COLORADO

Colorado Commission on Higher Education

Department of Higher Education

CCHE AGENDA

April 1, 2016 – 1:00 pm

Civic Center Plaza

1560 Broadway, Suite 1940

Denver, CO 80202

CALL-IN NUMBER: 1-877-820-7831
PARTICIPANT CODE: 128479#

COLORADO
Colorado Commission on Higher Education
Department of Higher Education

Chair, Monte Moses
Vice Chair, Luis Colon
John Anderson
Maia Babbs
Renny Fagan
Jeanette Garcia
Richard Kaufman
Vanecia Kerr
Tom McGimpsay
Paula Sandoval
BJ Scott

Colorado Commission on Higher Educati

April 1, 2016 – 1:00 pm
1560 Broadway, 19th Floor Conference Room,
Denver, CO 80202

1:00 – 1:45pm

I. Opening Business – (45 minutes)

A. Attendance
B. Approval of the Minutes for the March 4, 2016 Commission Meeting
C. Reports
   i. Chair
   ii. Vice Chair
   iii. Commissioners
   iv. Commission Standing Committees
   v. Advisor Reports
D. Executive Director Report
E. Public Comment

1:45 – 2:15pm

II. Presentation (30 minutes)

A. The Business and Experiential Learning Commission – Noel Ginsberg

2:15 – 2:20pm

III. Consent Items (5 minutes)

A. Recommend Approval of Master of Fine Arts in Experience Design at University of Colorado Boulder – Dr. Ian Macgillivray
B. Degree Authorization Act – Recommendation of Approval for Renewal of Authorization – Heather DeLange

2:20 -3:40pm

IV. Discussion Item (80 minutes)

A. Prior Learning Assessment: Recommendations for Phase 1, Goal 1-Challenge Exams – Dr. Ian Macgillivray (15 minutes)
B. Recommend Approval of New Guaranteed Transfer (GT) Pathways Competencies and Content Criteria – Dr. Ian Macgillivray (15 minutes)
C. Legislative Update – Kachina Weaver (15 minutes)
D. FY 2016-17 Budget Update – Tonya Covarrubias and Todd Haggerty (45 minutes)
E. Tuition Policy—Todd Haggerty (20 minutes)

V. Action Items (15 minutes)

3:40 – 3:55pm A. FY 2016–17 Need-Based Financial Aid Allocation Model – Andrew Rauch

VI. Introduction (15 minutes)

3:55 – 4:15pm A. Kristin Conklin – HCM Strategies overview

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Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Civic Center Plaza, Suite 1940
March 4, 2016

I. OPENING BUSINESS

Chairman Monte Moses called the meeting to order at 1:00 pm.

A. Attendance

Chairman Moses, Commissioners John Anderson, Maia Babbs, Renny Fagan, Dick Kaufman, Vanecia Kerr, and Tom McGimpsey attended the meeting. Commissioners Paula Sandoval and BJ Scott attended via conference call. Also in attendance were CCHE Advisory Committee members Senator Nancy Todd, Wayne Artis, Tyrel Jacobsen, Steve Kreidler, Gretchen Morgan, Barbara Morris and Melissa Wagner.

B. Minutes

Commissioner Anderson moved to approve the minutes of the February 5, 2016 CCHE meeting. The motion was seconded by Commissioner Kaufman and passed unanimously.

C. Chair, Vice Chair, Commissioners and Advisor Reports

- Chairman Moses asked that a letter, reinforcing the Commission's stance of support that the Hospital Provider Fee have enterprise status, be sent to the General Assembly.

- **Student Success & Academic Affairs Subcommittee** - Commissioner Anderson, Chairman of the Student Success & Academic Affairs Subcommittee, reported the following topics were discussed at the meeting on March 4, 2016: Prior Learning Assessment; Concurrent Enrollment; a Charter for the committee; student activities that affect the Master Plan; the COF Initiative; the lack of teachers in Colorado's rural communities; and, how to bridge the gap between secondary and post-secondary students.

- Advisor Artis reported that the Faculty Advisory Council meeting was held on February 14th. He thanked Dr. Ian MacGillivray and the Department staff for the open collaboration on the Prior Learning Assessment. In addition, he shared that the Council passed a resolution

supporting the Commission's resolution on the Hospital Provider Fee and asked the Commission include the Faculty Advisory Council's support in subsequent communication on the matter.

- Advisor Jacobsen reported, as a representative for the Colorado Student Government Coalition, that the University of Colorado-Boulder recommends Meningitis B vaccines on college campuses. The Coalition also advocates for the Hospital Provider Fee issue.

- Advisor Kreidler reported on three headlines in Higher Education National Newsletter: the Pennsylvania budget stand-off puts 1,100 higher education jobs at risk, bipartisan ship has created a stalemate and is holding higher education hostage; Louisiana has permanently cut two-thirds of their higher education budget and there is now a $70 million mid-year cut: and, Illinois Chicago State University has given notice to all 900 of their employees will be laid off in two months unless there is a budget deal.

D. Executive Director Report

Chief Operating Officer Jennifer Sobanet gave the Executive Director's Report in Lt. Governor Joe Garcia's stead. Ms. Sobanet reported the following to the Commission:

- Introduced Dr. Russ Meyer, as the Interim Student Success and Academic Affairs Officer, stepping in after Dr. Rhonda Epper took a position as Provost with the Community College of Denver. The Department is in the process of hiring a permanent replacement for Dr. Epper and hope to be able to introduce the new Chief Student Success and Academic Officer Affairs at the next CCHE meeting.
- Follow up to February 5th CCHE meeting presentation by Mr. Brandon Busteed: USA Funds and Gallup Purdue Index will be working with the Department to bring high national level information to the Colorado and the state's higher education institutions.
- Also at the February 5th meeting, staff suggested language for an amendment that the Commission approved for the Prior Learning Assessment action item but Commissioner Colón invited staff to review that language. The amendment that was approved read, "Institutions may advise students with PLA credits that the student may be more successful in subsequent coursework if they take the college course but the institution may not require the student take the college course." Staff concluded that language is adequate and the Commission will see it in the agenda item to approve the AP and IB PLA recommendations in the formal Commission policy template, which is an action item for today.

E. Public Comment

Mr. Adam Sanchez, from the University of Colorado-Denver (UCD) is the Vice President of Students for Intellectual Property, shared with the Commission efforts being undertaken around intellectual property rights and royalty shares for students. He asserted that the University of Colorado is making claims to a portion of an invention because of significant use of their resources. In addition, he claimed that

some institutions claim 100% owenership. Mr. Sanchez asked that this subject be a discussion at the next CCHE meeting.

Chairman Moses said the Commission would take Mr. Sanchez' request under advisement. The Chairman also told him that the actual oversight of issues of this type fall to the legislature or are at an institutional level and are not under the statutory authority of the Commission.

Mr. John Bennet, Associate Vice Chancellor for Innovation Initiatives at the University of Colorado – Anschutz campus told the Commission that he is responsible is directing InWorks, a collaborative innovation group, that provides facilities for students to develop ideas and inventions with no claim on intellectual property. Mr. Bennet asserted that CU makes no claim on Mr. Sanchez on the group's inventions.

II. Consent Items

A. **Recommend Approval of Bachelor of Arts in Entrepreneurship at Metropolitan State University of Denver** – Dr. Ian Macgillivray
B. **Recommend Approval of Bachelor of Arts in Global Business Studies at Metropolitan State University of Denver** – Dr. Ian Macgillivray
C. **Recommend Approval of Bachelor of Science in International Business at Metropolitan State University of Denver** – Dr. Ian Macgillivray
D. **Recommend Retroactive Approval of Bachelor of Fine Arts in Animation, Film and Motion Design at Colorado Mesa University** – Dr. Ian Macgillivray
E. **Recommend Approval of Bachelor of Arts in Early Childhood Education at Adams State University** – Dr. Ian Macgillivray & Dr. Robert Mitchell
F. **Recommend Approval of Education Doctorate in Leadership at Adams State University** – Dr. Ian Macgillivray & Dr. Robert Mitchell
G. **Recommend Approval of Master of Arts in Applied Sport Psychology at Adams State University** – Dr. Ian Macgillivray
H. **Two-Year Cash Funded Capital Program List – Colorado State University – Ft. Collins** – Cat Olukotun
I. **Two-Year Cash Funded Capital Program List – Ft. Lewis** College – Cat Olukotun
J. **Degree Authorization Act – Recommend Approval for the Renewal of Authorization** – Heather DeLange

Commissioner McGimpsey moved to approve consent items A through J. The motion was seconded by Commissioner Babbs and unanimously passed.

III. Discussion Items

A. Fiscal Year 2016-17 Need-Based Financial Aid Allocation Model – Andrew Rauch, Lead Financial Analyst, presented the allocation model for State's need-based student financial aid grant program. The general principles of the model include: supporting timely completion and progress through college; targeting aid to students with the most need; treating Pell eligible students similarly across institutions; and, ensuring predictability for financial aid administrators from year to year. As a decentralized financial aid state, the allocations to the institutions are

the primary tool the Commission has to drive its policy agenda toward completions and Master Plan goals - working to incent completion by increasing the dollar amount awarded to students as they progress through grade levels.

The increment between all the grades is the same ($314); the allocation for a senior level FTE is three increments higher, or $942 more than the allocation for a freshman FTE. The three proposed models align with the Completion Incentives Model approach by incentivizing completions; targeting aid toward the most needy students; and, treating Pell-eligible students the same across institutions of higher education.

Model One serves to show how the allocation would work based on raw data. Models Two and Three work to encapsulate the idea of predictability for institutions by having guardrail provisions built into the models. These provisions keep institutions from gaining more, or losing less, than 5% in Model Two and 10% in Model Three. These models were shared with the Financial Aid Advisory Council with Model Two gaining the most support for its predictability, while still meeting the other goals of the model. The increment between the grade levels is the same in all of these models, but the allocation amount is slightly different to balance out the model.

B. Tuition Policy - Todd Haggerty, Lead Finance Analyst, provided information on recommended policy revisions to Commission Policy Section VI, Part C "Tuition and Fees."

The recommended changes to Commission policies to clearly outline the Commission's role and processes and procedures for establishing the tuition increase limit and governing board request for additional flexibility were given. Mr. Haggerty explained that following the February 5th Commission meeting, staff met with the Chief Financial Officers and the Fiscal Affairs and Audit Committee to discuss additional changes to the tuition policy. Mr. Haggerty noted that key changes from the draft presented at the February Commission meeting are as follows:

- Expresses the tuition policy limit (full flexibility) for FY 2016-17 that the Commission adopted on October 29, 2015, and limit (if applicable) in a separate memorandum to the governing boards rather than annually amending Commission policy.
- Adds language to indicate that tuition limits or restrictions imposed by the General Assembly will supersede any tuition increase limit adopted by the Commission.

Mr. Haggerty reiterated that the tuition policy process is running parallel with legislative process and there should be clarity on the direction of the General Assembly following the March 9th figure setting for higher education. He added, regardless of General Assembly's action, he doesn't expect significant changes to policy except for Section 6 of the policy - which relates to tuition revenue spending authority and the Commission's ability to utilize a contingency fund—as had been practice prior to fiscal year 2012.

Chairman Moses asked about the General Assembly's opinion on the Commission policy. Mr. Haggerty responded there will be a better understanding of the General Assembly's view on the policy following figure setting on March 9 and the economic and revenue forecast on March 18th.

Commissioner Fagan asked about the difference between tuition policy and a tuition limit. In response, Mr. Haggerty stated that in Colorado, and across the states, tuition policy has historically meant a limitation on the tuition increases. He added that this is why staff recommended amending the CCHE policy to reflect a process to determine a tuition limit rather than amending the policy each year.

Ms. Sobanet added that the process will become much clearer in the coming fiscal year when the Commission will be able to see the development of the budget request in tandem with the tuition increase limit for fiscal year 2017-18.

Senator Todd requested that staff continue their efforts to inform all legislators on the connection between the State's level of investment and tuition increases.

Mr. Haggerty concluded his comments by reiterating that the revisions are based on the CCHE and Governor's tuition policy proposal that is being considered by the 2016 General Assembly and that the proposed CCHE policy revisions assumes the General Assembly will concur with the proposal. If the General Assembly does not concur with the proposal and takes a different approach, the tuition policy may need to be adjusted accordingly. The Commission can expect to have the tuition policy, depending on legislative action, as either a discussion item or action item for the April meeting.

C. **Legislative Update** – Kachina Weaver. Legislative Liaison, provided Commissioners and Advisors with a list of bills be tracked by the Department, all of which the Department is neutral on at this point. Ms. Weaver provided more detail around the discussions with the JBC and institutions around the formula and tuition policy, as well as next steps in the process. Advisor Artis asked for clarification around the intent of HB 16-1144, regarding transparency of college courses for high school students. Ms. Weaver explained that this bill would require local districts to inform high school students about post-secondary courses they are considering that do not meet the concurrent enrollment requirements and may not be transferrable.

D. **Degree Authorization Act – Update on the Closure of Westwood College -** Heather DeLange, Academic Policy Officer, provided an update on the closure of Westwood College. She highlighted the teach-out agreement that Westwood College entered into with National American University (NAU). Norm Blome, Chief Compliance Officer at Westwood College, provided the details regarding the closure. Dr. Ron Shape, CEO of NAU and Michael Trump, Associate General Counsel for NAU, also provided comments as to the details from the NAU side regarding the agreement.

E. **Hospital Provider Fee Update** – Kachina Weaver provided a status update on the efforts to change the Hospital Provider Fee to an enterprise. She explained

that a recent AG opinion was issued confirming that this action would be constitutional and within the authority of the Legislature to act upon. Ms. Weaver had drafted a letter for the Commission that would reiterate the Commission's support for the change, reminding legislative leaders about the resolution that the Commission passed in August 2015 to this effect, as well as the pointing out the support of institutions and other non-higher education groups. Chairman Moses asked that the message of the letter be strengthened to include an "ask" that the issue at least be allowed to come for a vote.

IV. Action Items

A. Recommend Approval of Commission Policy I, X: Prior Learning Assessment – Dr. Ian Macgillivray, Director of Academic Affairs, presented this item for action. A related question was asked about next steps in the PLA process. Dr. Macgillivray explained that, because there is not as much clear cut data on CLEP and DSST exams and student success, the Constituent Review Team that meets on Monday, March 7, 2016 will likely recommend to the Commission that the deadline for cut scores on CLEP and DSST exams be extended to late 2016 to allow faculty and the Department to study them.

Commissioner Anderson moved to approve Commission Policy I, X. The motion was seconded by Commissioner Kaufman and unanimously passed.

V. DHE Presentations to Commission

A. 2016 Legislative Report on the Postsecondary Progress and Success of High School Graduates –Luke Banaszak, Data Management and Research Analyst, presented to the Commission a PowerPoint Presentation overviewing the 2016 Postsecondary Success and Outcomes Report. The Report analyzes the postsecondary outcomes of Colorado high school graduates from 2009 through 2014, and the presentation highlighted significant findings from this report.

Commissioner Kerr asked that the calculation of enrollment rates and remediation rates be clarified, and that the difference between retention rates and relatively low attainment rates be addressed. Mr. Banaszak, regarding the former, explained that enrollment rates are calculated as a proportion of the entire graduating class, while the remedial rate is limited to students who enrolled at a postsecondary institution. Regarding the latter, Mr. Banaszak noted that the issue of third and fourth year retention is being increasingly analyzed. Advisor Kreidler emphasized the significance of third and fourth year retention, and explained that the issue is deeply analyzed at Metropolitan State University.

Chairman Moses asked that the minor increase in the proportion of graduates enrolling at out-of-state colleges be addressed. Mr. Banaszak explained that empirical information on the issue was not immediately available, and then noted that previously declining in-state enrollment is better explained by the increase in non-enrollments than out-of-state enrollments.

