community College (FRCC)
- Lamar Community College (LCC)
- Morgan Community College (MCC)
- Northeastern Junior College (NJC)
- Otero Junior College (OJC)
- Pikes Peak Community College (PPCC)
- Pueblo Community College (PCC)
- Red Rocks Community College (RRCC)
- Trinidad State Junior College (TSJC)

All Local District Colleges:

- Aims Community College (Aims CC)
- Colorado Mountain College (CMC)

FOUR-YEAR COLLEGES

- Mesa State College: Western Colorado Community College (WCCC)

WORKING WITH INDUSTRY

The Colorado Community Colleges and the Colorado Office of Economic Development jointly manage the Colorado First and Existing Industry customized training programs. Companies use these grant funds to support economic development efforts in Colorado by providing matching funds to train employees. The Colorado First program funds the training of new employees in companies that are relocating or expanding in Colorado. The Existing Industry program funds training primarily for employees of companies affected by technological change or increased global competition. Colorado community colleges direct and/or provide the training for the companies.

For a relatively modest state investment, new jobs are added and/or retained to the state economy. Between FY 2001 and 2006, 45,583 jobs were created and/or retained using these programs. Since these programs began, more than 117,000 workers have been trained. Meanwhile, the cost to the state of the Colorado First program is repaid in three years or less with increased tax revenue. Exhibit 2-2 shows that the program not only pays for itself, but actually creates new revenue for the state. As workers' salaries increase, so does the amount they pay in personal income tax. People who were unemployed entered the workforce and began paying income tax – contributing to, rather than drawing on, state resources. As a result of the Colorado First program, the state's revenue over its investment is projected to be more than \$6 million by FY 08-09.

EXHIBIT 2-4
Colorado First State Income Tax Impact - Program Years 2003 to 2006

	PY 2003	PY 2004	PY 2005	PY 2006
State Cost	\$406,207	\$448,074	\$1,288,366	\$2,381,156
Trainees Previously Employed	537	497	1264	2959
Trainees Employed Post-Training	709	785	1490	3464
Average Pre-training Wage	\$13.69	\$15.65	\$18.32	\$13.84
Average Post-training Wage	\$14.01	\$16.25	\$19.35	\$15.64
Difference in Aggregate Income Tax, Pre- and Post-Training, Year 1	\$247,004	\$476,314	\$546,527	\$1,273,563
Time to pay off	2 years	1 year	3 years	2 years
Remaining Cost to Pay				
Year 1	\$159,203	(\$28,240)	\$741,839	\$1,107,593
Year 2	(\$62,401)	(\$456,578)	\$249,555	(\$66,273)
Year 3	(\$266,207)	(\$1,298,350)	(\$182,448)	(\$1,126,965)
Excess of Revenue Over Cost, by Year 2009	\$748,186	\$4,442,768	\$561,551	\$1,126,965
Cumulative Revenue by Year 2009 for Program Years 2003-2006		\$6,879,470		

Assumptions: Income Tax rate of 4.6%
Employee Attrition Rate and Wage Inflation calculations, variable by program year
Annual Work Hours of 2080

HOW WE SERVE OUR COMMUNITIES AND THE STATE

Preparing a Skilled Work Force through Career Pathway Strategies

As the gateway to higher education, community colleges are positioned to help emerging workers and under-employed adults enter a career pathway towards livable wages. Community colleges traditionally have served a dual mission: workforce development and transfer to four-year institutions. Success in both areas contributes to the state's economic development. Community colleges provide students with affordable entry into higher education and an opportunity to continue toward a bachelor's degree via transfer to a four-year institution. The flexible curriculum and the structural partnerships community colleges have built with employers and industry enable CCCS colleges to respond quickly to the changing workforce skill needs. Studies show that this work force link will be crucial in the upcoming decade because the availability of skilled workers will shrink as the baby boom generation retires. Community Colleges play a unique role in working with business to meet their labor force needs.

In the past five to 10 years, community colleges across the country have partnered with industry in developing career pathways – clear roadmaps that lead to advancement in an occupation or career through a seamless movement of education and training. Career pathways are particularly relevant to high-demand industries with anticipated employment growth, providing individuals with employment and advancement opportunities, while providing industry with a supply of skilled workers.

Colorado Community colleges currently are working with employers in high-demand occupations to create career pathway strategies that advance students through certificate and degree programs. Students can follow career pathways from entry-level occupations through advanced degrees and are particularly suited to community colleges – which are the most frequent point of access to higher education for low-skilled individuals. Workers who acquire basic skills at Community Colleges can gain employment and earn a wage while they prepare for the next step on their career pathway, which could include further education and training. One characteristic of a career pathway is its flexibility that allows workers to enter higher education at any stage and advance at a pace that makes sense to them. Close collaborations between community colleges and employers ensure that the skills students learn are what they need for success.

CCCS expects career pathways to play a more significant role in Colorado's economic development through the recently awarded federal Workforce Innovation for Regional Economic Development (WIRED) grant that will help the Metro Denver Economic Development Corporation build the capacity to educate and train workers in high-growth industry sectors. The intent of the grant is to provide the skilled workers for high-wage, high-growth targeted industries: aerospace, bioscience, energy, and information technology.

As an example, Biotechnology program at Community College of Aurora (CCA) offers both a certificate and an Associate of Science degree – the first step on a career pathway toward one of WIRED's targeted industries (see Exhibit 2-3). Through an established articulation agreement with Metropolitan State College of Denver, CCA students can transfer the 60 hours involved in the A.S. degree to apply to a bachelor of science degree in Biology with an emphasis in cellular and molecular biology – a “2+2”-year program.

EXHIBIT 2-5 CAREER PATHWAY EXAMPLE



COLORADO COMMUNITY COLLEGE SYSTEM BASICS

The Colorado Community College System (CCCS) provides open-door access for all Coloradans who want to pursue a higher education to be successful. The 13 accredited system community colleges are:

- Located throughout the State to provide local access to higher education;
- Dedicated to teaching by providing quality programs with fully-credentialed faculty;
- Supporting the State’s goal of having a well-educated workforce that is prepared for available jobs in new and existing industries;
- Charged by the State Legislature and the Colorado Commission on Higher Education (CCHE) to provide basic skills education to those who need skill development before they can succeed in a college curriculum;
- Committed to providing schedules for coursework that meet the needs of full- and part-time workers, adults, and youth; and
- Providing a variety of degree and certificate programs that fulfill the first step in higher education.

As a system, CCCS colleges offer preparatory work, four primary degrees, and a collection of State-approved certificates. The following are the primary degrees and programs offered by Colorado Community Colleges:

- The **Associate of Arts and Associate of Science degrees** provide the first two years of a four-year program in professional studies within the arts and sciences fields. These degrees contain a core of 35, 36, or 37 General Education credits that have been approved by CCHE and are guaranteed to transfer to the State’s four-year public institutions.
- The **Associate of General Studies degree** combines both General Education courses and pre-professional career and technical education courses. This degree is used to develop specific articulation agreements between two- and four-year institutions for specific careers such as law enforcement, firefighting, and emergency services technicians.
- The **Associate of Applied Science degree** includes a minimum of 15 credits of generally transferable coursework and a structured pattern of career and technical education courses that prepare a student for entry into the workforce. Through this degree, students gain not only a theoretical understanding of the job functions, but also real-work experience through controlled labs at the colleges, and through opportunities for actual on-the-job training.
- A structured program of **academic preparation and basic skills** courses in reading, writing, and mathematics helps students develop college-level skills. The structure of this preparatory program allows students to meet the CCHE requirement for completing remediation within the first 30 credits of enrollment. Community Colleges are charged with providing this skill development within the higher education community.
- The **certificate programs** offer short training opportunities to enhance a student’s current work skills, or add additional skills to his or her knowledge base.

WHERE WE WERE

From Fiscal Year 2001-02 to Fiscal Year 2004-05, the Colorado Community College System (CCCS) weathered General Fund reductions of \$19.4 million while resident enrollment grew by 18 percent. During this time, no other higher education governing board faced more profound budgetary constraints, when General Fund reductions and tuition-raising capabilities are taken together. As access institutions for the state, the community colleges must balance the need to fund their operations with the financial limitations of the populations served. Thus, the community colleges kept tuition increases low in comparison with most other higher education institutions in the state. Table 1, below, demonstrates the General Fund reductions absorbed in that period, with corresponding resident enrollment growth across the system.

TABLE 1:
Community College General Fund Decreases Compared with Student Growth

Fiscal Year	General Fund	General Fund Change	General Fund Percent Change	Resident Enrollment Growth
2001-02	\$125,719,635	-	-	5.2%
2002-03	\$117,315,311	(\$8,404,324)	-6.7%	10.9%
2003-04	\$106,279,979	(\$11,035,332)	-9.4%	6.3%
2004-05	\$106,279,979	\$0	0.0%	0.0%
Total		(\$19,439,656)	-15.5%	18.0%

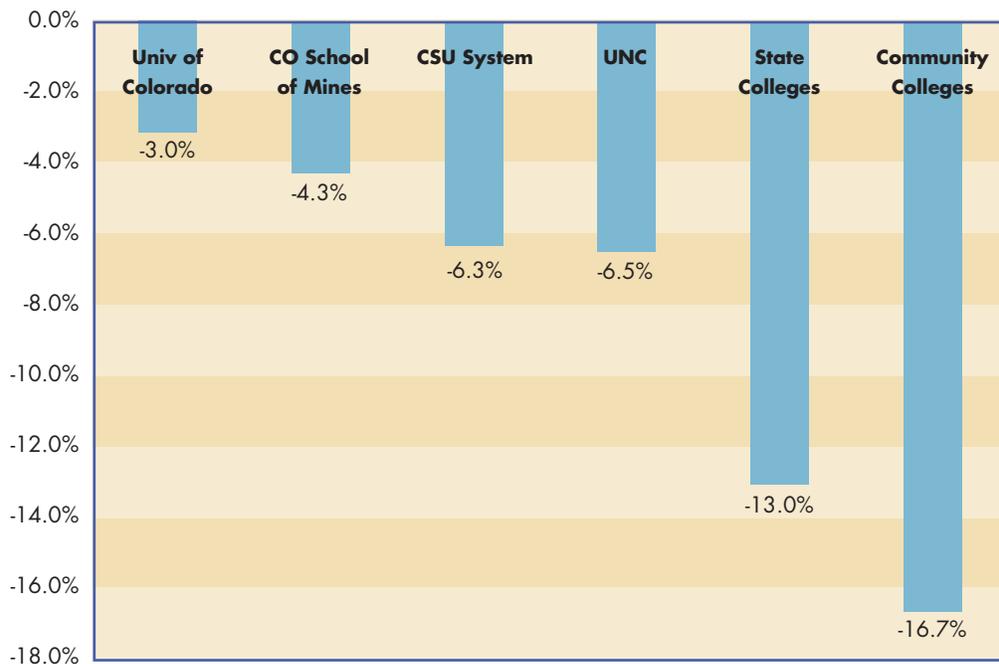
As the following Joint Budget Committee analysis shows, when both tuition and General Fund support are considered, community colleges experienced the largest overall drop in higher education funding among all institutions. On a per resident FTE basis, the community colleges absorbed a 35.3 percent reduction in General Fund appropriations, from \$3,565 per resident FTE in FY 2001-02 to \$2,306 per resident FTE in FY 2004-05 (see Table 2 and Graph 1).

TABLE 2: Funding per Student FTE across State Higher Education Institutions

Governing Board	General Fund per Resident SFTE			General Fund + Tuition per SFTE		
	Initial FY 2001-02	FY 2004-05	Percent Change	Initial FY 2001-02	FY 2004-05	Percent Change
Community Colleges	\$3,565	\$2,306	-35.3%	\$5,493	\$4,578	-16.7%
State Colleges	\$4,024	\$2,999	-25.5%	\$6,281	\$5,462	-13.0%
Univ. of Northern Colorado	\$4,769	\$3,422	-28.2%	\$7,282	\$6,809	-6.5%
CSU System	\$6,893	\$4,840	-29.8%	\$9,818	\$9,200	-6.3%
University of Colorado	\$7,204	\$4,310	-40.2%	\$12,488	\$12,109	-3.0%
CO School of Mines	\$8,599	\$6,464	-24.8%	\$14,477	\$13,859	-4.3%
System Wide	\$5,365	\$3,511	-34.6%	\$8,787	\$8,023	-8.7%

Source: Joint Budget Committee, FY 2005-06 Staff Budget Briefing: Department of Higher Education

GRAPH 1: Change in General Fund and Tuition per SFTE (FY02-05)



During this period of diminished state support, community colleges adapted by reducing services, including:

- Kept faculty salaries low: In FY 2005-06, the average full-time faculty salary was approximately \$42,087. According to the College and University Personnel Association Survey of Community College Faculty Salaries, the average national full-time faculty salary for community colleges in FY 2005-06 was \$48,586, leaving a difference of \$6,499 between CCCS full-time faculty and the national average;
- Increased reliance on adjunct faculty. The average adjunct faculty member compensation has remained at a level of about \$15,000 for the past five years. In addition, 71% of community college courses are taught by adjunct faculty;
- Eliminated 190 positions;
- Lowered system administration costs by 22 percent;
- Did not keep pace with technological investments;
- Closed programs;
- Offered fewer sections of classes; and
- Decreased access to student support services like computer labs and tutors, many of which are necessary to assure success of low-income, first-generation, and minority students.