B. Online Admission Standards Tool Presentation - Carl Einhaus, Director of Student Success and Dawn Taylor Owens, Executive Director of College In

Colorado, presented this item. Dawn Taylor Owens provided a brief introduction regarding the purpose the admission tool to: more clearly communicate admission standards to Colorado institutions; accommodate the changes of the new admission policy which begins in fall 2019; and, reflect the holistic admission approach many institutions are already practicing.

Carl Einhaus gave a demonstration of the online tool. The Commissioners provided positive feedback.

Commissioner Fagan asked if we could track how many students visit the site. Mr. Einhaus and Ms. Owen responded that College In Colorado already has begun to measure site visits and usage by page using Google Analytics. Discussion on how to market the tool were also addressed – Mr. Einhaus and CIC staff have been giving presentations at many meetings, conferences and similar throughout Colorado to promote and increase public awareness. Mr. Einhaus is also partnering with CDE to identify other opportunities to increase awareness.

There being no further business, the meeting was adjourned at 4:25pm.

TOPIC: RECOMMEND APPROVAL OF MASTER OF FINE ARTS IN EXPERIENCE DESIGN AT UNIVERSITY OF COLORADO BOULDER

PREPARED BY: IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval for University of Colorado Boulder (UCB) to offer a Master of Fine Arts in Experience Design.

II. BACKGROUND

COMMISSION AUTHORITY

The Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract is defined in §23-5-129(6)(b), which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

III. STAFF ANALYSIS

OVERVIEW OF PROPOSED PROGRAM

The following is summarized from UCB's proposal:

> Experience Design (XD) is a term coined by professionals in the Destination/Attraction/Event Design Industry. These are the people who create site and event-based interactive experiences for the public (e.g.: cultural and entertainment destinations, museums, theme parks, zoos, aquariums, memorials, selected retail establishments, exhibits, etc.). The process of designing that experience is collaborative and creative. The makers of experience design come from many disciplines including art, architecture, creative writing, theatre, science, psychology, anthropology, business, engineering and many more. The goal is to develop a unique, process-oriented studio program in XD. Following the field's trend toward workplace diversity, the program would enroll individuals from varied backgrounds who would gather together to complete projects in devising living/interactive experiences with the direct guidance of professionals in the field.

Additional information on this proposed degree, unrelated to fit with statutory role and mission, is in Appendix A.

ROLE AND MISSION SUPPORT

This degree supports UCB's statutory role and mission, which states:

> *(a) The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with selective admission standards. The Boulder campus of the University of Colorado shall offer a comprehensive array of undergraduate, master's, and doctoral degree programs. The Boulder campus of the University of Colorado has exclusive authority to offer graduate programs in law. The Colorado commission on higher education, in consultation with the board of regents, shall designate those graduate level programs that are the primary responsibility of the Boulder campus of the University of Colorado. The university has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. The commission shall include in its funding recommendations a level of general fund support for these programs. (23-20-101, C.R.S.)*

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission. University of Colorado Board of Regents approved the program at its February 18, 2016 meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Master of Fine Arts in Experience at University of Colorado Boulder.

V. STATUTORY AUTHORITY

C.R.S. §23-5-129 Governing boards - performance contract - authorization – operations

(6) While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education:

(b) Need not consult with nor obtain approval from the Colorado commission on higher education to create, modify, or eliminate academic and vocational programs offered by the institution, so long as such creations, modifications, and eliminations are consistent with the institution's statutory role and mission. Institutions shall submit information to the department demonstrating that the creation or modification of an academic or career and technical education program is consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override the creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.

APPENDIX:

Appendix A: Supplemental Information

APPENDIX A: SUPPLEMENTAL INFORMATION

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

EVIDENCE OF NEED

Experience Design is emerging as a highly popular subject of study for creative students. Much of this is due to its breadth and reach. Industries beyond the entertainment world, including medicine, hospitality, retail, engineering and product development are seeking experience designers to address the experiential aspects of their customers' and clients' encounters. Universally, students are gaining interest in this new form of design. Letters of endorsement for this program were provided by several key figures in the Experience Design industry. These letters convey support for the distinct pedagogical focus of this program. The authors represent the kinds of firms who will be the future employers of program graduates.

DUPLICATION

There are no current programs that are similar to the one developed by CU-Boulder. While there are current academic programs that relate to this field - such as in architecture schools - they differ significantly from the MFA in Experience Design. This program seeks to fill a gap in training; it is envisioned as a comprehensive program that will prepare better, more employable, recruits via its collaborative studio approach. It can also be an enrichment to certain individuals who are already versed in traditional architecture, art or engineering and may be working in the field.

TOPIC: DEGREE AUTHORIZATION ACT – RECOMMENDATION OF APPROVAL FOR RENEWAL OF AUTHORIZATION

PREPARED BY: HEATHER DELANGE, ACADEMIC POLICY OFFICER

I. SUMMARY

This consent item recommends the renewal of authorization as a Place of Business (with no instruction) for Ashford University under the Degree Authorization Act.

II. BACKGROUND

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act (DAA). The Act sets out the terms by which the Commission may authorize accredited private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges to operate in Colorado.

The DAA outlines the Department's jurisdiction over private education programs available to the residents of the state of Colorado. The DAA establishes standards to (1) prevent misrepresentation, fraud, and collusion in offering educational programs to the public and (2) protect, preserve, foster, and encourage the educational programs offered by private educational institutions, which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation.

III. STAFF ANALYSIS

Pursuant to statute and policy, all authorized institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization that the institution holds from the CCHE. A private college or university that has authorization as a place of business by the Commission shall annually renew its authorization.

The Place of Business (with no instruction) authorization is defined as an accredited institution having a place of business within Colorado but may not offer instruction in the state. These institutions are subject to the deceptive trade practice provisions in §23-2-104, C.R.S.

Ashford University operates a call center in Denver that provides support in Human Resources, Learning and Development, Talent Acquisition and Development, Business Technology Services, and Facilities for Denver area employees. The 18 employees in the Denver location provide enrollment and financial services to students.

Ashford University continues to meet the criteria to operate as an institution with a Place of Business (with no instruction) at its Colorado location and therefore meets the renewal requirements under this authorization level.

IV. STAFF RECOMMENDATION

Staff recommends the Commission approve the renewal of authorization as a Place of Business (with no instruction) for Ashford University.

V. STATUTORY AUTHORITY

C.R.S §23-2-103.3(5) A private college or university that has authorization from the commission pursuant to this section and maintains its accreditation shall apply to the department for reauthorization in accordance with the schedule for reaccreditation by its accrediting body or every three years, whichever is longer. A seminary or religious training institution shall apply for reauthorization every three years. A private college or university or seminary or religious training institution that seeks reauthorization shall submit an application in accordance with the procedures and policies adopted by the commission and shall pay the reauthorization fee established by the commission pursuant to section 23-2-104.5.

TOPIC: PRIOR LEARNING ASSESSMENT: RECOMMENDATIONS FOR PHASE 1, GOAL 1 – CHALLENGE EXAMS

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This discussion item contains recommendations from the Constituent Review Team (CRT) for Phase 1, Goal 1 of the Commission's process for a statewide policy on prior learning assessment as regards challenge exams. The CRT also recommends extending the timeline and due dates to late 2016 for College Level Examination Program (CLEP) exams, DANTES Subject Standardized Tests (DSST), and for portfolio assessment to allow for a thorough review by faculty.

II. BACKGROUND

The Commission approved a process for establishing a statewide policy on prior learning assessment (PLA) during its May 8, 2015 meeting.

The main purposes of the policy is to (1) to ensure that credits awarded for prior learning by one institution are not lost in transfer, and (2) to provide transparent information to students, families and advisors to enhance degree completion.

The process is divided into three main phases of work, each with its own goals and tasks:

- Phase 1: Establish common cut scores for standardized assessments for general education credit and recommend best practices regarding challenge exams, portfolio assessment, and serving military students and veterans;
- Phase 2: Establish cut scores for credit as it applies to the major; and
- Phase 3: Reporting, transcripting, communication and periodic review of goals.

This agenda item contains the second set of recommendations for Phase 1, Goal 1 as regards challenge exams. The Commission approved the first set of recommendations, regarding Advanced Placement (AP) and International Baccalaureate (IB) exams, at its February 5, 2016 meeting.

III. STAFF ANALYSIS

Recommendations for Phase 1, Goal 1: CLEP & DSST Exam Cut Scores for General Education

Staff held two webinars for faculty in February 2016. The webinars explained the Commission's process, as approved at the May 8, 2015 meeting; the goals of a statewide PLA policy; and, asked faculty if they could agree to the American Council on Education (ACE) recommended cut

scores for CLEP and DSST exams for awarding GT Pathways (general education) credit. Faculty were provided with a website containing research and resources and were asked to submit their recommendations to the Constituent Review Team for its March 7, 2016 meeting. Faculty, the GE and Academic Councils, and staff recommended that an extension be given until late 2016 to allow faculty and the Department to collect and analyze student success data on students who have been awarded CLEP or DSST. Faculty and the Department discovered that the extant data on CLEP and DSST is not as clear as the data on AP and IB. Also, questions were raised (and have not yet been sufficiently answered) about the score setting and validation processes used by College Board (for CLEP exams), Prometric (the company that administers DSST exams), and those used by American Council on Education (ACE) to recommend CLEP and DSST cut scores. The CRT recommends extending the timeline for CLEP and DSST.

Recommendations for CLEP and DSST:

- April 2016 – fall 2016: Faculty continue to review content of CLEP and DSST exams and Department staff work with GE Council, College Board (CLEP) and Prometric (DSST) to get technical information on score setting and validation.
- Summer 2016 – Use the Colorado Adult Learning Symposium, hosted by Council for Adult and Experiential Learning (CAEL) as a forum to begin exploring veteran and military student success and prior learning assessment opportunities, including DSST.
- October 2016 – Use the Faculty-to-Faculty Conference to make decisions about CLEP and DSST exams and cut scores.
- November - December 2016 – CLEP and DSST recommendations to Constituent Review Team and then the Commission.

Recommendations for Phase 1, Goal 3: Challenge Exams

Phase 1, Goal 3 of the Commission's May 8, 2015 approved PLA process is:

> Consistent with §23-1-125(4), Colorado Revised Statute, each public institution defines a process to test out of a course "including specifying use of a national test or the criteria for approving institutionally devised tests."
>
> **Task 1:** Institutions share best practices, costs and challenges.
>
> **Task 2:** Each institution specifies and makes public (CDHE can coordinate for consistency) its policy for complying with §23-1-125(4), C.R.S, which states in part, "…each public institution of higher education shall grant full course credits to students for the core [GT Pathways/general education] courses they successfully test out of, free of tuition for those courses." This will include the ability to test out of and receive credit for all gtPathways requirements (e.g., every category in the 31-cedit gtPathways curriculum).

In December 2015, the institutions were sent a survey to collect their current policies and processes on allowing students to test out of coursework using challenge exams. The survey was designed with input from the GE Council and the questions were related to best practices, costs,

challenges and data on students who have tested out of coursework. Staff compiled the responses and shared the information with the Constituent Review Team at its March 7, 2016 meeting.

After careful consideration of the institutions' responses, the CRT recommends the Commission approve the below items for Phase 1, Goal 3: Challenge Exams.

Recommendations for challenge exams:

1. Per §23-1-125(4), Colorado Revised Statute, "…each public institution of higher education shall grant full course credits to students for the core [general education/GT Pathways] courses they successfully test out of, free of tuition for those courses." Each public institution shall define a process for students to test out of a general education/GT Pathways course, "…including specifying use of a national test or the criteria for approving institutionally devised tests." If the student transfers, receiving institutions shall apply that credit to the appropriate general education/GT Pathways category.
2. Institutions shall offer a challenge exam for at least one course in every GT Pathways category. Requesting the challenge exam is at the student's discretion. Institutions, including instructors of the course and department chairs, shall not refuse the student's request, except that:
    a) Institutions may set their own policies in regards to allowing students to test out of courses in which they are currently enrolled or had been previously enrolled; and
    b) Institutions may set their own policies in regards to limiting the number of times students can attempt a challenge exam in one semester or in total.
3. Institutions shall:
    a) Use the Commission-approved cut score for awarding general education credit if the institution uses a national, standardized exam (like CLEP) as the challenge exam, or set its own cut score if it uses an institutionally-developed challenge exam;
    b) Include in the catalog, on the website, and provide to students through academic advising, challenge exam policies and related information (fees, schedule, list of exams, and etc.); and
    c) Track data on numbers of students taking challenge exams, pass rates, and occasionally share the data with the Department to gauge compliance.
4. Institutions may:
    a) Set their own policies in regards to counting challenge exam credit as residency work;
    b) Set their own fees for administering challenge exams but the fees shall be transparent and reflect actual costs, including faculty and staff time and any appropriately amortized infrastructure cost.

5. The statute on challenge exams [§23-1-125(4), C.R.S.], and resulting Commission policy on challenge exams, shall not apply to Colorado School of Mines because the institution's degree programs, all of which are in engineering, do not have general education and GT Pathways core requirements like traditional liberal arts & sciences degrees.

Recommendations for PLA Policy: General Provisions

These recommendations apply to the PLA policy in general and could be inserted at the beginning of the policy. It is expected there will be more "general provisions" recommendations as the policy evolves that can be inserted with these.

Recommendations for PLA Policy General Provisions:

1. Receiving institutions may require students to resubmit test scores or other documentation if they transfer. (Note: Phase 1 of the Commission's approved process included the goal that students not be required to resubmit test scores and related documentation when they transfer. After careful consideration, the CRT and staff recommend that institutions may require resubmission of these documents to prevent fraud and data entry mistakes. For instance, if one institution incorrectly transcripts PLA credit and every receiving institution the student transfers to after that must accept what the original transcript states, then that data entry error will never get caught and could harm the student's progress through their program. Further, the Commission-approved standardized cut scores will eliminate the possibility that students may lose PLA credit in transfer.)
2. Institutions shall limit the number of PLA credits accepted in transfer only by the residency requirements of the regional and other accrediting bodies recognized by the U.S. Department of Education.

Next Steps

The next steps and their timelines are:

Phase 1: Establish a PLA policy that guarantees the 1) transferability of credit within the gtPathways curriculum for purposes of fulfilling general education requirements and 2) transferability of credit based on Portfolio Assessment and published guides with application to general education degree requirements and 3) without the need for students to resubmit test scores or other documentation.

- **Goal 2:** Address transfer of gen ed credit based on Portfolio Assessment. (due late 2016)
- **Goal 4**: Understand what has supported student military/veteran success. (due late 2016)

Phase 2: For purposes of transferability of PLA credit as it applies to the major, each individual institution will determine cut scores and course equivalencies for accepting PLA as transfer

credit for their majors. A data gathering, analysis, and recommendation process will support these decisions.

- **Goal 1**: Credits earned at state public institutions through PLA meeting a receiving institution's requirements for a major shall transfer and immediately be applicable to the major. Given the faculty and institutional responsibility for defining and awarding majors, each Baccalaureate granting institution will establish and publish conditions for applicability of credit for PLA toward meeting requirements of the major. Institutions will re-examine cut-scores for AP, IB, DSST and CLEP, driven by institutional data. (due March 2016)

Phase 3: Reporting, Transcripting, Communication and Periodic Review Goals (due December 2016)

IV. STAFF RECOMMENDATIONS

Discussion item only.

V. STATUTORY AUTHORITY

Pertinent parts of the applicable statutes have been **underlined and put in bold** to help identify statutory authority for the policy recommendations herein.

C.R.S. §23-1-108. Duties and powers of the commission with regard to systemwide planning

(7) (a) …The statewide degree transfer agreements shall include provisions under which state **institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer** from an associate of arts, associate of applied science, or associate of science degree program in another state institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes.

C.R.S. §23-1-108.5. Duties and powers of the commission with regard to common course numbering system

(5) **All credits earned by a student in any general education course** identified as corresponding with a course included in the course numbering system [gtPathways] **shall be automatically transferable among all higher education institutions** upon transfer and enrollment of the student… **The commission shall adopt such policies and guidelines as may be necessary for the implementation of this section**. **Each governing board shall modify its existing policies as may be necessary to accept the transfer of these credits**.

C.R.S. §23-1-113.2. Department directive - admission standards for students holding international baccalaureate diplomas

(2) (a) The department shall ensure that each governing board of a state-supported baccalaureate and graduate institution of higher education in the state adopt and implement, for each of the

institutions under its control, a policy for the acceptance of first-time freshman students who have successfully completed an international baccalaureate diploma program.

(b) Each governing board shall report the policy adopted and implemented pursuant to paragraph (a) of this subsection (2) to the department and shall make the policy available to the public in an electronic format.

(c) **Each governing board shall set the number of credits the institution may grant to a student who has successfully completed an international baccalaureate diploma program**. Except as otherwise provided in paragraph (d) of this subsection (2), **the number of credits granted by an institution shall be, at a minimum, twenty-four semester credits or their equivalent**. Each governing board **shall identify the specific general education or elective requirements** that the student satisfies by having successfully completed the international baccalaureate diploma program and shall outline the conditions necessary to award the credits.

(d) Each institution may determine the level of student performance necessary to grant the credits, as measured by a student's exam performance in the specific courses constituting the international baccalaureate diploma program. **An institution may only grant less than twenty-four semester credits or their equivalent if the student has received a score of less than four on an exam administered as part of the international baccalaureate diploma program**, in which case the number of semester credits or their equivalent granted by the institution shall be reduced accordingly.

(3) The provisions of this section shall not apply to any institution of higher education that has entered into a performance contract with the commission as an exemplary institution of higher education.

C.R.S. §23-1-125. Commission directive - student bill of rights - degree requirements - implementation of core courses - competency test - prior learning

(1) Student bill of rights. The general assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

(a) **Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours** unless there are additional degree requirements recognized by the commission;

(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;

(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;

(d) **Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education**;

(e) **Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education**;

(f) **Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements**;

(g) **A student's credit for the completion of the core requirements and core courses** shall not expire for ten years from the date of initial enrollment and **shall be transferrable**…

(3) Core courses. The department, in consultation with each Colorado public institution of higher

education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education. The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours. Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. **The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course [gtPathways] credits**.

(4) **Competency testing. On or before July 1, 2010, the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses**.

(4.5) **Prior learning. Beginning in the 2013-14 academic year, each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.**

APPENDICES

Appendix A: Proposed Revisions to Commission Policy I, X: Prior Learning Assessment

Appendix A: Proposed Revisions to Commission Policy I, X: Prior Learning Assessment

COLORADO
Colorado Commission on Higher Education
Department of Higher Education

SECTION I
PART X PRIOR LEARNING ASSESSMENT

1.00 Introduction

Learning obtained outside the classroom can be assessed and documented through a variety of types of Prior Learning Assessment (PLA). The purposes of this policy are 1) to set statewide expectations for awarding college credit for PLA, 2) to ensure that credits awarded for PLA by one institution are not lost in transfer, and (3) to provide transparent information to students, families and advisors. This policy supports the Colorado Commission on Higher Education's 2012 master plan, *Colorado Competes*, Goals 1 and 3 to increase degree completion and close achievement gaps.

2.00 Statutory Authority

2.01 Pursuant to §23-1-108.5(5), C.R.S., "All credits earned by a student in any general education course identified as corresponding with a course included in the course numbering system [GT Pathways] shall be automatically transferable among all higher education institutions upon transfer and enrollment of the student… The commission shall adopt such policies and guidelines as may be necessary for the implementation of this section. Each governing board shall modify its existing policies as may be necessary to accept the transfer of these credits."

2.02 Pursuant to §23-1-113.2(2), C.R.S., first-time freshman students who have successfully completed an international baccalaureate diploma program shall, at a minimum, be granted 24 semester credits, identified by the institution and that apply to the institution's general education or other degree requirements. An institution may only grant less than 24 semester credits or their equivalent if the student has received a score of less than four on an exam administered as part of the international baccalaureate diploma program.

2.03 Pursuant to §23-1-125(1), C.R.S., "(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education; (e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education; (f) Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements; (g) A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferrable…" and §23-1-125(3), C.R.S., "The commission shall adopt such policies to ensure that institutions develop the most effective way to implement

the transferability of core course [GT Pathways] credits."

2.04 Pursuant to §23-1-125(4), C.R.S., "Competency testing. On or before July 1, 2010, the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses."

2.05 Pursuant to §23-1-125(4.5), C.R.S., "Prior learning. Beginning in the 2013-14 academic year, each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning."

#.## General Provisions

#.## Receiving institutions may require students to resubmit test scores or other documentation if they transfer.

#.## Institutions shall limit the number of PLA credits accepted in transfer only by the residency requirements of the regional and other accrediting bodies recognized by the U.S. Department of Education.

3.00 Advanced Placement (AP) and International Baccalaureate (IB) Cut Scores

3.01 The statewide minimum cut score for awarding GT Pathways credit for AP exams shall be 3, and for both the SL and HL versions of the IB exams shall be 4. The Department, in collaboration with the institutions, may make exceptions in rare cases where the content of an exam may not meet GT Pathways requirements, such as with GT-AH4 World Language, which can by met only with the equivalent of 200-level coursework.

3.02 At least 3 credit hours shall apply first to the appropriate GT Pathways content area requirements until the amount of credit has been met for that GT Pathways content area. In the case of AP science exams, at least 3 credit hours shall apply to the GT-SC2 category (lecture course without laboratory) or, if there is a verified laboratory experience that is discipline-specific to the AP exam or advanced high school course taken, then at least 4 credit hours shall apply to the GT-SC1 category (course with required laboratory). For example, a student seeking biology GT-SC1 credit through the AP Biology exam must have biology laboratory experience specifically, not science laboratory experience in general.

Once a GT Pathways content area requirement has been met, any additional credit may be awarded to fulfill other degree requirements, such as general education, elective or major/prerequisite credit. For example, the GT Pathways

history requirement is 3 credits. If a student brings passing cut scores on two different history exams (such as US History and also World History, which qualifies the student for at least 6 credits), then the student shall receive 3 credits applied towards the GT Pathways history requirement. Any additional credits may be awarded to fulfill other degree requirements, such as general education, elective or major/prerequisite credit.

3.03 Institutions may use their existing processes to determine the amount of credit to award for AP scores of 4 & 5 and IB (both SL & HL) scores of 5, 6 & 7 but they must award at least 3 credits, or at least 4 credits for GT-SC1 (science courses with labs).

3.04 Credit awarded shall be transcripted as a course satisfying the appropriate GT Pathways category at the institution. When there is no equivalent, the institution shall create a generic transfer equivalency for a course in that GT Pathways content area (i.e., GT-AH1, GT-AH2, and etc.).

3.05 Institutions may advise students with PLA credits that the student may be more successful in subsequent coursework if they take the college course but the institution may not require the student take the college course.

4.00 College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST) Cut Scores

4.01 <insert CLEP and DSST recommendations here once approved, expected late 2016>

5.00 Challenge Exams

5.01 Per §23-1-125(4), Colorado Revised Statute, "…each public institution of higher education shall grant full course credits to students for the core [general education/GT Pathways] courses they successfully test out of, free of tuition for those courses." Each public institution shall define a process for students to test out of a general education/GT Pathways course, "…including specifying use of a national test or the criteria for approving institutionally devised tests." If the student transfers, receiving institutions shall apply that credit to the appropriate general education/GT Pathways category.

5.02 Institutions shall offer a challenge exam for at least one course in every GT Pathways category. Requesting the challenge exam is at the student's discretion. Institutions, including instructors of the course and department chairs, shall not refuse the student's request, except that:

a) Institutions may set their own policies in regards to allowing students to test out of courses in which they are currently enrolled or had been previously enrolled; and

b) Institutions may set their own policies in regards to limiting the number of times students can attempt a challenge exam in one semester or in total.

5.03 Institutions shall:

a) Use the Commission-approved cut score for awarding general education credit if the institution uses a national, standardized exam (like CLEP) as the challenge exam, or set its own cut score if it uses an institutionally-developed challenge exam;
b) Include in the catalog, on the website, and provide to students through academic advising, challenge exam policies and related information (fees, schedule, list of exams, and etc.); and
c) Track data on numbers of students taking challenge exams, pass rates, and occasionally share the data with the Department to gauge compliance.

5.04 Institutions may:

a) Set their own policies in regards to counting challenge exam credit as residency work;
b) Set their own fees for administering challenge exams but the fees shall be transparent and reflect actual costs, including faculty and staff time and any appropriately amortized infrastructure cost.

5.05 The statute on challenge exams [§23-1-125(4), C.R.S.], and resulting Commission policy on challenge exams, shall not apply to Colorado School of Mines because the institution's degree programs, all of which are in engineering, do not have general education and GT Pathways core requirements like traditional liberal arts & sciences degrees.

HISTORY: CCHE Agenda Item V, A – May 8, 2015; CCHE Agenda Item IV, B – February 5, 2016;

TOPIC: RECOMMEND APPROVAL OF NEW GUARANTEED TRANSFER (GT) PATHWAYS COMPETENCIES AND CONTENT CRITERIA

PREPARED BY: IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS AND MAIA BLOM, ACADEMIC POLICY OFFICER

I. SUMMARY

This discussion item recommends approval of new competencies and content criteria for the state's GT (guaranteed transfer) Pathways curriculum. These competencies and content criteria set a minimum threshold for what students should know and be able to do after passing a state general education, guaranteed-to-transfer course.

II. BACKGROUND

The 31-credit GT Pathways curriculum forms the general education core of all associate of arts (A.A.), associate of science (A.S.), and liberal arts & sciences bachelor's degrees. Courses within the curriculum are guaranteed to transfer and apply to GT Pathways requirements at all public colleges and universities. GT Pathways makes possible the statewide transfer articulation agreements (also known as Degrees with Designation, or DwDs), which provide guided pathways to students and enhance timely degree completion.

The Commission approves GT Pathways competencies and content criteria, which are developed by faculty and recommended for approval by department staff and the General Education (GE) Council. The Commission also approves courses nominated by faculty peer reviewers for inclusion in GT Pathways, per §23-1-125(3), C.R.S. To be nominated, the courses must meet Commission-approved content criteria and competencies, which have been developed by Colorado faculty. The current competencies, last revised in 2005, and the current content criteria, last revised in 2005 and 2007, are out-of-date and are not written in assessable language.

The Higher Learning Commission (HLC) is the regional accreditor for all Colorado public 2- and 4-year institutions. It is important that content criteria and competencies be written in assessable language because HLC and program accreditors are putting increased emphasis on the need for institutions to show evidence of student learning as part of their re-accreditation process. Colorado colleges and universities are already assessing student learning; thus, department staff, the General Education (GE) Council, institutional assessment directors, and faculty agree it makes good sense to align the GT Pathways content criteria and competencies with those assessment criteria Colorado institutions are already using to meet HLC re-accreditation requirements. Institutions' assessment data are not used for faculty performance reviews and are not collected at the state level, nor are there any plans to do so.

The competencies Colorado institutions are already using for their assessment programs are directly borrowed from, or are aligned with, the Association of American Colleges and Universities' (AAC&U) LEAP essential learning outcomes. According to AAC&U's website, the essential learning outcomes (or competencies):

> …champion[s] the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. LEAP responds to the changing demands of the twenty-first century—demands for more college-educated workers and more engaged and informed citizens. Today, and in the years to come, college graduates need higher levels of learning and knowledge as well as strong intellectual and practical skills to navigate this more demanding environment successfully and responsibly. Through LEAP, hundreds of campuses are making far-reaching educational changes to help all their students—whatever their chosen field of study—acquire the broad knowledge, higher order capacities, and real world experience they need to thrive both in the economy and in a globally engaged democracy.

Given that the LEAP competencies were written by faculty nationally, have been adopted by and are continually being refined to assess student learning on hundreds of campuses nationally and internationally, are aligned with the skills that employers say college graduates should have, and are already being used by Colorado institutions, makes them the logical choice for new GT Pathways competencies. Furthermore, these competencies and the common assessments that faculty can develop for GT Pathways courses will allow for 1) inter-state and inter-institutional faculty collaboration, such as through the State Higher Education Executive Officers' (SHEEO) Multi-State Collaborative, and for 2) guaranteed transfer across state lines, such as through the Western Interstate Commission for Higher Education's (WICHE) Interstate Passport Initiative. That is, aligning Colorado institutions' general education/GT Pathways courses to a common set of competencies being used by institutions in other states opens possibilities for faculty and students to enhance student learning, transfer, persistence, and completion. Last, it will help Colorado institutions meet their performance goals and accreditation requirements.

III. STAFF ANALYSIS

Department staff and the GE Council have been convening faculty twice yearly since spring 2014 to consider if and how the LEAP Essential Learning Outcomes could be adapted as Colorado's GT Pathways competencies. At these biannual Faculty-to-Faculty Conferences, faculty worked with directors of institutional assessment from their institutions, as well as with Dr. Susan Albertine, senior scholar in the Office of Integrative Liberal Learning and the Global Commons at AAC&U. She has directed the LEAP States Initiative since 2008 and leads the Faculty Collaboratives project. With guidance from their directors of institutional assessment and Dr. Albertine, Colorado faculty chose to slightly revise the LEAP competencies and their associated "VALUE rubrics," which are useful tools for assessing students' mastery of the competencies. Of the eleven LEAP Value Rubrics under consideration, faculty revised and adopted nine, with an additional one flagged for future adoption.

Those competencies and the GT Pathways content areas to which they apply are:

LEAP VALUE Rubric/Competency	GT Pathways Content Area(s) to which It Applies
Written Communication	GT-CO1: Introductory Writing GT-CO2: Intermediate Writing GT-CO3: Advanced Writing GT-AH2: Literature and Humanities
Critical Thinking	GT-AH3: Ways of Thinking GT-HI1: History GT-SS1: Economic or Political Systems
Creative Thinking	GT-AH1: Arts and Expression
Information Literacy	GT-HI1: History
Oral/Presentational Communication	GT-AH4: World Languages
Quantitative Literacy	GT-MA1: Mathematics GT-SC1: Natural & Physical Science, with lab GT-SC2: Natural & Physical Science, no lab
Problem Solving	GT-MA1: Mathematics (for future adoption)
Inquiry and Analysis	GT-SC1: Natural & Physical Science, with lab GT-SC2: Natural & Physical Science, no lab
Civic Engagement	GT-SS1: Economic or Political Systems
Diversity & Global Learning	GT-SS2: Geography GT-SS3: Human Behavior, Culture or Social Frameworks

While every GT Pathways content area has at least one required competency, faculty are free to add more to their courses and they indicate that they already do. However, the requirement of at least one competency per-GT Pathways content area is a minimum threshold that faculty and institutions must meet to ensure 1) that student learning can be assessed; 2) that faculty who teach subsequent coursework can be sure students have learned certain competencies in their previous coursework; and, 3) that if a student transfers, they can "pick up where they left off" at their new institution without missing or having to repeat lessons in the subsequent coursework. The proposed competencies listed above are appended in their current draft form in Appendix A.

Besides the competencies, GT Pathways courses must also align with sets of content criteria, which are set by faculty in each discipline. Like the competencies, the content criteria provide a minimum threshold of required content and other guidelines that GT Pathways courses must contain in order for faculty peer reviewers to recommend the courses for Commission approval as state GT Pathways courses. The proposed content criteria are appended in their current draft form in Appendix B.

Department staff and GE Council will convene faculty one last time on April 15, 2016 to consider feedback from other faculty and to finalize the draft competencies and content criteria. Assessment specialists and the GE Council will then complete one final review and will likely recommend the new GT Pathways competencies and content criteria for approval at the Commission's June 2, 2016 meeting.