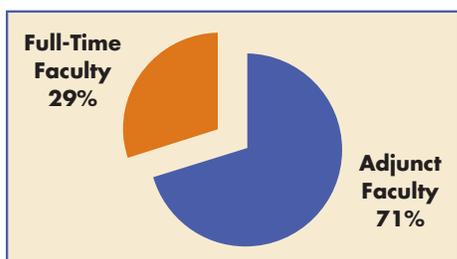
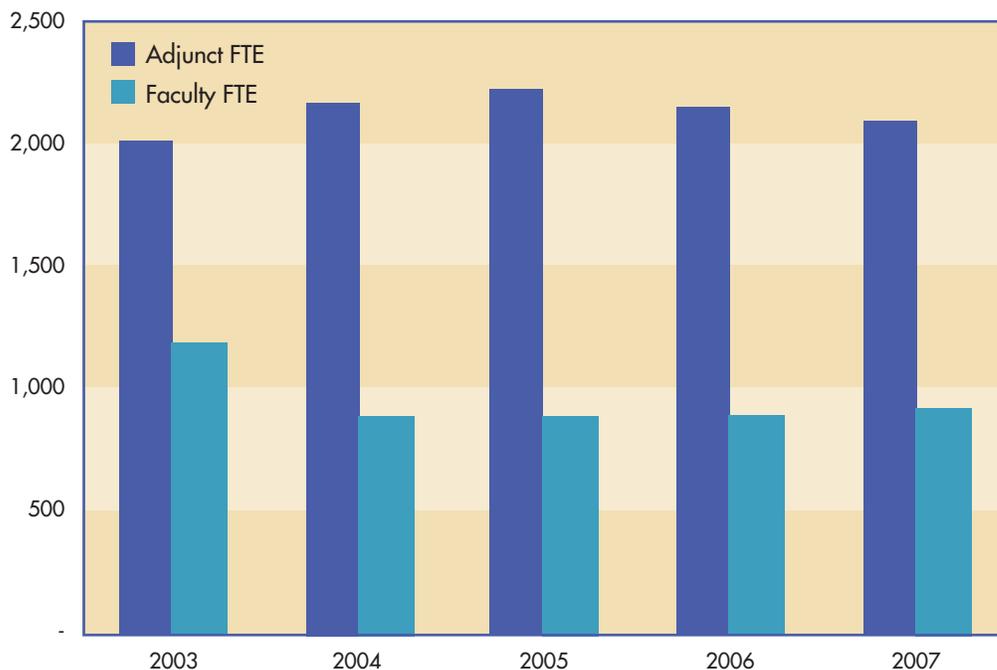
WHERE WE ARE NOW

Though community colleges responded to reductions in state support by making decisions that provided temporary solutions, the combined result of these decisions and changes in the environment is increased difficulty for community colleges to provide access and success opportunities for Colorado students.

Community colleges increased reliance on adjunct faculty amid funding cuts

Since FY 2001-02, Colorado community colleges have become increasingly reliant on adjunct faculty for instruction (see Graph 2). Adjunct faculty currently teach more than two-thirds of all community college courses.

GRAPH 2: Faculty and Adjunct FTE



In FY 2006-07, adjunct faculty comprised 71 percent of the total number of faculty teaching at the community colleges. Location is a factor in determining how much a community college relies on adjunct faculty. Approximately 82 percent of all adjuncts teach at urban and suburban community colleges, making those institutions reliant on adjuncts to a larger degree than the rural colleges. There are several reasons why this is the case. First, enrollment at metropolitan colleges has grown at a faster rate than

rural colleges. Thus, the urban colleges have had to open more sections to accommodate their students. Second, the availability of qualified adjunct faculty is greater in the metropolitan areas than in the rural areas. Finally, average funding per student in the metro area is lower than in the rural areas, causing less reliance on full-time faculty.

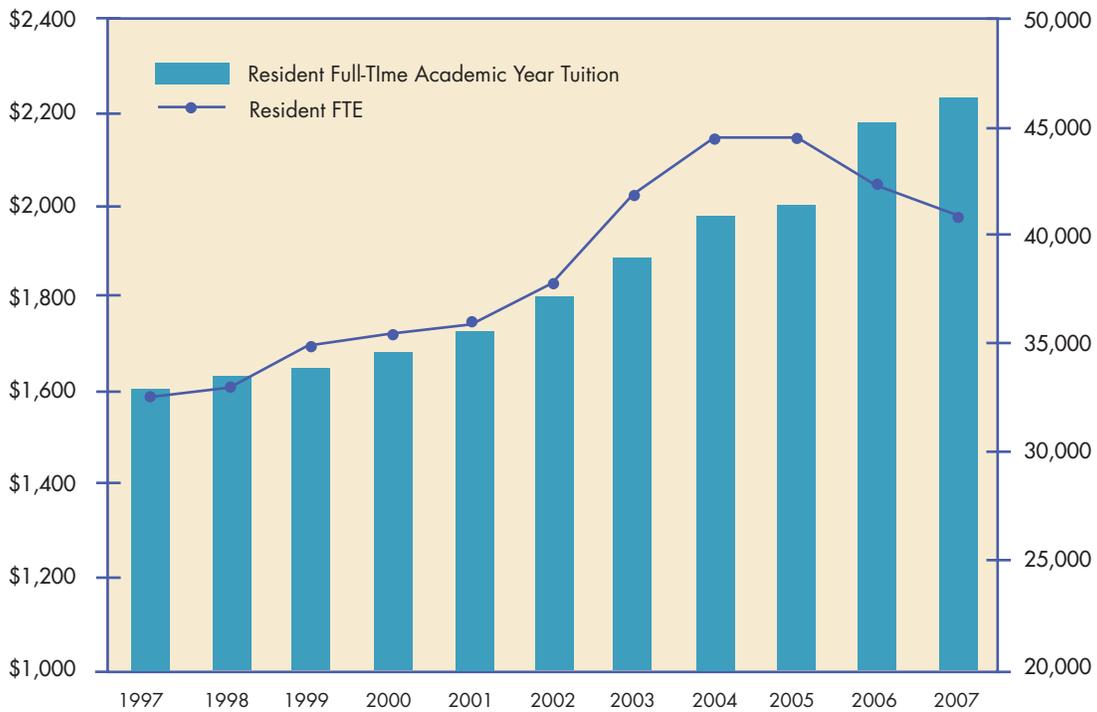
A national study conducted by Dan Jacoby, the Harry Bridges Professor of Labor Studies at the University of Washington, found that community colleges with higher percentages of full-time faculty have higher completion rates. While reduced budgets and increased enrollments have expanded the use of adjunct faculty, the community colleges need to focus on increasing the number of full-time faculty.

Community colleges kept tuition increases low over the past five years

In order to fulfill its mission of providing access to higher education for all Coloradans, the community colleges have strived to keep tuition affordable for students. However, since FY 2001-02, annual tuition has increased by 28 percent because of decreased General Fund support. While community college tuition increased less than most of the other public higher education institutions in the state, Colorado two-year colleges are still more costly than the national average for community colleges. In some cases, it is less expensive for a Colorado resident to attend an out-of-state community college as a non-resident than it is to go to a Colorado community college. Even though tuition increases have been moderate in comparison to other institutions, there is no question that recent increases have had a negative impact on resident student enrollment.

In FY 2007-08, the community colleges raised resident tuition by 3.5 percent, following a 2.5 percent increase in FY 2006-07. In FY 2005-06, the community colleges raised tuition by 8.9 percent, which was the highest increase in resident tuition since 1993 and was necessary to partially offset five years of decreased state support. Access to community colleges means affordability to its students and tuition increases have had an impact. Graph 3 below outlines the historical trend of resident tuition against resident enrollment.

GRAPH 3: 10 Years – Resident Tuition and Resident Enrollment



While other public higher education institutions in the state are able to use non-resident tuition revenue as a buffer against decreases in General Fund support, community colleges have a very low share of non-resident enrollment and are acutely dependent on resident enrollment for tuition revenue and College Opportunity Fund (COF) money. Overall, 5.9 percent of community college FTE students are from out of state. As a result, the community colleges were not able to compensate for reductions in state support with increases in non-resident tuition, unlike the other governing boards. The average non-resident share of students for the rest of the governing boards is 16.9 percent.

Progress: Referendum C allowed renewed investment in community colleges

With the passage of Referendum C in 2005, the state has begun the process of restoring the significant reductions in General Fund appropriations that community colleges experienced. After falling from \$3,565 per resident FTE in FY 2001-02 to a low of \$2,306 in FY 2004-05, funding for community colleges improved because of Referendum C. In FY 2005-06, the per-resident FTE General Fund appropriation increased to \$2,756. In FY 2007-08, the per-resident FTE General Fund support is approximately \$3,237. Overall, community colleges receive the second-lowest level of funding per resident FTE in the state, as shown in Table 3 below.

TABLE 3: Average Funding per Student FTE in FY 2007-08

Governing Board	GF Per Resident Student FTE*	GF plus Tuition and Fees Per Student FTE^
Western State College	\$7,821	\$10,698
Adams State College	\$7,478	\$9,863
Colorado School of Mines	\$7,113	\$17,032
Colorado State University System	\$6,446	\$12,169
Mesa State College	\$5,073	\$9,116
University of Colorado	\$5,846	\$15,951
University of Northern Colorado	\$4,261	\$8,777
Fort Lewis College	\$4,408	\$9,402
Colorado Community College System	\$3,237	\$6,071
Metropolitan State College	\$3,028	\$6,018
Overall Average	\$4,739	\$10,623

*Source: FY 08 Long Bill General Fund and FY 07 final CCHE resident student FTE. FY 08 tobacco funds are included for the CU System.

^Source: FY 08 Long Bill General Fund, tuition, fees, and final FY 07 CCHE resident and non-resident student FTE. FY 08 tobacco funds are included for the CU System.

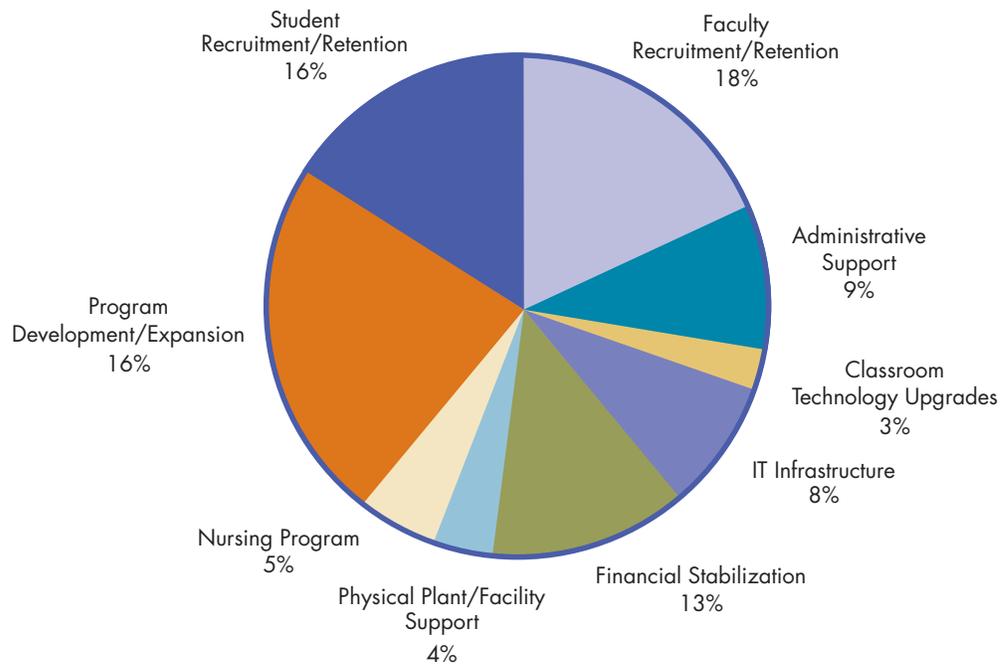
The increased funding from Referendum C is a good start. However, CCCS urges the state to continue its progress in restoring funding. On an inflation-adjusted basis and at estimated FY 2007-08 enrollment levels, an additional \$40 million state support is needed to return the community college system to its FY 2001-02 per-resident FTE funding level.

Referendum C dollars have enabled Community Colleges to make progress in the following areas:

- **Instructional support** has increased by 15.9 percent between FY 2005-06 and FY 2007-08.
- **Academic support** has increased by 12.0 percent between FY 2005-06 and FY 2007-08
- **Student services support** increased by 17.4 percent between FY 2005-06 and FY 2007-08
- The **student-to-faculty ratio** has decreased from 14.6:1 in FY 2004-05 to 14.1:1 in FY 2006-07.
- The money received from Referendum C has gone toward **restoring and developing programs** that support quality and accessibility of education for community college students.

In FY 2006-07, these funds were allocated primarily to the following areas as shown in Graph 4:

GRAPH 4: Allocation of Referendum C Dollars



One of the most significant accomplishments with Referendum C was that no community college had to be closed. Instead, steps have been taken to partially restore necessary functions that assure success for low-income, first-generation, and minority students (e.g. tutoring, advising). In addition, initiatives to improve access to community colleges through student recruitment and retention programs have been strengthened. As the chart above shows, funding for these areas comprises 16 percent of the overall amount of Referendum C dollars invested.

Providing competitive salaries is a necessity for recruiting and retaining qualified faculty. Additional Referendum C funding received has allowed the CCCS to provide salary increases to regular full-time faculty that matched the rate of inflation, considering that many colleges were unable to provide minimal salary increases since the economic downturn. In addition, colleges have started adding new full-time faculty positions. The addition of funding for new faculty helps move the CCCS toward its goal to begin converting adjunct positions into full-time faculty.

Community colleges have made strides toward improving classroom learning by investing **in classroom technology upgrades**, strengthening underlying information technology infrastructure and modifying existing space to meet teaching needs.

New programs are being developed and existing programs expanded to match workforce demands. Examples of new programs include energy-related programs, simulation labs for first responders, and aeronautical and space-related programs. Existing programs that are being expanded include paramedics, automotive technology, science, and language programs. Investments are being made in the nursing programs, including increasing the number of faculty, upgrading classrooms, and meeting accreditation requirements.

WHAT REMAINS TO BE DONE

Referendum C's passage enables Colorado's community colleges to continue providing opportunity and access to higher education in Colorado. However, as the Department of Higher Education has pointed out, most higher education institutions in Colorado are still far behind their peer averages in funding.