IV. STAFF RECOMMENDATION

This is a discussion item only; no action is required by the Commission at this time.

Department staff expects to bring finalized competencies and content criteria to the Commission's June 2, 2016 meeting with a recommendation for approval.

V. STATUTORY AUTHORITY

C.R.S. §23-1-125. Commission directive – student bill of rights – degree requirements – implementation of core courses – on-line catalogue – competency test.

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education. The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours. Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.

Appendix A: Proposed, Draft GT Pathways Competencies
Appendix B: Proposed, Draft GT Pathways Content Criteria

Appendix A: Proposed, Draft GT Pathways *Competencies*

gtPATHWAYS COMPETENCY: WRITTEN COMMUNICATION
Required in gtPathways Categories: CO1, CO2, CO3, AH2

Criteria for Written Communication

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

Student Learning Outcomes (students should be able to…):

1. Employ Rhetorical Knowledge (required for CO1, CO2, CO3)

- Demonstrate an understanding of audience, purpose, genre, and context that is responsive to the ~~discipline and the assigned task(s)~~situation.

2. Develop Content (required for CO1, CO2, CO3 & AH2)

- Create and develop ideas within the context of the ~~discipline and the shape of the assignment~~situation and the assigned task(s).

3. Apply Genre and Disciplinary Conventions (required for CO1, CO2, CO3 & AH2)

- Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- ~~Apply formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields including organization, content, presentation, formatting, and stylistic choices.~~

4. Use Sources and Evidence (required for CO1, CO2, CO3 & AH2)

- Evaluate, apply, and synthesize evidence and/or sources in support of a claim, following an appropriate documentation system.

5. Control Syntax and Mechanics (required for CO1, CO2, CO3)

- Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

WRITTEN COMMUNICATION RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	**3**	**2**	**1**
~~Use~~ **Employ Rhetorical Knowledge**	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
~~**Explore**~~ **Develop Content** ~~**Development**~~	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context; Develops and explores ideas while conveying the writer's understanding to shape the entire work.	Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context; Develops and explores ideas to shape the entire work.	Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context; Develops and explores ideas to shape most of work.	Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context; Develops and explores ideas to shape a portion of the work.
Apply Genre and Disciplinary Conventions	Demonstrates detailed and consistent attention to along with successful execution of a wide range of conventions particular to a specific ~~discipline~~ situation and/or ~~writing~~ assigned task(s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific ~~discipline~~ situation and/or ~~writing~~ assigned task(s), including organization, content, presentation, and stylistic choices	Demonstrates frequent use of important conventions particular to a specific ~~discipline~~ situation and/or assigned ~~writing~~ task(s), including organization, content, presentation, and stylistic choices	Demonstrates infrequent use of important conventions particular to a specific ~~discipline~~ situation and/or ~~writing~~ assigned task(s), including organization, content, presentation, and stylistic choices

	4	3	2	1
~~Compile~~ Use Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the ~~discipline~~ situation and genre ~~of the writing~~	Demonstrates consistent use of credible, relevant sources to support ideas that are ~~situated~~ appropriate for ~~within~~ the ~~discipline~~ situation and genre ~~of the writing.~~	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the ~~discipline~~ situation and genre ~~of the writing~~.	Demonstrates an attempt to use credible or relevant sources to support ideas in the writing that may not be the most appropriate for the ~~discipline~~ situation and genre ~~of the writing~~.
~~Address~~ Control ~~of~~ Syntax and Mechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Uses language that consistently communicates meaning to readers and has few minor errors.	Uses language that generally communicates meaning to readers with clarity, although ~~writing~~ it may include multiple minor errors or a major error that impacts clarity.	Uses language that sometimes impedes meaning because of multiple major errors in usage.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at http://www.aacu.org/value-rubrics. The Interstate Passport Initiative Learning Outcomes can be accessed at http://www.wiche.edu/passport/learningOutcomesCriteria.

gtPATHWAYS COMPETENCY: CRITICAL THINKING
Required in gtPathways Categories: HI1, SS1, SS2, SS3 & AH3

Criteria for Critical Thinking

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

Students should be able to:

1. Explain an Issue (required for AH3, SS1, SS2 & SS3)
   - Use information to describe a problem or issue.

2. Utilize Context (required for AH3, SS1, SS2 & SS3)
   - Evaluate the relevance of context when presenting a position.
   - Identify assumptions.
   - Analyze one's own and others' assumptions.

3. ~~Create a Personal Response~~Formulate an Argument (required for HI1, & SS1)
   - Ask a question relevant to the discipline.
   - Synthesize perspectives that answer it.
   - Take a specific position.
   - ~~Identify a specific position (perspective, thesis/hypothesis) that takes into account the complexities of an issue.~~
   - ~~Synthesize other points of view within their own position.~~

4. Incorporate Evidence (required for HI1)
   - ~~Including primary and secondary, to the scope and discipline. Connect evidence to claim/thesis.~~
   - ~~Interpret sources to develop an analysis or synthesis.~~
   - Interpret/evaluate sources to develop an analysis or synthesis.

5. Understand Implications and Make Conclusions (required for HI1, SS1, SS2, SS3 & AH3)
   - Establish a conclusion that is tied to the range of information presented.
   - Reflect on implications and consequences of stated conclusion.

CRITICAL THINKING RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	**3**	**2**	**1**
Explanation of issue(s)	Issue/ problem to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.	Issue/ problem to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undetermined, and/ or connections unknown.	Issue/ problem to be critically considered is stated without any clarification or description.
Context (i.e., cultural/social, educational, technological, political, scientific, etc.)	Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position.	Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.	Identifies but does not evaluate relevant contexts when presenting a position.	Begins to identify some contexts when presenting a position.
Identification and Influence of assumptions	Thoroughly analyzes and evaluates all (one's own and others') assumptions including some of the more hidden, more abstract ones.	Identifies and evaluates one's own and others' assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, or may be more aware of others' assumptions than one's own (or vice versa), but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.

	4	3	2	1
Frames personal response (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) offers a clear and precise personal point of view and takes into account the complexities of an issue. Limitations of (or objections to) position are acknowledged and others' points of view are synthesized within position with convincing replies provided.	Specific position (perspective, thesis/ hypothesis) offers a clear personal point of view and takes into account minimal complexities of an issue. Limitations of (or objections to) position and others' points of view are acknowledged within position and replies were provided.	Specific position (perspective, thesis/ hypothesis) offers a vague or indecisive personal point of view and acknowledges different sides of an issue. Anticipates objections to position but does not respond to them.	Attempts to formulate a personal point of view, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.
Evaluation of Evidence	Information is from reliable source(s); interpretation/ evaluation rigorous enough to develop a comprehensive and coherent analysis or synthesis.	Information is from reliable source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Reliability or relevance of sources is questionable and/or information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.	Reliability and relevance of sources is questionable and/or information is taken from source(s) without any interpretation/ evaluation.
Evaluates Implications, Conclusions, and Consequences	Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while considering all relevant assumptions, contexts, data and evidence.	Identifies a conclusion and briefly evaluates implications, conclusions and consequences while considering most relevant assumptions, contexts, data, and evidence.	Identifies a conclusion, however, information is chosen to fit the desired conclusion and relevant assumptions, contexts, data, and evidence are not considered.	Identifies a conclusion that is inconsistently tied to some of the information discussed; relevant assumptions, contexts, data, and evidence are oversimplified or not considered.

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gtPATHWAYS COMPETENCY: CREATIVE THINKING
Required in gtPathways Categories: AH1

Criteria for Creative Thinking

Competency in creative thinking represents both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Students should be able to:

1. Demonstrate Originality and Ingenuity (required for AH1)

- Form an exemplar that meets specifications as indicated by the context.

2. Take Risks

- Go beyond the original parameters of an assignment by introducing new materials, tackling controversial topics, and/or advocating ideas or solutions within the context of the discipline

3. Solve Problems

- Articulate the rationale for selecting a given solution to the problem.
- Recognize consequences of their suggested solution the problem.

4. Embrace Contradictions (required for AH1)

- Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

5. Think Innovatively (required for AH1)

- Creates an innovative or unique idea, question, format, or product that pushes existing boundaries. \

6. Connect, Synthesize, and Transform Ideas

- Connect / Synthesize ideas or solutions into a coherent whole work.

CREATIVE THINKING RUBRIC

This rubric is meant to be an optional course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.

	4	**3**	**2**	**1**
Demonstrate Originality and Ingenuity	Creates an entirely new object, solution, or idea that is still an appropriate exemplar as indicated by the context.	Successfully adapts an appropriate exemplar to his/ her own specifications as indicated by the context.	Successfully reproduces an appropriate exemplar to his/ her own specifications as indicated by the context.	Reproduces an exemplar but it is not well suited to the indicated context.
Take Risks	Actively seeks out and follows through on untested and inventive approaches including new material, controversial topics, and/or innovative ideas or solutions to extend but still address the parameters for the work.	Incorporates new material, controversial topics, and/or innovative ideas or solutions to the work while addressing the parameters for the work.	Considers new material, controversial topics, and/or innovative ideas or solutions which address but do not extend beyond the parameters of the work.	Stays strictly within the parameters of the work with limited use of new material, controversial topics, and/or innovative ideas or solutions.
Solve Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem while considering consequences of solution and can articulate reason for choosing solution.	Considers and rejects less acceptable approaches to solving the problem while still developing a reasonable solution. Considers consequences of the solution and attempts to articulate a reason for choosing the solution.	Only a single approach is considered and is used to solve the problem and fails to consider consequences of the solution. Minimal attempt is made to address reasons for choosing solution.

	4	3	2	1
Embrace Contradictions	Fully integrates alternate, divergent, or contradictory perspectives or ideas when shaping the work.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way when shaping the work.	Recognizes the value of alternate, divergent, or contradictory perspectives or ideas in a small way when shaping the work.	Acknowledges alternate, divergent, or contradictory perspectives or ideas when shaping the work.
Think Innovatively	Extends an innovative or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates an innovative or unique idea, question, format, or product that pushes existing boundaries.	Experiments with creating an innovative or unique idea, question, format, or product within existing boundaries.	Reformulates a collection of available ideas that represents a safe approach.
Connect, Synthesize, and Transform Ideas	Transforms ideas or solutions into entirely new forms to create a coherent whole work.	Synthesizes ideas or solutions into a coherent whole work.	Connects ideas or solutions in meaningful ways in an attempt to develop a coherent whole work.	Recognizes existing connections among ideas or solutions but lacks cohesion.

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gtPATHWAYS COMPETENCY: INFORMATION LITERACY
Required in gtPathways Categories: HI1

Criteria for Information Literacy

Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student's ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand.

Student Learning Outcomes (students should be able to…):

1. Determine the Extent of Information Needed

- Define the scope of the research question/thesis/main idea
- Select sources that directly relate to the key concepts or answer the research question(s)

2. Access the Needed Information

- Access information using effective, well-designed search strategies
- Access needed information by using appropriate and relevant sources

3. Evaluate Information Critically (required for HI1)

- ~~Select~~ Utilize a variety of information sources appropriate to the scope and discipline of the research question
- Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source

4. Use Information Effectively to Accomplish a Specific Purpose (required for HI1)

- Synthesize information from sources to fully achieve a specific purpose

5. Use Information Ethically and Legally (required for HI1)

- Demonstrates a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

- ~~Select a variety of information sources appropriate to the scope and discipline of the research question~~
- ~~Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view~~

INFORMATION LITERACY RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	4	**3**	**2**	**1**
Determine the Extent of Information Needed	Effectively defines the scope of the research question/thesis/main idea. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question/thesis/main idea completely. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question/thesis/main idea incompletely (parts are missing, remains too broad or too narrow, etc.). Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question/thesis/main idea. . Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	~~Selects~~ Utilizes a variety of information sources appropriate to the scope and discipline of the research question after considering the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view.	~~Selects~~ Utilizes a variety of information sources appropriate to the scope and discipline of the research question using multiple criteria, such as relevance to the research question, currency, and authority.	~~Selects~~ Utilizes a variety of information sources using basic criteria, such as relevance to the research question and currency.	~~Selects~~ Utilizes a few information sources using limited criteria, such as relevance to the research question.

	4	3	2	1
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Use Information Ethically and Legally	Student demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through correct use of all of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.	Student demonstrates a partial understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through the correct use of three of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.	Student demonstrates a vague understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through the correct use of two of the following: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution	Student demonstrates little understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through correct use of one of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.

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gtPATHWAYS COMPETENCY: ORAL/PRESENTATIONAL COMMUNICATION
Required in gtPathways Categories: AH4

Criteria for Oral/Presentational Communication

Competency in oral communication represents a student's ability to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectively.

Students should be able to:

1. Illustrate Organization

- Implement an organizational pattern that results in a cohesive presentation (specific introduction and conclusion, sequenced material within the body, and transitions).

2. Develop a Central Message (required of AH4)

- Develop a central message using the content and supporting materials.

3. Address Language (required for AH4)

- Employ language that enhances the presentation.
- Incorporate language that is appropriate to the audience.

4. Execute Delivery (required for AH4)

- Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

5. Integrate Content and Supporting Material

- Incorporate a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) from authorities.
- Make reference to and connect information through analysis that supports the presentation while establishing the presenter's credibility/ authority on the topic.

- Ability to manage visual aids with appropriate technology.

ORAL/PRESENTATIONAL COMMUNICATION RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance minimum criteria.*

	4	**3**	**2**	**1**
Illustrate Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is inconsistent but still observable within the presentation.	Attempts to create an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) but lack a clear observable pattern or structure within the presentation.
Address Language	Language choices enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation or language in presentation is not appropriate to audience.
Execute Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the presentation making it difficult to understand. The speaker appears uncomfortable.

	4	3	2	1
Integrate Content and Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information through analysis that significantly supports the presentation and establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information through analysis that supports the presentation and establishes the presenter's credibility/authority on the topic.	While supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information through analysis that supports the presentation and attempts to establish the presenter's credibility/authority on the topic, the variety and depth of sources is insufficient.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information through analysis that minimally supports the presentation but fails to establish the presenter's credibility/authority on the topic.
Develop a Central Message	Central message is clear and compelling as well as consistent with the supporting material.	Central message is clear and consistent with the supporting material.	Central message is understandable but is not consistent with the supporting material.	Central message can be determined, but is not explicitly stated and there is insufficient supporting material.

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gtPATHWAYS COMPETENCY: QUANTITATIVE LITERACY
Required in gtPathways Categories: MA1, SC1 & SC2

Criteria for Quantitative Literacy

Competency in quantitative literacy represents a student's ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.).

Students should be able to:

1. Interpret Information (required for MA1, SC1 & SC2)
   a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

2. Represent Information (required for MA1, SC1 & SC2)
   a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

3. Perform Calculations (required for MA1)
   a. Solve problems or equations at the appropriate course level.
   b. Use appropriate mathematical notation.
   c. Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.

4. Apply and Analyze Information (required for MA1)
   a. Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.
   b. Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.
   c. Make judgments based on mathematical analysis appropriate to the course level.

5. Communicate Using Mathematical Forms (required for MA1)
   a. Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may

also include oral communication).

6. Address Assumptions (required of statistics courses only)

a. Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

QUANTITATIVE LITERACY RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria minimum.*

	4	**3**	**2**	**1**
Interpret Information	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides explanations of information presented in mathematical forms, but makes errors within the explanation or inappropriate inferences based on the information.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.
Represent Information	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate ***or*** accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate ***or*** inaccurate.
Perform Calculations	Calculations attempted are all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.) and address the validity of the results.	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented cohesively and address the validity of the results.	Calculations attempted are successful but only represent a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are unsuccessful and may not be comprehensive.

	4	**3**	**2**	**1**
Apply and Analyze Information	Uses quantitative analysis as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses quantitative analysis as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses quantitative analysis as the basis for tentative, basic judgments, drawing plausible conclusions from this work.	Uses quantitative analysis as the basis for unskilled judgments, is hesitant or uncertain about drawing conclusions from this work.
Communicate Using Mathematical Forms	Uses quantifiable information in connection with a written argument or description of purpose of the work, presents it in an effective format, and explains with consistently high quality (may also include an oral argument).	Uses quantifiable information in connection with a written argument or description of purpose of the work, though data may be presented in a less than complete format or some parts of the explanation may be disjointed.	Presents a written argument but does not provide adequate quantifiable information to support or connect the argument and purpose of work.	Uses quantifiable information, but does not articulate a written argument that connects to the purpose of the work and the information.
Address Assumptions **(Required of statistics courses only)**	Specifically describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Specifically describes assumptions and provides compelling rationale for why assumptions are appropriate.	Specifically describes assumptions but attempts made to address rationale are inappropriate or ineffective.	Specifically describes assumptions but lacks rationale.

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gtPATHWAYS COMPETENCY: PROBLEM SOLVING

Required in gtPathways Categories: MA1, MA2, MA3, MA4, SC1? & SC2?

Math is not making this competency required but is revising it for potential future use.

Criteria for Problem Solving

Competency in problem solving represents a student's ability to design, evaluate, and implement a strategy to answer a~~n open-ended~~ question or achieve a ~~desired~~ goal.

Student Learning Outcomes (students should be able to…):

1. Define ~~a~~ a Problem
   a) Construct a detailed and comprehensive problem statement or clearly describe the goal
   b) Identify relevant contextual factors ~~related to the problem~~
2. Propose ~~a~~ a Strategy
   ~~a) Propose a strategy that demonstrates understanding of a problem~~
   ~~b) Consider contextual factors when identifying approaches to solving a problem~~
   ~~c)~~a) Identify reasonable approaches to solving ~~a~~ the problem within ~~a~~ the given context
3. Evaluate Potential Strategies~~y~~
   a) Provide an evaluation of the potential strategy(ies) which may include:
      i. the history of the problem,
      ii. the logic behind the potential strategy(ies),
      iii. the feasibility of the proposed strategy(ies) and
      iv. the potential impacts of the proposed strategy(ies)
   b) Choose a feasible strategy
4. Apply ~~Procedures to~~ a Strategy~~(ies) Process~~
   a) Use ~~identified~~ chosen approach(es) ~~for solving~~ to solve the problem ~~within a specific context (situation).~~
5. Evaluate Results ~~of Strategy(ies)~~
   a) Discuss and review results relative to ~~factors identified in the~~ the context of the problem ~~statement.~~
   b) Make recommendations for further work (where applicable)

PROBLEM SOLVING RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet not meet level one performance criteria.*

	4	**3**	**2**	**1**
Define a Problem	Demonstrates the ability to construct a detailed problem statement that identifies all relevant contextual (situational) factors.	Demonstrates the ability to construct a clear problem statement that identifies most relevant contextual (situational) factors.	An attempt at a problem statement is evident but it lacks depth and only some relevant (situational) factors are identified.	Demonstrates a limited ability in identifying a problem statement or related contextual (situational) factors.
Propose a Strategy	Proposes one or more strategies that indicate a deep comprehension of the problem. Solution strategies address all contextual (situational) factors as identified in the problem statement.	Proposes one or more strategies that indicate comprehension of the problem. Solution strategies address some of the contextual (situational) factors identified in the problem statement.	Proposes one strategy that indicates a vague understanding of the problem. Strategy indirectly addresses the problem statement.	Proposes a strategy that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Strategies	Evaluation of solution(s) contains a thorough and insightful explanation. Considers the following as deemed appropriate by the context: history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solution(s) contains a thorough explanation. Considers the following as deemed appropriate by the context: history of problem, review of logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solution(s) contains a reasonable explanation but lacks depth. Considers the following as deemed appropriate by the context: history of problem, review of logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solution(s) contains a cursory, surface level explanation. Considers the following as deemed appropriate by the context: history of problem, review of logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.
Apply a Strategy	Completely applies appropriate and efficient (streamlined) procedures and/or strategies throughout the solution	Applies procedures and/or strategies for the problem with minor errors or unnecessary steps through the solution	Applies procedures and/or strategies for the problem with multiple minor errors or a major error through the	Applies procedures and/or strategies for the problem with major errors through the solution process within a

	4	3	2	1
	process within a specific context (situation).	process within a specific context (situation).	solution process within a specific context (situation).	specific context (situation).
Evaluate Results	Results are thoroughly discussed and reviewed relative to the problem statement. Detailed consideration of the need for further work is identified (where applicable).	Results are identified and reviewed relative to the problem statement. Some consideration of the need for further work is identified (where applicable).	Results are identified but review lacks depth. Little consideration of the need for further work is identified (where applicable).	Results are identified but review is cursory and superficial. No consideration of the need for further work is included (where applicable).

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GT PATHWAYS COMPETENCY: INQUIRY & ANALYSIS
Required in GT Pathways Categories: SC1 & SC2

Criteria for Inquiry and Analysis

Inquiry is a systematic process of exploring issues/ objects/ works through the collection and analysis of evidence that result in informed conclusions/ judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Students should be able to:

Identify a Topic

- Identify a discipline related topic that is focused and manageable to explore and evaluate.

Incorporate Information and Existing Research

- Incorporate information from relevant sources directly relating to the topic.

Integrate Various Points of View

- Integrate information that represents various points of view and/or approaches.

Select or Develop a Design Process (required for SC1 & SC2)

- Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.

Analyze and Interpret Evidence (required for SC1 & SC2)

- Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
- Utilize multiple representations to interpret the data.

Draw Conclusions (required for SC1 & SC2)

- States a conclusion based on findings.

INQUIRY & ANALYSIS RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	**3**	**2**	**1**
Identify a Topic	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less- explored aspects of the topic.	Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Incorporate Information and Existing Research	Synthesizes in-depth information from appropriate and relevant sources.	Examines information from appropriate and relevant sources.	Incorporates foundational information from relevant sources.	Presents foundational information but from limited and/or irrelevant sources.
Integrate Various Points of View	Integrates a thorough examination of various points of view/approaches.	Integrates appropriate and relevant sources representing various points of view/approaches.	Integrates relevant sources representing limited points of view/approaches.	Integrates relevant sources representing a singular point of view/approach.
Select or Develop a Design Process	All elements of the methodology or theoretical framework are skillfully developed and/or synthesized.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Approach demonstrates a misunderstanding of the methodology or theoretical framework.
Analyze and Interpret Evidence	Organizes and synthesizes evidence to reveal insightful patterns, differences, similarities, limitations, and/or implications related to focus.	Organizes evidence to reveal important patterns, differences, similarities, limitations, and/or implications related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, similarities, limitations, and/or	Lists evidence but is unrelated to focus. Fails to reveal important patterns, differences, similarities, limitations, and/or implications.

			implications.	
Draw Conclusions	States a conclusion that is a logical extrapolation to support a broader context as a direct result of the findings.	States a conclusion focused solely on the findings. The conclusion arises specifically from and responds specifically to the findings.	States a conclusion that is over-generalized and is beyond the scope of the findings	States an ambiguous, illogical, or unsupportable conclusion from findings.

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gtPATHWAYS COMPETENCY: CIVIC ENGAGEMENT
Required in gtPathways Categories: SS1

Criteria for Civic Engagement

Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)

Student Learning Outcomes (students should be able to…):

1. Diversity of Communities and Cultures (required for SS1)
   - Discuss how their own attitudes and beliefs compared to those of other cultures and communities.
   - ~~Exhibit curiosity about what can be learned from diversity of communities and cultures.~~

2. Civic Knowledge
   - Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

3. Civic Values and Commitment
   - Create a personal value system that aligns with civic actions and addresses the responsibilities of an active citizen in society.
   - Examine the role of established systems and structures that reproduce patterns of support and/or patterns of inequity over time.

4. Civic Communication (required for SS1)
   - Express, listen, and adapt ideas and/or messages based on others' perspectives.

5. Civic Reflection through Civic Action
   - Reflect on one's participation in and contribution to civic activity.

**6. ***Civic Context/Structures (suggested for service learning/enrichment programs/study abroad)
   - Demonstrate the ability to work across and within community contexts and/or structures to achieve a civic aim.

CIVIC ENGAGEMENT RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	**3**	**2**	**1**
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Exhibits a high level of curiosity about what can be learned from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how one's own attitudes and beliefs can integrate and suggests ways to work within and learn from the diversity of communities and/or cultures. Exhibits curiosity about what can be learned from diversity of communities and cultures. Attempts to promote others' engagement with diversity.	Expresses an awareness that one's own attitudes and beliefs can co-exist (are different/similar) than those of other cultures and/or communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Only considers own personal values, motivations, and passions when discussing diversity of communities and/or cultures. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Civic Knowledge	Creates new personal meaning around civic knowledge from an academic study/field/discipline experience with deep and profound connections to one's own participation in civic life, politics, and government.	Integrates new civic knowledge from an academic study/field/discipline with meaningful connections to one's own participation in civic life, politics, and government.	Explains civic knowledge (facts, theories, etc.) from an academic study/field/discipline with limited connections to one's own participation in civic life, politics, and government.	Identifies civic knowledge (facts, theories, etc.) from an academic study/field/discipline with little connections to one's own participation in civic life, politics, and government.

	4	**3**	**2**	**1**
Civic Values and Commitment	Creates a personal value system that clearly aligns with civic actions and endorses the responsibilities of an active citizen in society while maintaining optimistic yet realistic assessment of the personal impact one can have on civic problems. Demonstrates a disposition to tactfully question and examine appropriate change in established systems.	Articulates one's personal value system to make a difference in society and elaborates on the complexities of what it takes to do so. Articulates the need for examining the role of established systems and structures that reproduce patterns of support or injustice over time	Begins to develops a personal value system to examine how to make a difference in society and to examine how civic engagement addresses a civic problem. Explains that one wants to make a difference without elaborating on the complexities of what it takes to do so.	Identifies a disposition to the world that advocates addressing civic problems when asked to do so by an external source or authority. Limited evidence of personal investment in solving civic problems is demonstrated.
Civic Communication	Tailors communication strategies to effectively express ideas, listen to ideas, and adapt to ideas/messages based on others' perspectives to establish relationships and further civic action.	Communicates in civic context, showing ability to do all of the following: express ideas, listen to ideas, and adapt to ideas/messages based on others' perspectives.	Communicates in civic context, showing ability to do two of the following: express ideas, listen to ideas, and adapt to ideas/messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express ideas, listen to ideas, and adapt to ideas/messages based on others' perspectives.
Civic Reflection (through Civic Action)	Demonstrates independent experience of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/ Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at http://www.aacu.org/value-rubrics. The Interstate Passport Initiative Learning Outcomes can be accessed at http://www.wiche.edu/passport/learningOutcomesCriteria.

gtPATHWAYS COMPETENCY: DIVERSITY & GLOBAL LEARNING
Required in gtPathways Categories: SS2 & SS3

Criteria for Diversity & Global Learning

Competency in Diversity & Global Learning refers to a student's ability to critically analyze and engage with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Student Learning Outcomes (students should be able to…):

1. Build ~~Global~~ Self-Awareness (required for SS2 & SS3)
   - Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
   - ~~Evaluate how their own and other's actions at the local level impact the natural and human world at the global level.~~

2. Examine Perspectives (required for SS2 & SS3)
   - Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
   - ~~Recognize and reflect on other's perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.~~

3. Address ~~Cultural~~ Diversity (required for SS2 & SS3)
   - Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.
   - ~~Make connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts.~~
   - ~~Build Self-Awareness: Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.~~
   - ~~Examine Perspectives: Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.~~
   - ~~Address Diversity: Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.~~

4. Share Personal and Social Responsibility

- Address ethical, social, and environmental challenges within local or global systems
- Identify a range of actions or solutions informed by one's sense of personal and civic responsibility

5. Understand Global Systems

- Examine the historical and contemporary roles, interconnections, and differential aspects of human organizations
- Explore impacts and actions on global systems within the human and the natural worlds.

6. Apply Knowledge to Contemporary Global Contexts (suggested for service learning/enrichment programs/study abroad)

- Incorporate multiple disciplinary perspectives (such as cultural, historical, and scientific) when identifying solutions to contemporary global challenges.

DIVERSITY AND GLOBAL LEARNING RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	**3**	**2**	**1**
Build ~~Global~~ Self-Awareness	Addresses and evaluates significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that an individual's personal decision-making influences the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Examine Perspectives	Evaluates and applies diverse perspectives to complex subjects within natural and human systems addressing multiple perspectives including possible conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes and summarizes multiple perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Address ~~Cultural~~ Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews but does not acknowledge power structures.
Share Personal and Social Responsibility	Evaluates the ethical, social, and environmental challenges of global systems and proposes specific and targeted actions informed by one's sense of	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's	Explains the ethical, social, and environmental consequences of local and national decisions on global systems and identifies	Identifies basic ethical dimensions of some local or national decisions that have global impact but does not

	4	3	2	1
	personal and civic responsibility.	sense of personal and civic responsibility.	one action informed by a sense of personal and civic responsibility.	identify any action.
Understand Global Systems	Evaluates major elements of interconnections within the historic and contemporary role and differential aspects of human organizations to explore impacts and actions on global systems within the human and natural worlds.	Analyzes major elements of interconnections within the historic and contemporary role and differential aspects of human organizations to explore impacts and actions on global systems within the human and natural worlds.	Examines minor elements within the historical and contemporary role, and differential aspects of human organizations and begins to explore impacts and actions on global systems within the human and natural worlds.	Identifies minor elements within the historical and contemporary role, and differential aspects of human organizations and attempts to explore impacts and actions on global systems within the human and natural worlds.
Apply Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Identifies and evaluates complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at http://www.aacu.org/value-rubrics. The Interstate Passport Initiative Learning Outcomes can be accessed at http://www.wiche.edu/passport/learningOutcomesCriteria.

Appendix B: Proposed, Draft GT Pathways *Content* Criteria

gtPATHWAYS CONTENT: ARTS & HUMANITIES

- GT-AH1: ARTS AND EXPRESSION
- GT-AH2: LITERATURE AND HUMANITIES
- GT-AH3: WAYS OF THINKING
- GT-AH4: WORLD LANGUAGES

State-level Goal:

Collectively, the general education requirement in Arts and Humanities is designed to help students:

- To recognize the different ways in which humans have perceived their world.
- To deepen their understanding of how social, cultural, linguistic, religious, philosophical, and historical circumstances shape the human environment.
- To enhance their appreciation of the creative world.
- To explore fundamental questions of value, meaning, and modes of expression and creativity.
- To investigate the cultural character and literatures of the human experience.
- To learn to approach problems with greater awareness of their moral dimensions and ethical consequences.

Content Criteria for Designating an Arts and Humanities Course as gtPathways:

The content of a gtPathways Arts and Humanities course shall be designed to provide students with experiences (the experience?) to either:

AH1:

Respond analytically and critically to works of artistic expression, by addressing all of the following:

a. Describe the basic elements and their effects on meaning in a work of art.
b. Relate the effects of geography, economics, politics, religion, philosophy, or science on the values of a culture and the stylistic features of its arts.
c. Determine how a work reflects or rejects the major values or concerns of a historical era or culture.
d. Interpret themes or major concepts.

OR

AH2:

Respond analytically and critically to literary or media works, by addressing all of the following:

a. specific era(s)
b. specific culture(s)
c. themes or major concepts
d. attitudes and values

OR

AH3:

Respond analytically and critically to ways of thinking, by addressing one or more of the following:

a. logic
b. ethics

c. the different questions dealt with by leading philosophers and/or theologians and their positions on those questions

OR

AH4:

4. Develop an ability to communicate in and, understand a language other than, spoken and written English. Students should be able to:

a. Acquire intermediate skill in speaking, aural comprehension, reading, and writing in a language other than English, or
b. Acquire intermediate skills in American Sign Language.