For FY 2008-09, the Department of Higher Education requested \$10.1 million in additional state support for community colleges to cover mandated costs like required salary and benefit increases, increases in risk management costs, and increases in utilities (among other costs that rise annually and that the colleges have limited control over). However, this level of funding will not really allow the community colleges to make any significant new investments in much needed areas and will not solve one of the most significant consequences of the cuts in funding several years ago: the subsidization of rural community colleges by urban and suburban community colleges.

EQUALIZING RURAL-URBAN COMMUNITY COLLEGE FUNDING

The community college system has a mix of urban, suburban, and rural colleges. Rural colleges face higher costs per student FTE due to smaller enrollments and necessary fixed costs that a smaller revenue base needs to cover. Given these unique rural conditions, since the funding cutbacks of several years ago, the community college system has used General Fund revenue generated by urban and suburban community colleges to subsidize rural community colleges. However, this is not enough to bring our rural community colleges up to their peer funding levels or even to be treated similarly with other rural four-year Colorado colleges. And there are limits to how much revenue can be reallocated from the urban community colleges; the current redistribution handcuffs urban community colleges in their ability to provide more of the needed educational services to their students as they grow enrollment.

Why not use tuition revenue to make these investments? Please keep in mind that community colleges cannot raise tuition much beyond inflation without jeopardizing Colorado students' access to higher education. Other governing boards have the ability to raise relatively more tuition revenue and have done so, in some cases quite aggressively, since the last recession. Given their mission of access to higher education for all, community colleges were not and are not in a position to generate significant additional revenue via tuition increases. Community college students are very price sensitive, especially at a time in the economy when the basics of living (food, gasoline, heating bills, etc.) are an increasing portion of their limited budgets.

Several years ago, recognizing the unique funding challenges that rural colleges face, the General Assembly provided base funding for rural colleges like Adams State, Mesa State, Western State, and Fort Lewis, an on-average 22.4% increase in state support for these institutions. No similar additional base funding was provided to community colleges for their rural open access mission.

As a result, in addition to the General Fund allocation that would cover mandatory costs, the community colleges are requesting that they receive similar treatment for rural community colleges as was provided to the rural four-year State colleges. This request would increase the rural community colleges funding by a percentage equal to what the 4-year rural colleges had previously received, resulting in a \$6.0 million increase. In addition, the request would allow the current internal rural subsidy to remain in place by providing \$10.3 million in equalization funding, enabling the urban community colleges to invest that freed up revenue to maintain access, increase retention, promote job training, foster certificate completions, and increase graduation rates.

The intent of the proposal is to find a way to help those institutions that did not in the past receive preferential treatment -- whether this treatment was in the form of additional base funding like the rural 4-year college, alternative revenues sources like the Health Science Center, or the ability to generate higher than inflationary tuition revenues like most of the other governing boards in the state. This past treatment can be shown most dramatically when one looks at the combination of General Fund, other state support, and tuition and fee revenues on an inflation adjusted basis since the initial funding per FTE levels of FY 2001-02 were made. The community colleges are the only category of higher education institution that, in FY 2007-08, still lags behind its inflation adjusted funding per FTE level. At \$3,237 per student FTE, community colleges give the state the most bang for its buck in higher education today.

Community colleges are in many cases the lifeblood of their local community's economy, especially in rural areas. Given the difficulty that many rural areas are having economically, local community colleges provide much needed jobs and serve as a focal point for future economic vitality. Community colleges are the gateway to opportunity to higher education, at an affordable cost. They are the difference to 107,000 students each year, helping prepare them for a career and high paying jobs. Finding a way to invest in our community colleges is a key to fostering future economic prospects in the communities that they serve.

OTHER PRESSING NEEDS

While the rural-urban funding equalization request is the community colleges' top priority for FY 2008-09, there are many additional needed investments:

Supporting High Cost Career and Technical Programs: Community colleges invest heavily in educational programs that supply workers for the industries located in Colorado. Community colleges train 90 percent of the state's first responders including firefighters, paramedics, emergency medical technicians (EMTs) and police and more than half of Colorado's nurses.

One-third of the students enrolled in Colorado community colleges are working toward degrees or certificates in career and technical education (CTE) and will join the state's workforce as qualified, trained employees. However, CTE programs are significantly more expensive to run than general education classes.

A State of Illinois instructional cost study for providing CTE programs found that instructional costs in the business occupational group are 7 percent higher than general education classes, while costs in the health occupational group are 43 percent higher, and costs for the technical occupational group are 28 percent higher.

A good example of this is in the community colleges' nursing programs. On average, the community colleges collect approximately \$1,300 less in revenue from the state and student revenue sources than it costs to administer and teach these programs. As a result, in the current funding environment, to provide these much needed and demanded educational services requires making difficult choices about where to direct scarce operational resources. And, it becomes very difficult to expand program slots and educational services in this area.

Retaining and Recruiting Quality Faculty: A well trained and capable generation of postsecondary educators is being lost to retirement and other professions in alarming numbers. Added to this loss is an emerging reality that fewer graduates are entering the teaching profession than in previous generations. Faculty members increasingly are drawn away from teaching out of economic necessity and toward jobs with the earning capacity needed to live in our current economy. Adjunct faculty fill the resulting gap and provide a much-needed service to the community colleges. However, they are not able to provide the same level of access and involvement as full-time faculty.

The loss of experienced educators and the diminishing labor pool, if left un-addressed, has the potential to prevent community colleges from providing the quality education and training that citizens and the economy require—especially in those fields that are technically demanding. Competitive economic forces are redefining our employment relationships. As the demand for human competencies and skills exceeds supply, community colleges will have to change our compensation and benefits practices to attract and retain high quality faculty. Within the community college system, average annual full-time faculty salaries for FY 2006-07 were \$6,500 below the national average compared to its peers. Recent Referendum C dollars have allowed the community colleges to keep pace with peer inflationary increase over the last several years, at a minimum not allowing this salary gap for full-time faculty compared to peers to grow substantially.

In addition to reaching parity with peer full-time faculty salaries, community colleges would like to reduce its dependence on adjunct/part-time faculty. Part-time faculty teach approximately two-thirds of all community college courses. However, at some colleges, adjuncts teach as many as 80 percent of all courses. Given the research relating completion rates to number of full-time faculty, the community college system would like to reduce its dependency on adjunct faculty by increasing full-time faculty across the system by approximately 10 percent.

However, without additional funding, it will be very difficult to make a dent in closing the \$6,500 peer gap in full-time faculty salaries or reach the goal of reducing reliance on full-time faculty.

DELIVERING EDUCATIONAL SERVICES TO HIGH GROWTH AREAS

There are a number of areas in the State where population growth is driving the opportunity and the necessity of expanding educational service provision into these communities. The growth of areas like the northern I-25 corridor in Loveland and Longmont, east Colorado Springs in Falcon, and many parts of Douglas County are all current examples. The community colleges have been very creative and nimble in meeting areas of increased demand with limited program start-up and on-going operational funds. However, in the long term, if community college access is a significant policy goal, additional funds to expand to meet this demand will be critical.

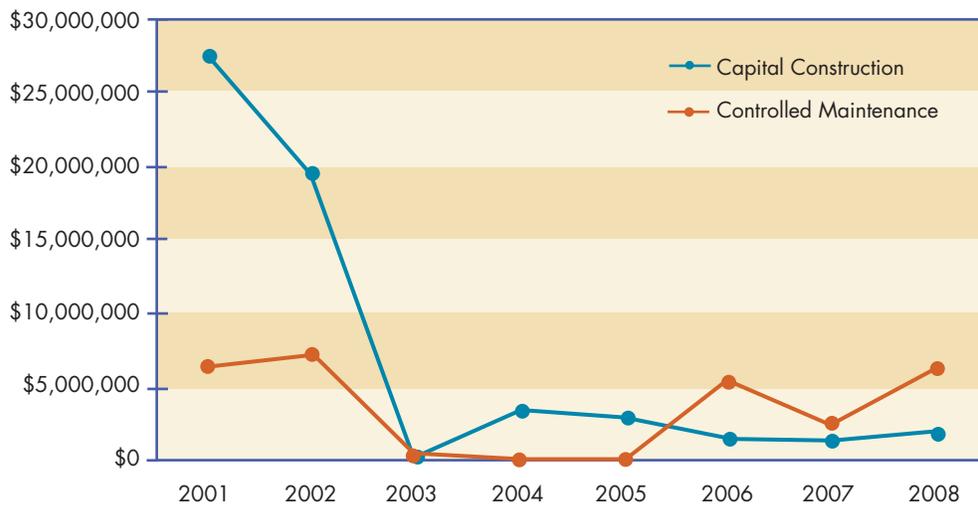
The community colleges provide all citizens - and especially low-income, first-generation and minority Coloradans - with the opportunity to pursue higher education and develop workforce skills. The majority of our students attend school part time and hold jobs. Many are adults with families. For our students, access equates to affordability. The success of our students relies on easily accessible classes - held at convenient locations, on evenings, weekends and online - and high-touch support services such as tutoring, mentoring, and job placement assistance. Over the past five years, community colleges have worked within the state's funding constraints to provide access and success opportunities to our students. We hope that the State of Colorado will continue to support access and success for more than 107,000 community college students across the state.

Capital Construction and Controlled Maintenance

Higher education institutions request approval and funding of capital construction and controlled maintenance projects through the Capital Development Committee, Joint Budget Committee and General Assembly. For FY 2008-09, community colleges are requesting \$20.1 million in capital construction and \$11.3 million in controlled maintenance requests.

As illustrated in Graph 5 below, both areas have had severe funding reductions since FY 2000-01. Each of the colleges and the Lowry Campus have submitted five-year capital construction and controlled maintenance plans to the state. As General Fund support sharply declined for capital construction and controlled maintenance over the past few years, the colleges have held back on capital construction projects and used operating budgets to handle immediate needs in controlled maintenance.

GRAPH 5: Capital Construction and Controlled Maintenance Funding



Capital Construction (FY 2008-09)

Table 7, below, shows a summary of the capital construction projects the colleges submitted for CCFE funds in FY 2008-09, followed by a brief synopsis of each project by college.

Table 7: 2008-09 Capital Construction Request

College	Overall System-Wide Priority Ranking	Project Request Title	FY 2008-09 CCFE Amount
PCC	1	Learning Center Renovation	\$2,971,482
CNCC	2	Craig Academic Building*	\$1,990,056
FRCC	3	Westminster One-Stop Student Center	\$5,253,340
FRCC	4	Construction Trades/Industry Science Building	\$3,000,000
FRCC	5	Larimer Science Classroom Addition/Renov	\$1,627,284
PPCC	6	Breckenridge Building and Physical Plant	\$1,176,998
MCC	7	Nursing, Health Tech, and Science Building	\$485,280
NJC	8	ES French Building Renovation	\$890,000
OJC	9	Wellness Center	\$498,120
ACC	10	Electronics Program Lab/HVAC	\$260,000
OJC	11	Wireless Campus	\$297,518
PCC	12	Information Technology Infrastructure	\$1,642,961
Total			\$20,093,039

ACC

ELECTRONICS PROGRAM LAB/HVAC RENOVATION: \$260,000

Project Summary: This request would renovate space that is currently isolated from the main building and was originally designed as a vocational technology welding lab, with the Electronics Program located next door the space. The current 6000 GSF is heated with radiant steam heat units fed by the main boiler but has no air conditioning. The project would: relocate the Electronics Program to the Annex Building (which now houses all of ACC's vocational technology degree programs); put in an energy efficient, multi-zone HVAC unit that will provide air conditioning; and the space would be redesigned to accommodate IT support services and general classroom space.

Problem/Opportunity/Issue: The current space is unusable during the late Spring and Summer due to the lack of cooling. The planned new HVAC system will allow the space to be used year-round. By moving the adjacent Electronics Program to the Annex Building, it aligns all vocational programs in the same building while freeing up space to house IT support services, general classrooms, and accommodate some office space.

CNCC

CRAIG CAMPUS ACADEMIC BUILDING: \$2,153,842 (THE TOTAL PROJECT COST = \$26,856,027)

Project Summary: This request would effectively move the current Craig campus from the existing Bell Tower site to new 100-acre site provided through Moffat County Affiliated Junior College District Board of Control. This request would build a new 53,000 ASF academic building that will house classrooms, laboratories, offices, a learning resource center, and academic support functions. Expanded surface parking will also be built on the new site.

Problem/Opportunity/Issue: In 2006, the Craig campus served 560 students and generated 113.4 FTE. As the result of new programs, population increases and participation in dual enrollment studies, the college projects that by fall of 2011 the Craig campus will serve 1,026 students and generate 331 FTE, an increase of 192 percent compared to 2006 enrollment. This growth would require approximately 85,000 ASF. The current Bell Tower facility, a converted office building, currently has 8,696 ASF and does not have suitable space for library, study areas, student union and physical plant, academic and administrative offices. The current facility also does not have enough parking to accommodate demand.

**CRAIG CAMPUS CAREER AND TECHNICAL CENTER: \$2,646,048,
ALL OF WHICH IS CASH FUNDS EXEMPT.**

Project Summary: The request is the second building on the new campus site (as identified above) that would house career and technical programs, which require high-bay space, exterior storage, and direct access to traffic circulation. This facility would contain approximately 14,000 ASF.

Problem/Opportunity/Issue: This facility would be constructed to house career and technical programs, with space specifically designed to accommodate their often unique instructional requirements. In addition, this would allow CNCC to consolidate programs currently in leased space located throughout the city of Craig.

FRCC

ONE-STOP STUDENT SERVICE CENTER: \$5,253,340

Project Summary: This request would create a new One-Stop Student Services Center on the Westminster campus that occupies existing space that is currently underused. This Student Services Center would include admissions and records, advising, career services, the call center, financial aid, special services and tutoring, student life activities, testing and related services that students use frequently. Using the space reallocation, the project would also centrally house the mathematics department and create a large meeting/gathering space that would serve functions such as student orientations, guest lectures, and musical performances by faculty, staff and community members.