Competency Criteria for Designating an Arts and Humanities Course as gtPathways:

All GT-AH1 courses shall include:

- gtPathways competency in Creative Thinking, including student learning outcomes 1, 4 &5.

All GT-AH2 courses shall include:

- gtPathways competency in Written Communication, including student learning outcomes 2, 3 & 4.

All GT-AH3 courses shall include:

- gtPathways competency in Critical Thinking, including student learning outcomes 1, 2 & 5.

All GT-AH4 courses shall include:

- gtPathways competency in Oral/Presentational Communication, including student learning outcomes 2, 3 & 4.

Maximum number of credits in Arts and Humanities that will be guaranteed to transfer:

At least six credit hours in Arts and Humanities will be guaranteed to transfer in the gtPathways curriculum. An additional 3 credits *can be* guaranteed to transfer ***IF*** the student is requesting no more than 6 credits of gtPathways courses in the Social and Behavioral Sciences category of the gtPathways curriculum (a maximum of 15 credits is guaranteed to transfer from the combined categories of Arts and Humanities and Social and Behavioral Sciences).

gtPATHWAYS CONTENT CRITERIA: HISTORY (GT-HI1)

State-level Goal:
The general education requirement in history helps students investigate the human past by using the method of historical inquiry in order to understand societies, the individual, and their place in the present.

Content Criteria for Designating a History Course as gtPathways:
A gtPathways history course:

- Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
- Investigates multiple historical primary sources and secondary accounts.
- Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

Required Competencies and Student Learning Outcomes for Designating a History Course as gtPathways:

- Competency in Critical Thinking
    - Formulate an Argument (SLO3)
    - Incorporate Evidence (SLO4)
    - Understand Implications and Make Conclusions (SLO5)
- Competency in Information Literacy
    - Evaluate Information Critically (SLO3)
    - Use Information Effectively to Accomplish a Specific Purpose (SLO4)
    - Use Information Ethically and Legally (SLO5)

Additional Requirement for Designating a History Course as gtPathways:

In addition to the above content criteria and competencies, a gtPathways History course must also require in-class writing and a graded outside-of-class writing assignment that applies historical concepts to a question in the discipline of history.

gtPATHWAYS CONTENT CRITERIA: MATHEMATICS

GT-MA1: MATHEMATICS

State-level goal:

Collectively, the general education requirement in mathematics is designed to help students:

- develop an understanding of fundamental mathematical concepts and their applications;
- develop their quantitative problem solving skills;
- develop a level of quantitative literacy that provides a foundation for success in their programs of study, careers, and citizenship.

(Content) Criteria for Designating a Mathematics Course as gtPathways:

This course should provide students with the opportunity to/Students should be able to:

a) Demonstrate good problem-solving habits, including:

- estimating solutions and recognizing unreasonable results
- considering a variety of approaches to a given problem, and selecting one that is appropriate
- interpreting solutions correctly

b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas

c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style

d) Apply mathematical concepts, procedures, and techniques appropriate to the course

e) Recognize and apply patterns or mathematical structure

f) Utilize and integrate appropriate technology

Competency Criteria for Designating an Other Mathematics Course as gtPathways:

All GT-MA1 courses shall include:

- gtPathways competency in Quantitative Literacy, including student learning outcomes 1-5. In addition, student learning outcome 6 is required of statistics courses only.

Maximum number of Mathematics credits that are guaranteed to transfer:

The total number of Mathematics credits guaranteed to transfer in the gtPathways curriculum is three (3) (one course or an integrated set of courses).

gtPATHWAYS CONTENT CRITERIA: NATURAL & PHYSICAL SCIENCES

- GT-SC1: COURSE WITH REQUIRED LABORATORY
- GT-SC2: LECTURE COURSE WITHOUT REQUIRED LABORATORY

State-level Goal:
Collectively, the general education requirement in Natural and Physical Sciences is designed to develop students' scientific literacy.

Content Criteria for Designating a Natural and Physical Sciences Course as gtPathways:

1. The lecture content of a gtPathways science course (GT-SC1 or GT-SC2). Students should be able to:

   a. Develop foundational knowledge in specific field(s) of science.
   b. Develop an understanding of the nature and process of science.
   c. Demonstrate the ability to use the scientific method.
   d. Examine quantitative approaches to study natural phenomena.

2. The laboratory (either a combined lecture and laboratory, or a separate laboratory tied to a science lecture course) content of a gtPathways science course (GT-SC1). Students should be able to:

   a. Perform hands-on activities with demonstration and simulation components playing a secondary role.

   b. Engage in inquiry-based activities
   c. Demonstrate the ability to use the scientific method.
   d. Obtain and interpret data, and communicate the results of inquiry.
   e. Demonstrate proper technique and safe practices

Competency Criteria for Designating a Natural & Physical Sciences Course as gtPathways

All GT-SC1&2 courses shall include:

- gtPathways competency in Inquiry & Analysis, including student learning outcomes 3, 4 & 5.
- gtPathways competency in Quantitative Literacy, including student learning outcomes 1 & 2.

Maximum number of science credits that are guaranteed to transfer:
The total number of science credits guaranteed to transfer in the gtPathways curriculum is seven (7) (two courses, one of which may be a non-laboratory science course).

gtPATHWAYS CONTENT CRITERIA: SOCIAL & BEHAVIORAL SCIENCES

- GT-SS1: ECONOMIC OR POLITICAL SYSTEMS
- GT-SS2: GEOGRAPHY
- GT-SS3: HUMAN BEHAVIOR, CULTURE, OR SOCIAL FRAMEWORKS

State-level Goal:

Collectively, the general education requirements in social and behavioral sciences are designed to help students acquire a broad foundation in social science knowledge and ability to apply this understanding to contemporary problems and issues. Specifically the social and behavioral sciences requirement helps students:

1. apply social and behavioral science tools, approaches, and skills to complex social and global issues
2. analyze how individuals, groups, communities, or cultures relate or interact with each other and/or the natural world

Content Criteria for Designating a Social or Behavioral Science Course as gtPathways:

The content of a gtPathways social or behavioral science course shall be designed to provide content knowledge in one of the following areas:

1. Economic or Political Systems (GT-SS1). Students should be able to:

a. Demonstrate knowledge of economic **or** political systems;
b. Use the social sciences to analyze and interpret issues; and
c. Explain diverse perspectives and groups.

OR

2. Geography (GT-SS2). Students should be able to:

a. Demonstrate understanding of how multiple factors and processes contribute to the nature of landscapes, identities, and regions;
b. Apply social science tools and perspectives to analyze and interpret issues;

OR

3. Human Behavior, Culture, or Social Frameworks (GT-SS3). Students should be able to:

a. Develop knowledge of human behavior, including learning, cognition, and human development; **or** cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures;
b. Use tools, approaches, and skills from social and behavioral sciences to analyze and interpret issues; and
c. Understand diverse perspectives and groups.

Competency Criteria for Designating a Social or Behavioral Science Course as gtPathways:

All GT-SS1 courses shall include:

- gtPathways competency in Critical Thinking, including student learning outcomes 1, 2, 3 & 5.
- gtPathways competency in Civic Engagement, including student learning outcomes 1 & 4.

All GT-SS2 & SS3 courses shall include:

- gtPathways competency in Diversity & Global Learning, including student learning outcomes 1, 2 & 3.

- gtPathways competency in Critical Thinking, including student learning outcomes 1, 2 & 5.

Additional Requirements for Designating a Social or Behavioral Science Course as gtPathways:
A course in the social and behavioral sciences must show evidence of significant high impact educational practices such as writing-intensive assignment, collaborative learning, immersive learning, community/civic engagement, or research.

Maximum number of credits in social sciences that will be guaranteed to transfer:
At least 3 credit hours will be guaranteed to transfer in the gtPathways curriculum. An additional 3 credits from any course in categories SS1, SS2 or SS3 can be guaranteed to transfer ***IF*** the student is requesting no more than 6 credits of guaranteed transfer courses in the Arts & Humanities category of the gtPathways curriculum (a maximum of 15 credits is guaranteed to transfer from the combined categories of Arts & Humanities, History, and Social and Behavioral Sciences).
Ian's note: I revised the language above to reflect already agreed upon numbers of social & behavioral science credits guaranteed to transfer. If any questions, see: http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html

gtPATHWAYS CONTENT: WRITTEN COMMUNICATION

- GT-CO1: Introductory Writing Course
- GT-CO2: Intermediate Writing Course
- GT-CO3: Advanced Writing Course

State-level Goal:

The general education requirement in written communication is designed to help students

- Develop the ability to use the English language effectively
- Read and listen critically
- Write with thoughtfulness, clarity, coherence, and persuasiveness.

Each course in the Communication sequence assumes that writing is a recursive process. Thus, the intermediate and advanced writing courses reinforce, deepen, and extend the content of their prerequisite courses.

In CO1 and CO2 courses, students learn how to summarize, analyze, and synthesize the ideas of others. In CO3 courses, students learn more sophisticated ways of communicating knowledge. The CO3 course allows for teaching writing in the context of a specific discipline.

Institutional core curricula and placement processes will direct students to fulfill the general education Communication requirement by either taking an introductory writing course (CO1) followed by an intermediate writing course (CO2) or an intermediate writing course (CO2) followed by an advanced writing course (CO3).

Content Criteria for Designating a Written Communication Course as gtPathways:

The content of a gtPathways Written Communication course shall be designed to

Introductory Writing Course (GT-CO1)	**Intermediate Writing Course (GT-CO2)**	**Advanced Writing Course (GT-CO3)**
1. Develop Rhetorical Knowledge a. Focus on rhetorical situation, audience, and purpose. b. Use voice, tone, format, and structure appropriately. c. Write and read texts written in at least one genre for an academic discourse community. d. Learn reflective strategies.	1. Deepen Rhetorical Knowledge a. Focus on rhetorical situation, audience, and purpose. b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing. c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities. d. Practice reflective strategies.	1. Extend Rhetorical Knowledge a. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course. b. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse. c. Learn more sophisticated ways to communicate knowledge to appropriate audiences. d. Apply reflective strategies to the synthesis, communication, and creation of knowledge.
2. Develop Experience in Writing a. Learn recursive strategies for generating ideas, revising, editing,	2. Deepen Experience in Writing a. Develop recursive strategies	2. Extend Experience in Writing a. Hone recursive strategies for generating

and proofreading. b. Learn to critique one's own work and the work of others.	for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects. b. Critique one's own and other's work.	ideas, revising, editing, and proofreading for disciplinary or specialized discourse. b. Critique one's own and other's work, including the work of professional writers and/or scholars.
3. Develop Application of Composing Conventions a. Apply genre conventions, including, structure paragraphing tone mechanics, syntax, and style. b. Use appropriate vocabulary, format, and documentation.	3. Deepen Application of Composing Conventions a. Apply genre conventions including, structure paragraphing tone mechanics, syntax, and style to more extensive or in-depth writing projects. b. Use specialized vocabulary, format, and documentation appropriately.	3. Extend Application of Composing Conventions a. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse. b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing projects.
4. Use Sources and Evidence a. Select appropriate evidence. b. Consider the relevance of evidence.	4. Use Sources and Evidence a. Select and evaluate appropriate sources and evidence. b. Evaluate the relevance of sources to the research question.	4. Use Sources and Evidence a. Select, evaluate, and synthesize appropriate sources and evidence. b. Use discipline-appropriate criteria to evaluate sources and evidence.
5. Develop Critical and Creative Thinking a. Identify context. b. Present a position. c. Establish a conclusion indicated by the context that expresses a personal interpretation.	5. Deepen Critical and Creative Thinking a. Evaluate the relevance of context. b. Synthesize other points of view within one's own position. c. Reflect on the implications and consequences of the stated conclusion.	5. Extend Critical and Creative Thinking a. Reflect on the implications and consequences of context. b. Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position. c. Extend and complicate the consequences of the stated conclusion.

Competency Criteria for Designating a Written Communication Course as gtPathways:

All Introductory Writing (CO1), Intermediate Writing (CO2), and Advanced Writing (CO3) courses shall include:

- gtPathways competency in Written Communication, including student learning outcomes 1-5.

Notes

- Courses from any discipline may be nominated if a) the primary focus of instruction is writing and b) the above criteria are met.
- GT-CO3 courses may be lower-division or upper-division but must have GT-CO2 as a prerequisite.
- Maximum number of written communication credits that are guaranteed to transfer is 6 credit hours (GT-CO1 and GT-CO2 or GT-CO2 and GT-CO3).

Agenda Item IV, C
will be provided at the meeting.

TOPIC: FISCAL YEAR 2016-17 BUDGET UPDATE

PREPARED BY: TONYA COVARRUBIAS, LEAD FINANCE ANALYST
TODD HAGGERTY, LEAD FINANCE ANALYST

I. SUMMARY

Throughout March, the Joint Budget Committee (JBC) held hearings to set the figures in the Long Bill for higher education, including the final governing board allocations for FY 2016-17. The purpose of this agenda item is to inform the Commission of the final decisions made by the JBC for the FY 2016-17 Long Bill. Before the Long Bill is finalized, it will move through both the House of Representatives and the Senate for consideration and amendment before returning to the JBC for final conference committee work, based on any House or Senate amendments. Finally, the Long Bill will be sent to the Governor for signature or veto. Staff will provide a final update on the FY 2016-17 budget at the Commission's May meeting, specifically if there are any changes to the Department's appropriations.

II. BACKGROUND

At the October 2015 Commission meeting, CCHE approved the November 1 budget request, including the factors and metrics in the higher education funding allocation model, tuition policy and Governing Board allocations. See attachments A and B for the Funding Allocation Model 2.0 and Tuition Policy Reports, which were included in the November 1 budget request. The Governor concurred in the CCHE request on the higher education funding allocation model, governing board allocations and tuition policy. In addition, the Governor's request included a $20 million reduction, which was necessary for state budget balancing. The Governor submitted his request to the Joint Budget Committee (JBC) on November 1. JBC staff analyzed and made recommendations on the budget through a series of Committee hearings from December to March. The Committee hearings culminated in the March figure setting process.

During the figure setting process, JBC staff made recommendations to the JBC for departmental level funding, using the Governor's request as the baseline for decision making. In most years, the JBC makes decisions for each section of the Long Bill at figure setting. This year, the JBC made decisions on all parts of the Higher Education section of the Long Bill, which included flat state funding for the Governing Boards; changes to the funding allocation model, appropriation of tuition revenue accompanied by footnotes in the Long Bill with individual governing board tuition rate caps. The JBC also gave warning that they would likely reopen the Governing Board allocations after the March 18th economic forecast, indicating that the decision to keep funding flat was not final. Descriptions of the changes to the CCHE proposed funding allocation model and tuition policy are included in the "Staff Analysis" section of this agenda item.

Ultimately, the March 18th forecast resulted in lower estimated revenue than the JBC had budgeted for during figure setting. The lower revenue estimates, along with other budgetary decisions, resulted in a $X decrease/increase in operating funds in the introduced Long Bill.

III. STAFF ANALYSIS

JBC staff recommended, and the members approved, changes to the funding allocation model at the March figure setting meeting. In addition, the JBC staff recommended, and the members approved, moving forward with current law on appropriating tuition revenue. The JBC adopted JBC staff recommended estimates of tuition revenue and associated tuition caps described in Footnotes within the Long Bill.

Higher Education Funding Allocation Model
The table below provides a side by side comparison of the Commission and JBC approved funding allocation models.