Problem/Issue/Opportunity: Currently, student services are housed in multiple locations and students are frequently sent from office to office to get questions answered. And, communication between different student services departments can be inefficient. A combined center will improve efficiency and reduce the amount of “running around” that students currently face. The mathematics department has the highest rate of faculty to student contact and has the most part-time faculty, but the current offices are highly disbursed throughout the campus and are typically only large enough to accommodate one student at a time. The new math area will include small meeting rooms that will allow faculty to meet with multiple students at once and will include classrooms designed specifically for math classes, with extra white boards, modified seating, smart boards, and projectors. Also, the campus currently lacks a large meeting room with sight lines that allow for effective presentations/performances to large groups.

**LARIMER SCIENCE CLASSROOM ADDITION/RENOVATION: \$1,627,284
(TOTAL PROJECT COST = \$15,515,375)**

Project Summary: This request would provide a new laboratory wing and renovate existing space in Challenger Point, the primary science building on the Larimer campus. The planned addition would provide a total of 18,700 ASF of new science laboratories and support, half of which is lab expansion and half of which is lab replacement. Also, existing lab spaces will be renovated into 1,530 ASF for offices and 4,188 ASF for classrooms. The expansion would allow additional sections of high demand classes in Biology, Chemistry, and Anatomy, as well as new space for the Biomedical, Microbiology, Physics, Vet Tech, Geology, and Astronomy programs. In addition, there will be specialized space for cadavers and unique instrumentation.

Problem/Issue/Opportunity: The existing science labs and support space, classrooms, and faculty offices on the Larimer Campus are not sufficient to meet current or projected enrollment. Student enrollment at the Larimer Campus has increased by 39 percent since 2001. Larimer Campus space deficits are projected to grow to 15,825 ASF for teaching labs, 10,547 ASF for classrooms, and 15,049 for academic offices by 2010. In addition to demand issues, the existing science labs are undersized, causing crowding conditions for students and an inability to provide some essential science-related equipment within the lab spaces. The project request would not only allow science-related program and FTE growth to meet demand, but also increase functionality of the labs and classrooms.

MCC

**NURSING, HEALTH TECHNOLOGY, AND SCIENCE BUILDING IMPROVEMENTS:
\$485,280 (TOTAL PROJECT COST: \$4,852,800)**

Project Summary: The project would provide additional space and building improvements for the college's nursing, health technology and science programs. The project would add 11,880 square feet and reconfigure 5,150 existing square feet in Spruce Hall. The additional space would be built adjacent to the renovated space in Spruce Hall. The plan also includes additional parking and reconfiguration of the main entrance loop.

Problem/Issue/Opportunity: MCC indicates that its existing facilities do not meet its current and future educational delivery needs in the nursing, health technology and science areas. Rising enrollments in these programs have increased class sizes and limited program growth. Nursing, health, and science student enrollment in existing programs has grown from 107 FTE in 2002 to 186 FTE in 2006. MCC began the Medical Assistant Program in Fall 2006 and would like to add Psychiatric Aide, Respiratory Therapy Technician, Medical Lab Assistant, Radiology Technician, and Pharmacy Assistant programs once space for these courses of study are available.

NJC

E.S. FRENCH BUILDING RENOVATION: \$890,000 (TOTAL PROJECT COST = \$9,068,499)

Project Summary: This request is to renovate the E.S. French building to improve fire safety (including emergency exits, alarms, and sprinklers), assure ADA compliance, provide new HVAC systems, update classroom and office configurations, and update the 560 seat theatre that is housed in the building. The E.S. French building has approximately 56,000 ASF.

Problem/Opportunity/Issue: The current amount of square footage of the building is adequate to support the number of student FTE. However, reconfiguring the existing square footage to align with the programmatic requirements of today's learning environment is necessary, especially in the areas interactive learning labs for the Spanish and Graphics Arts programs and the facilities that house the Music program—all growth areas. In addition, the building lacks adequate fire safety, with sprinklers only in the theatre, corridor doors that are not properly fire rated, and air return paths that do not meet current code requirements. Also, the building does not meet today's accessibility standards and has windows that lead to a significant amount of energy waste and at times uncomfortable instructional spaces.

OJC

WELLNESS CENTER: \$498,120

Project Summary: This project is to build a new facility to house physical education courses and to promote wellness to its campus population. Creating this dedicated facility would also allow the ability to convert the current weight room back into vocational classroom space.

Problem/Issue/Opportunity: The current wellness area is located in an old masonry shop that was converted into a weight room. The current space does not have adequate space and ventilation to operate as a traditional wellness center with cardio equipment and an aerobic workout area. Moreover, OJC cannot use the current facility for academic programs because it does not have locker facilities, showers or a changing area.

WIRELESS CAMPUS: \$297,518

Project Summary: This project is to upgrade the campus infrastructure to accept wireless hardware and install wireless capability.

Problem/Issue/Opportunity: Currently, OJC estimates that 30 percent of students come to campus with laptops and other wireless devices. In the next several years, this amount is expected to grow. With wireless capability, students would be able to register, get grades, receive campus information, correspond with faculty, and print transcripts from their laptops or other wireless devices.

PCC

ACADEMIC BUILDING – LEARNING CENTER RENOVATION: \$2,971,482

Project Summary: This request would renovate unfinished space in the basement of the Academic Building to house the Learning Center. This space is not currently usable except as storage. The space vacated by the Learning Center after the renovation will be used by the Developmental Studies Program. Currently, the Learning Center occupies 6,000 square feet (including a recent temporary classroom remodel because the program is growing quickly). After the renovation, there will be approximately 9,300 square feet available for the Learning Center. Then the original 6,000 square feet will be available for use by the Developmental Studies Program. The project objective is to maintain and improve services provided by the Learning Center Department by assigning proper and adequate space for tutoring, testing, labs, and miscellaneous services.

Problem/Issue/Opportunity: From 2003 through 2006, the Learning Center has served an average of 42,000 student service contacts — a 40 percent increase over the average of years 1998 through 2002. The Learning Center is the focal point of retention-related services at PCC. This renovation allows for a one-stop centralized location for students accessing retention-related services. In addition, the project would rebalance the use of classroom space for other purposes that were impacted by the 2005 conversion of classroom space to create labs and offices.

INFORMATION TECHNOLOGY INFRASTRUCTURE/ADA RENOVATIONS: \$1,642,961

Project Summary: This request would install voice over IP technology in all classrooms, implement wireless computing across the main campus, and retrofit electronic classrooms for ADA requirements. This includes installing 140 power feeds to support the deployment of 140 wireless access points across the campus, installing 150 Cat 6 data cables from wire closets throughout the campus, and installing 625 additional 110v receptacles to provide power to every classroom desktop. To assure ADA compliance, classroom modifications would also include necessary ramps, support rails, and the re-arrangement of furniture and associated fixtures.