Model Component	CCHE Adopted Model	JBC Adopted Model
College Opportunity Fund (COF) Stipend	***Stipend Rate Per Resident Undergraduate Credit Hour*** **$73 (based on FY 2014-15 actuals)**	***Stipend Rate Per Resident Undergraduate Credit Hour*** **$73 (based on FY 2014-15 actuals)**
Role & Mission	***Mission Differentiation*** **Based on the outputs from the FY 2015-16 funding allocation model and institution type and size.**	***Mission Differentiation**** **Flat amount per type of institution plus a special tuition stability factor ($5.4 million for UNC and $1.55 million for ASU).**
	Pell as % of the COF stipend **10% of the COF Stipend**	***Pell as % of the COF stipend*** **10% of the COF Stipend**
		Weighted Student Credit Hours* **Funding to offset the costs incurred in providing funding based on the number of completed credit hours and the costs associated with delivering the credits (non-resident credit hours excluded).**

Model Component	CCHE Adopted Model	JBC Adopted Model
Performance/Outcomes	***Completion*** **The number of credentials awarded and students transferred with specific weights related to the academic award level and subject (*no distinction between resident and nonresident students*).**	***Completion**** **The number of credentials awarded and students transferred with specific weights related to the academic award level and subject (*Nonresident students weighted at 30% of resident students*).**
	Retention **Number of students who make academic progress of 25%, 50%, and 75% in the relative two-year or four-year program (*no distinction between resident and nonresident students*).**	***Retention**** **Number of students who make academic progress of 25%, 50%, and 75% in the relative two-year or four-year program (*Nonresident students weighted at 30% of resident students).**
	Institutional Productivity **Credentials per student full time equivalent.**	***Institutional Productivity*** **Credentials per student full time equivalent.**

JBC staff recommended changes to the model for a multiple reasons. First, staff voiced concern during the December budget briefing that the model the Commission approved for FY 2016-17 was not in compliance with statute. Specifically, staff believed the Mission Differentiation factor did not properly take into account the role and mission factors outlined in section 23-18-303, C.R.S. (Staff Note: the Department has expressed that the Commission model is in compliance with statute to JBC members and staff throughout the legislative session.)

As a result, JBC staff recommended adding weighted student credit hours back into the Role and Mission side of the model, capped at $20 million. In order to get the remainder of the Role and Mission portion to balance with the COF stipend and Performance results, JBC staff adjusted the Mission Differentiation factor with a specific figure for each governing board

JBC staff made additional recommendations to weight non-resident students differently than resident students in the Role and Mission and Performance sections of the model. In Role and Mission, JBC staff used a proxy to entirely remove the non-resident weighted student credit hours (WSCH). The idea is that all dollars awarded in WSCH are for resident hours. As JBC staff used a proxy to determine the number of non-resident WSCH to be taken out of the model, Department staff has concerns about the accuracy of the final WSCH results. Department staff is in the process of working with the actual Student Unit Record Data to create a tool within the

model to remove non-resident WSCH. This tool will enable Department staff to analyze the accuracy of the JBC approved model's proxy as the FY 2017-18 budget request is built over the course of the upcoming summer.

The JBC approved funding allocation model weights non-resident students in the Performance portion of the model differently than residents. Using a proxy tool, the JBC approved model places the weight of a non-resident completion, retention or transfer at 30% of a resident student. For example, a resident bachelor's degree is worth 1.0 points in the model. In the JBC model, a non-resident bachelor's degree is worth 0.3 points. While Department staff is not as concerned about the calculation of weighting on non-resident completions, staff will work to determine how closely the completion weighting in the JBC approved model matches the Student Unit Record Data within the CCHE's model.

On March 26, the JBC closed the Long Bill without reopening their decision to keep the appropriation for higher education operating flat for FY 2016-17.

The tables below show the final Governing Board allocations from the JBC approved model, which is included in the introduced Long Bill.

Total FY 2016-17 Allocations from Model

Governing Board	FY 15-16 Appropriation	Total From COF Stipend	Total From Role & Mission	Total from Performance	Total From Model (COF and 23-18-303 FFS)	% Change from Prior Year
Adams	$14,121,017	$2,890,626	$8,404,760	$2,780,974	$14,076,359	-0.32%
Mesa	$24,465,356	$13,706,155	$6,174,370	$4,400,204	$24,280,728	-0.75%
Mines	$20,547,328	$6,194,533	$9,825,900	$4,618,617	$20,639,050	0.45%
CSU	$80,845,813	$43,047,716	$20,539,486	$17,116,734	$80,703,935	-0.18%
CCCS	$153,462,581	$106,473,273	$26,497,606	$20,197,308	$153,168,186	-0.19%
Ft. Lewis	$11,822,422	$4,041,098	$5,089,900	$2,350,202	$11,481,199	-2.89%
Metro	$50,153,399	$32,248,782	$8,639,543	$10,526,676	$51,415,001	2.52%
CU	$122,018,746	$62,352,540	$32,269,082	$29,214,143	$123,835,764	1.49%
UNC	$41,092,729	$15,440,878	$16,089,052	$7,508,304	$39,038,234	-5.00%
Western	$11,643,992	$2,967,276	$6,666,047	$1,901,604	$11,534,926	-0.94%
Total (model)	**$530,173,383**	**$289,362,876**	**$140,195,743**	**$100,614,764**	**$530,173,383**	**0.00%**

Final FY 2016-17 Allocations with Specialty Education Programs (SEP)

Governing Board	FY 15-16 Appropriation (with SEP)	FY 16-17 Allocation (model and SEP FFS)	Percent Change from Prior Year
Adams	14,121,017	$14,076,359	-0.32%
Mesa	24,465,356	$24,280,728	-0.75%
Mines	20,547,328	$20,639,050	0.45%
CSU	134,660,184	$134,518,306	-0.11%
CCCS	153,549,541	$153,255,146	-0.19%
Ft. Lewis	11,822,422	$11,481,199	-2.89%
Metro	50,153,399	$51,415,001	2.52%
CU	184,615,667	$186,432,685	0.98%
UNC	41,092,729	$39,038,234	-5.0%
Western	11,643,992	$11,534,926	-0.94%
CMC	7,143,039	$7,143,039	0.00%
AIMS	8,446,176	$8,446,176	0.00%
AVS	9,971,721	$9,971,721	0.00%
Total (model and SEP)	**672,232,571**	**672,232,571**	0.0000%

Tuition and Mandatory Fees

Tuition

At figure setting, two JBC members voiced their support for appropriating tuition revenue and including individual governing board tuition caps in the Footnotes of the Long Bill. The motion passed unanimously. JBC staff recommended that the JBC oppose any legislation which would make tuition for informational purposes only and therefore, not appropriated. In contrast, at the October 2015 CCHE meeting, the Commission approved a recommendation which would keep tuition for informational purposes only and provide tuition flexibility to Governing Boards if the FY 2016-17 operating appropriation was flat or declining.

Appropriated tuition means that institutions have a spending limit attached to their tuition revenue. If an institution sees greater levels of enrollment in fall than it predicted in the prior February, it may need additional spending authority from the General Assembly to access the tuition revenues that come in above the February estimate. The JBC has decided to use a footnote to the Long Bill for each individual Governing Board to express its intent for resident undergraduate tuition cap for each institution.

JBC staff created and presented a model used to determine tuition caps for institutions; this tool results in different caps for each institution. The JBC staff tool employs similar methodology in determining tuition caps for institutions as the CCHE approved methodology, in that it looks at

Education and General revenue, and uses inflation and PERA increases to determine potential cost increases for institutions in the upcoming fiscal year. For FY 2016-17, JBC staff recommended giving institutions more flexibility in tuition caps than the model prescribes, as many Governing Boards have been making decisions under the assumption that they would have tuition flexibility in FY 2016-17.

The table below includes the tuition cap and spending limit for each Governing Board, per the introduced Long Bill.

FY 2016-17 Spending Authority and Footnote Tuition Caps

Governing Board	Tuition Cap in Long Bill Footnote	Spending Authority included in Long Bill
Adams	6%	$26,646,778
Mesa	8%	$73,279,088
Mines	***	$146,979,462
CSU	6%	$484,966,696
CCCS	6.5%	$294,443,041
Ft. Lewis	9%	$46,629,891
Metro	9%	$121,167,068
CU	5%	$1,020,126,890
UNC	9%	$107,042,790
Western	8%	$23,008,723
*** Mines' tuition is included in the Long Bill for information purposes only, as per statute.		

Institutions will have few opportunities to request additional spending authority for changes in enrollment in FY 2016-17. The first will be during the supplemental budgetary process in December and January 2017. At this point, the JBC will true up tuition spending authority to mid-year estimates. The second will be through spending authority granted to the Commission in the Long Bill to true up tuition to actuals through the end of the year. The JBC has included $60 million in spending authority for the Commission to distribute to Governing Boards as needed for enrollment changes. Department staff will bring forth additional details on the $60 million spending authority contingency item at future meetings.

Statutory Conflict

Background:
HB 14-1319 [C.R.S. § 23-18-306(5)] directed the Colorado Commission on Higher Education (the Commission, CCHE) to submit to the General Assembly by November 1, 2015, new tuition policies. For FY 2016-17, and communicated through the Governor's FY 2016-17 budget

request, the CCHE recommended no restrictions on tuition levels set by governing boards if funding falls below FY 2015-16 levels, which the Governor's request seeks to do.

Under current law, beginning in FY 2016-17 tuition revenue is again appropriated with a spending limit in the Long Bill. For the previous five years, tuition revenue was included in the Long Bill as an informational item. CCHE proposed to change the law so that tuition is not appropriated, and remains an informational item. However, the Joint Budget Committee rejected this proposal and on March 9, 2016, the Joint Budget Committee approved a staff recommendation to appropriate tuition revenue accompanied by footnotes in the Long Bill that explicitly state individual tuition rate caps for each governing board.

The Statutory Conflict:
The JBC's decision to appropriate tuition revenue and "cap" tuition rate increases through Long Bill footnote creates conflict in two sections of statute. C.R.S. § 23-5-129(6)(c) states that CCHE shall make tuition recommendations to the General Assembly while C.R.S. § 23-1-108(12)(b) requires CCHE to establish tuition policies and the governing boards shall set tuition consistent with these policies.

> C.R.S. § 23-5-129(6)(c): "While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education...such institution…shall report to the Colorado commission on higher education its plans for any tuition or other proposed increases for the following fiscal year, using approved forms, for the commission to review and make recommendations to the general assembly during the annual budget process."
>
> C.R.S. § 23-1-108(12)(b): For fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

The JBC staff figure setting document suggests that a tuition cap in a Long Bill footnote is not legally binding, however, appropriated tuition is legally binding and defined as:

> "…a mechanism for sanctioning institutions that do not comply that is less severe than cutting an institution's General Fund appropriation: it can curtail the institution's spending authority for its cash funds. The institution will still receive the cash funds; it simply won't be able to spend them in the sanctioned year."[1]

Potential Solution to Clarify the Role of CCHE:
Given the JBC's decision to set tuition caps through the Long Bill, it seems appropriate to clarify the role of the CCHE by repealing C.R.S. § 23-1-108(12)(b). By eliminating this section of statute, CCHE will continue to provide a recommendation regarding tuition as part of the annual budget process and the JBC and General Assembly will act on the recommendation.

[1] "Joint Budget Committee FY 16-17 Staff Figure Setting Department of Higher Education", March 9, 2016 http://www.tornado.state.co.us/gov_dir/leg_dir/jbc/2015-16/hedfig.pdf

Mandatory Fees
Governing Boards have fee setting authority under current law. The Commission's role is to provide guidance to Governing Boards around their fee policies and ensure there is a level of student involvement in fee decisions at institutions. Fees are not appropriated under current law, and historically, academic fees were included in the Long Bill for informational purposes only.

Throughout the legislative budget process, JBC staff and members have expressed an interest in fees to varying degrees. At the JBC figure setting hearing, JBC staff recommended the members run a bill to appropriate the revenue from Governing Board's mandatory fees – fees which all students pay, no matter their academic program. The members voted not to run such a bill. They did vote to include mandatory fees in the Long Bill as an informational item, whereas previously, only academic fees were included.
For more information on the Commission's role in fees, please see CCHE Tuition and Fee Policy, section 3.0 (http://highered.colorado.gov/Publications/Policies/Current/vi-partc.pdf). The Department's most recent report on fees is also included as attachment C.

IV. STAFF RECOMMENDATIONS

This item is informational. No Commission action is required.

STATUTORY AUTHORITY

Section 23-1-105 (8), C.R.S. (2012)

C.R.S. 23-1-105(8)
The funding recommendations made by the commission for state-supported institutions of higher education and by the executive director for the divisions of the department of higher education shall be made to the governor and to the general assembly as part of the budget request for the department of higher education and shall be submitted in accordance with the budget procedures of part 3 of article 37 of title 24, C.R.S., and in conformance with section 24-75-201.1 C.R.S.

Section 23-18-307 (1) (c) and (d), C.R.S. (2014)

C.R.S. 23-18-307
(3) For the 2016-17 state fiscal year and each fiscal year thereafter, the department and the commission shall submit a budget request by November 1 of each year that includes:

> *(a) A detailed description of the fee-for-service contract role and mission funding factors and the performance funding metrics and the values assigned to each factor and metric; and*
> *(b) The fee-for-service contract provisions of section 23-18-303 as applied to each*

institution, including details of the funding requested for each institution for each role and mission funding factor and each performance funding metric.

(4) In developing the annual general appropriations bill, the joint budget committee shall follow the provisions of section 23-18-303 in calculating the amounts of fee-for-service contracts, including the role and mission funding factors and performance funding metrics as determined by the commission, but may apply different weights to the factors and metrics than the values determined by the commission. If the joint budget committee alters the value of a factor or metric, the new value shall be applied to the determination of all fee-for-service contracts pursuant to section 23-18-303.

ATTACHMENTS

- Attachment A: 2016-17 Colorado Higher Education Funding Allocation Model, October 2015
- Attachment B: Report on the Development of New Tuition Policies
- Attachment C: Mandatory Fees Policy Review

COLORADO

Colorado Commission on Higher Education

Department of Higher Education

2016-17
COLORADO HIGHER EDUCATION FUNDING ALLOCATION MODEL

October 2015

1560 Broadway, Suite 1600 • Denver, Colorado 80204 • (303) 866-2723
LT. GOVERNOR JOSEPH GARCIA, EXECUTIVE DIRECTOR

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Introduction

Each year, the Department prepares and the Colorado Commission on Higher Education (CCHE) approves an annual budget request for public colleges and universities, along with a student financial aid calibration. Pursuant to the enactment of H.B. 14-1319, allocations to governing boards are determined through the new higher education allocation and each year thereafter, the November 1 budget request shall include:

(a) A detailed description of the fee-for-service contract factors, metrics, and values assigned for each
(b) Specific details for each institution on how the fee-for-service contract is applied, the level of funding requested for each factor and metric.

This report provides the higher education funding allocation model and includes:

- Overview of the Higher Education Funding Allocation Formula/Model
- Model review process
- Model component weights and definitions
- FY 2016-17 Model
- Response to Joint Budget Committee Requests for Information

Following the implementation of the new allocation model for FY 2015-16, the Department, governing boards and CCHE recognized refinements were needed. Beginning in spring 2015, the Department of Higher Education (DHE) convened a Funding Allocation Model Review Team, which was comprised of a representative from each governing board and Office of State Planning and Budgeting (OSPB), to review the allocation model, and to provide and respond to recommended changes to the model. Additionally, the Joint Budget Committee (JBC) provided seven (7) Requests for Information (RFI) related to the funding allocation model.

The overarching goals of the review process and subsequent changes to the allocation formula were to provide a simple, clear and sustainable model that implements the legislation and provides incentives to institutions to meet the policy objectives of the Colorado Commission on Higher Education's Master Plan.

The report summarizes the higher education funding allocation model framework, changes and finalized components.

Overview of the Higher Education Funding Allocation Model

As required by HB 14-1319, the higher education funding allocation Model consists of three sections:

The College Opportunity Fund Stipend

A per-student stipend for new and continuing undergraduate resident students going to college in Colorado.

Role & Mission Factors

"Base" type funding to support the role and mission and general operations of institutions. Additional funding provided for services to support low income students.