Problem/Issue/Opportunity: This project will allow PCC to meet the demands of providing state-of-the-art communication methodologies, alternative delivery methods and learning styles, integrated voice/data/video services, and enhanced administrative capabilities and tools.

PPCC

BRECKENRIDGE & PHYSICAL PLANT: \$1,176,998 (TOTAL PROJECT COST: \$16,061,579)

Project Summary: This project would renovate and upgrade the technology to the Breckenridge building on the Centennial campus. The Breckenridge building was completed in 1978 and no systematic remodeling of the space has occurred since then. While the total cost of the project is \$16.1 million, approximately \$2.6 million is for program-associated equipment including necessary computer systems and technical equipment for vocational and technology programs.

Problem/Issue/Opportunity: Physical facilities need to be adequately lighted and adequate ventilation is required in areas dealing with smoke, fume and particulate by-products such as automotive diesel areas, welding, machining and art. Changes in program content, technology, new equipment, and teaching methods require reconfiguration of some program spaces to maintain efficiency and take advantage of new technologies. Wear and tear of current facilities due to more than twenty years of student use needs to be addressed.

RRCC

CONSTRUCTION TRADES/INDUSTRY SCIENCE BUILDING: \$3,000,000 (TOTAL PROJECT COST = \$40,220,667)

Project Summary: The request would renovate approximately 30,000 existing GSF and build an addition of 82,000 GSF to house and expand programs in the Construction Technology Cluster and the Industrial Science and Operations Department. The programs include Air-Conditioning/Refrigeration, Heating, Carpentry, Construction Management, Electrical, Fire Protection Electrical Alarm Systems, Facility Maintenance, Fine Woodworking, Plumbing, Energy Technology, Process Plant Technology, and Industrial Maintenance Technology.

Problem/Issue/Opportunity: The current construction program has outgrown the present facility, resulting in potentially unsafe conditions due to overcrowding in shops and labs. In addition, the carpentry program has lost enrollment as the competition for space reduced space offerings. Due to space limitations and fully utilized lab space, the Fine Woodworking program has postponed the acquisition of computer controlled routing machines, which are becoming the standard machinery for cabinet making and other products. With the additional and renovated space, RRCC believes that it could expand its student enrollment in its Construction Technology Cluster and its Industrial Science and Operations Department.

Controlled Maintenance (FY 2008-09)

Table 8 below, summarizes the Community College System's five-year controlled maintenance requests, while Table 9 outlines the specific requests for FY 2008-09.

TABLE 8: Community College Five-Year Controlled Maintenance Requests

College	FY 08/09 Budget Request	FY 09/10 Budget Request	FY 10/11 Budget Request	FY 11/12 Budget Request	FY 12/13 Budget Request	Total Project Cost
ACC	\$2,219,573	\$1,855,920	\$950,646	\$894,348	\$485,838	\$6,406,325
CNCC	\$1,456,200	\$904,630	\$1,774,300	\$803,618	\$550,000	\$5,488,748
FRCC	\$711,081	\$1,366,075	\$1,324,961	\$955,858	\$983,147	\$5,341,122
LCC	\$494,978	\$74,402	\$1,082,353	\$347,866	\$621,639	\$2,621,238
LOWRY	\$1,729,465	\$540,000	\$0	\$0	\$0	\$2,269,465
NJC	\$754,335	\$910,000	\$900,000	\$600,000	\$500,000	\$3,664,335
MCC	\$285,054	\$155,165	\$140,940	\$138,743	\$407,761	\$1,127,663
OJC	\$677,818	\$275,000	\$65,000	\$285,000	\$175,000	\$1,477,818
PCC	\$666,405	\$840,490	\$657,529	\$1,135,405	\$1,850,000	\$5,149,829
PPCC	\$632,335	\$844,000	\$605,000	\$190,000	\$167,000	\$2,438,335
RRCC	\$920,291	\$448,765	\$176,400	\$130,000	\$150,000	\$1,825,456
TSJC	\$740,000	\$1,171,526	\$665,500	\$485,000	\$394,000	\$3,456,026
Total	\$11,287,535	\$9,385,973	\$8,342,629	\$5,965,838	\$6,284,385	\$41,266,360

TABLE 9: Community College 2008-09 Controlled Maintenance Requests

College	Project Title - Number of Phases Budget Request	FY 08/09
ACC	Replace HVAC Equipment Art and Design Center & Chem/Bio	\$672,423
	Replace Energy Management Control Systems in All Buildings	\$558,800
	New Roof Installation Main & Annex Buildings	\$988,350
	Total ACC	\$2,219,573
CNCC	Building Entrance Security and Access Upgrades, Rangely Campus, 1 Phase	\$682,000
	Weiss/Hefley HVAC and Controls Repair/Upgrade, Rangely Campus, 1 Phase	\$774,200
	Total CNCC	\$1,456,200
FRCC	Repair Boiler Room Structural Roof Tees, Westminster Campus - 1 Phase	\$415,470
	Replace Rooftop HVAC Units, Larimer Campus, 1 Phase	\$295,611
	Total FRCC	\$711,081
LCC	Ventilation System Upgrade, Trustee Building, 1 Phase	\$443,856
	Indoor/Outdoor Arena Repairs, 1 Phase	\$51,122
	Total LCC	\$494,978
LOWRY	Upgrade digital controls, Replace Boiler, Upgrade HVAC in Building 905 (New America School), 1 Phase	\$837,790
	Re-key of all campus buildings to include upgrade of some door hardware, 1 Phase	\$615,400
	Replace VAV boxes and controls, Building 859, 1 Phase	\$276,275
	Total Lowry	\$1,729,465
MCC	Campuswide Lighting & Grounds Improvements, 1 Phase	\$168,894
	Enhance Campus Safety & Security, 1 Phase	\$116,160
	Total MCC	\$285,054
NJC	HVAC Upgrades and Roof Replacement, North Campus, 1 Phase	\$754,335
	Total NJC	\$754,335
OJC	McBride HVAC Replacement, 1 Phase	\$341,040
	Campus Video Surveillance & Electronic Access	\$336,778
	Total OJC	\$677,818
PCC	Demolition/Reconstruction of Built-Up Roof on Health Sciences and Medical Technology Buildings, 1 Phase	\$466,405
	Fremont Campus Vacant Building Demo, 2 Phases	\$200,000
	Total PCC	\$686,405
PPCC	Repair damaged stucco & walkway soffits Aspen & Breckenridge	\$184,133
	Plumbing Fixture & Stall Partition Replacement - Aspen & Breckenridge Bldgs.	\$246,802
	Replace elevators/elevator systems Aspen - 1Phase	\$201,400
	Total PPCC	\$632,335
RRCC	Replace main fire alarm panel	\$125,000
	Roof replacement west building	\$341,250
	Upgrade drainage and surface roads	\$454,041
	Total RRCC	\$920,291
TSJC	Replace San Luis Valley Campus Main Building Roof with Steel - 1 Phase	\$490,000
	Replace Mullen Roof - 1 Phase	\$250,000
	Total TSJC	\$740,000
GRAND TOTAL		\$11,287,535