Outcomes/Performance Metrics

Outcomes-based measurment rewarding institutions for the: (1) degrees and certificates produced; and, (2) student progression to a degree or certificate. Funding is provided based on both total numbers produced and production relative to institution size.

Within each section there are individual components based on the statutory requirements in H.B. 14-1319:

Role & Mission:

- **Mission Differentiation** – This factor provides funding to offset programmatic costs and support for each institution's unique role and incorporates all factors outlined in the Role & Mission section of HB 14-1319.

- **Support Services for Pell-eligible Students** – Provides additional resources to institutions for meeting the needs of and providing services to low income students. The calculation is based on a percentage of the COF Stipend and the number of resident students meeting the criteria.

Outcomes/Performance:

- **Completion & Retention** – This metric rewards an institution's performance based on the number of students who transfer from a two-year to a four-year institution after completing at least 18 credit hours; number of certificates/degrees conferred; and number of students who make academic progress of 25%, 50%, and 75% in the relative two-year or four-year program.

Institutional Productivity – This metric rewards an institution's performance in relation to their size compared to the other state governing board institutions in Colorado. This addresses concerns about small institutions' inability to compete for performance dollars and recognizes rates of productivity.

Important Statutory Requirements for Appropriations

Pursuant to section 23-18-303, Specialty Education Programs, Area Vocational Schools and Local District Junior Colleges (also excludes student financial aid and capital funds) do not

receive their allocations through the model. Funding for these programs must be equal to the preceding year, plus-or-minus the same change in the Total State Appropriation.

Total State Appropriation (TSA)
Total state appropriation means, for a state fiscal year, the sum of the total amount appropriated to the governing boards of the state institutions of higher education for fee-for-service contracts determined pursuant to section 23-18-303, C.R.S and the amount of the appropriation to the college opportunity fund established in section 23-18-202, C.R.S. for student stipends. *Section 23-18-302 (10), C.R.S.*

Appropriations for Specialty Education Programs (SEP), Area Vocational Schools (AVS) and Local District Junior Colleges (LDJC)
Funding must be equal to such contract for the preceding year, plus-or-minus the same change in the *total state appropriation* and allows for a funding increase for these programs in excess of the percentage increase in the *total state appropriation*, or a decrease less than percentage decrease in the *total state appropriation*. *Section 23-18-304, C.R.S.*

Review Process and Changes to the Higher Education Funding Allocation Model

Following the implementation of the new allocation model for FY 2015-16, the Department, governing boards and CCHE recognized refinements were needed. As part of the review process, the Department utilized an inclusive and collaborative process to discuss the development and implementation of any needed modifications. This has included the formation of a Funding Allocation Model Review Team (FAMRT), which is comprised of representatives from each governing board and OSPB. Since April, this team spent countless hours working to improve the model. The overarching goals of the review process were to simplify and reduce the volatility of the model, as well as to ensure the model could work under various budget scenarios, such as funding reductions.

Additionally, the Joint Budget Committee provided seven Requests for Information (RFI) related to the funding allocation model. A majority of these RFIs focused on the complexity and lack of intuitiveness of Version 1.0 of the model. The issues raised in the RFIs were also conveyed by the JBC members during a Department update to the Committee on June 19, 2015.

The first phase of the work involved bringing the model in house to the department from the vendor, National Center for Higher Education Management Systems, and conducting a thorough technical review of every aspect of the model. The Department identified and made technical corrections, which were vetted through the Funding Allocation Model Review Team (FAMRT).

Through the second phase of work, the Department and review team addressed needed structural changes to the allocation model. After analysis and input from with the review team, Department staff and Funding Allocation Model Review Team concluded two areas needed refinements to make the model simpler and less volatile:

- The Tuition Stability Factor (Role & Mission) and its role in creating a less volatile representation of Role & Mission; and
- The influence and mechanics of the Volume Adjusted Awards (Performance), which created issues regarding the intuitiveness of model.

Changes to Role & Mission

In the 2015-16 allocation model, Role & Mission was based on three factors:

- Weighted Student Credit Hours;
- Pell as Percentage of the College Opportunity Fund Stipend; and
- The Tuition Stability Factor.

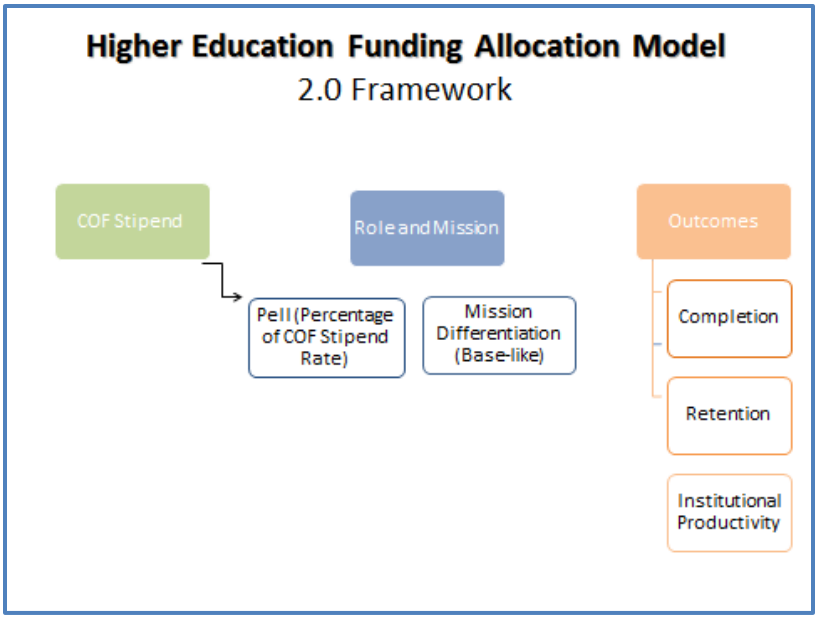
In particular, the Tuition Stability Factor was identified as area for immediate improvement. After conducting further analysis, it was also determined that the Weighted Student Credit Hour created additional volatility, as it was primarily driven by changes in production at institutions in an already production heavy model. The review team concluded that Role and Mission funding should provide a counterbalance to the enrollment/volume driven nature of the College Opportunity Fund (COF) stipend and the statutorily required counts of awards conferred on the Performance side of the model.

Solution

Change the nature of Role and Mission funding: Capture the role and mission of each governing board (i.e., size, location, selectivity, cost of programs) by eliminating weighted student credit hours and the tuition stability factor and replacing these with a factor that captures "mission differentiation," which is based on the outputs from the fiscal year (FY) 2015-16 funding allocation model along with institution type and size.

Modifications to Outcomes/Performance

Within the Outcomes/Performance component, the influence of the "Volume Adjusted Awards" metric hurt the intuitiveness of the first version of the model. However, without this metric, the entire outcome/performance component of the model would be driven by counts, making it difficult for smaller institutions, such as the high performing Colorado School of Mines, to earn performance funding.



Solution

Capping the Volume Adjusted Awards Metric and renaming it Institutional Productivity: By placing a monetary cap on this metric, any new additional dollars flow directly to the Completion and Retention Metric. Capping the amount of funding flowing through the Institutional Productivity balances the importance of increasing award attainment (counts) and the efficiency of increasing award attainment (awards per FTE student).

Funding Allocation Model Definitions and Weights

College Opportunity Fund Stipend

Student stipends are authorized under the College Opportunity Fund Program (23-18-201, et.seq.); and must be at least 52.5 percent of "total state appropriation" Section 23-18-305 (2) (a), C.R.S.

College Opportunity Fund (COF) Stipend		
Measurement in HB 14-1319 Model	**Stipend Rate**	**% of TSA**
Based on FY 2014-15 COF actuals.	$75	54.7%

Role & Mission

The Performance metrics reward institutions for the number of credentials awarded and students transferred [23-18-303(4)(a), C.R.S.]; as well as academic progress/retention [23-18-303(4)(b), C.R.S.]. These metrics are based on the count of credentials awarded and transferred by a governing board and the student counts of those who are reaching these thresholds at each institution in a given academic year. In addition, the CCHE Funding Allocation Model includes an additional metric pursuant to 23-18-303 (4)(c), C.R.S. that rewards performance in a manner which recognizes institutional performance in relation to their size and capacity.

As required in statute, the model includes specific weights for different academic award levels and identifies STEM and health care as "high priority" programs that receive a higher weight. Additional bonuses are provided for completions awarded to and transfers of Pell-eligible students (required by statute).

Role & Mission Factor Definitions and Data Sources		
Factor	**Definition**	**Date Source/Year**
Mission Differentiation	Based on the outputs from the FY 2015-16 funding allocation model and institution type and size that represents mission differentiation for each governing board (i.e., size, location, selectivity, cost of programs). This base type figure is a one-time calculation.	Outcomes of FY 2015-16 Allocation Model
Support Services for Pell-eligible Students	Credit hours for resident undergraduate Pell eligible students summed by institution. Use Pell-eligible credit hours as a percent of the College Opportunity Fund (COF) stipend (must never be less than 10 percent of COF).	Student Unit Record Data System (SURDS)/ Academic Year

		(AY) 2014-15

More on Mission Differentiation

The Mission Differentiation factor is calculated using the FY 2015-16 funding model allocation output for Role and Mission and Performance multiplied by the institution's tier percentage which is based on the type of institution and number of full time equivalent students it serves (Chart A Supplemental). For example, Adams State University is in tier C5 (Comp 4 year with under 2,500 SFTE). The tier percentage of 75 percent is multiplied by the allocation of $11,106,275 to determine their Mission Differentiation amount of $8,329,706.

To account for the different types of institutions within a governing board, the percentage of SFTE for each institution is calculated as a percentage of the governing board total SFTE. For example, the Colorado State University governing board is comprised of CSU-Fort Collins which enrolls 85.9% of their students and CSU-Pueblo enrolls 14.1% for a total of a 100 percent. The SFTE percentage is multiplied by the governing board's model outcomes to create an individual dollar amount for each institution (Chart A, Column G) to then be multiplied by the tier percentage, which generates their Mission Differentiation amount.

Mission Differentiation by Institution

A	B	C	D	E	F	G	H	I
Type	**Institution**	**Tier**	**FY 2015 SFTE**	**SFTE Percentage of Governing Board Total**	**15-16 Model Outcomes by Governing Board**	**15-16 model Outcomes * % SFTE (E*F)**	**Tier Percentage (See Supplemental Chart)**	**Mission Differentiation (G*H)**
Research								
	CSU Ft. Collins	R2	23,135	85.9%	$36,830,679	31,624,026	50%	15,812,013
	CU-Boulder	R1	26,712	57.8%	$60,884,140	35,188,393	45%	15,834,777
	UNC	R3	8,954	100.0%	$23,915,186	23,915,186	68%	16,142,751
	Mines	R3	5,529	100.0%	$14,255,738	14,255,738	68%	9,622,623
Comp 4 Year								
	Adams	C5	2,325	100.0%	$11,106,275	11,106,275	75%	8,329,706
	CU-Denver	C2	10,445	22.6%	$60,884,140	13,759,463	50%	6,879,731
	CU-Co Spr	C3	9,061	19.6%	$60,884,140	11,936,284	60%	7,161,771
	CSU - Pueblo	C4	3,809	14.1%	$36,830,679	5,206,653	68%	3,514,491
	Ft. Lewis	C4	3,543	100.0%	$7,276,606	7,276,606	68%	4,911,709
	Mesa	C3	7,399	100.0%	$9,855,958	9,855,958	60%	5,913,575
	Metro	C1	16,111	100.0%	$18,540,331	18,540,331	45%	8,343,149
	Western	C5	1,991	100.0%	$8,871,375	8,871,375	75%	6,653,531
2 Year								
	CCCS Large Urban	A	21,436	40.4%	$44,055,048	17,813,483	45%	8,016,068

	CCCS Med Urban	B	25,267	47.7%	$44,055,048	20,997,074	60%	12,598,245
	CCCS Small Rural	C	6,311	11.9%	$44,055,048	5,244,490	65%	3,408,919

Mission Differentiation Supplemental Chart		
Mission Differentiation Tiers		
Tier	**FTE Range**	**Tier Percentage**
Research		
R1	25,000+	45%
R2	15,000 to 25,000	50%
R3	Under 15,000	68%
Comp 4-year		
C1	15,000+	45%
C2	10,000 to 15,000	50%
C3	5,000 to 10,000	60%
C4	2,500 to 5,000	68%
C5	Under 2,500	75%
2-year		
A	7,500 +	45%
B	1,500 to 7,500	60%
C	< 1,500	65%

Role & Mission Factor Weights	
Factor	**Weight**
Mission Differentiation	N/A (flat dollar amount).
Pell-eligible	10% of the COF Stipend

Outcomes/Performance

The Performance metrics reward institutions for the number of credentials awarded and students transferred [23-18-303(4)(a), C.R.S.]; as well as academic progress/retention [23-18-303(4)(b), C.R.S.]. These metrics are based on the student counts at each institution who are reaching these thresholds. In addition, FY 2016-17 funding allocation model includes an additional metric pursuant to 23-18-303 (4)(c), C.R.S. that rewards performance in a manner that recognizes institutional performance in relation to their size and capacity.

As required in statute, the model includes specific weights related to the academic award level and identifies STEM and health care as “high priority” subjects that receive a higher weight. Additional bonuses are provided for completions awarded to and transfers of Pell-eligible (required by statute).

Completion and Transfer weights are as follows:

Outcomes/Performance Metric Definitions and Data Sources		
Metric	**Definition**	**Data Source/ Year**
Completion	The number of certificates or degrees awarded an institution and the number of students who transfer from a community college to another institution after the completion of a minimum of 18 credit hours. The amount to be awarded for each certificate or degree is based on the subject and level of the credential. Certificates will be counted when issued for: • Programs spanning one year (24 credit hours) or more; or • Programs less than one year (24 credit hours) and meeting the federal "gainful employment" definition, or representing the highest award earned at stop-out. When multiple certificates of less than one year are earned by a student then only one is counted. Students earning multiple certificates in an academic year will have each earned certificate count as a separate outcome. A community college that receives an incentive for a transfer student cannot also receive a retention bonus for that student in the same year. The value shall be increased for each credential earned by or transfer of a Pell-eligible undergraduate student.	Student Unit Record Data System (SURDS)/ AY 2014-15
Retention	The number of students who make the following steps of academic progress: Four-year institutions –number of students who cross the threshold of completing: • 30 credit hours • 60 credit hours • 90 credit hours Two-year institutions - number of students who cross the threshold of completing: • 15 credit hours • 30 credit hours • 45 credit hours Concurrent enrollment will be included and each student will be counted only once at each academic progress interval. Students crossing multiple progress intervals are counted in the highest interval.	Student Unit Record Data System (SURDS)/ AY 2014-15

Outcomes/Performance Metric Definitions and Data Sources		
Metric	**Definition**	**Data Source/ Year**
Institutional Productivity	Calculated by: 1. Dividing an institutions total weighted degree total by Student Full-time Equivalent (SFTE) = "Awards per FTE" 2. Indexing individual institutions' "Awards per FTE" to the state average "Awards per FTE" 3. Multiply "indexed awards per FTE" by total "awards per FTE" funding to get allocation by institution for this metrics	Student Unit Record Data System (SURDS)/ AY 2014-15 Budget Data Book

Outcomes/Performance Metric Weights

Completion and Transfer Weights	
Credential Level	**Weight**
Transfer	.25
Certificates	0.25
Associates	0.50
Bachelors	1.00
Graduate Certificate	0.25
Masters	1.25
Specialists	1.25
Doctoral	1.25

Additional Undergraduate Completion/Transfer Bonus for Priority Populations	
Type	**Additional Bonus**
Pell-Eligible	1.6
STEM and Heath	1.5

Retention Weights (completed credit hours)	
Credit Hours Accumulated	**CCHE Adopted Model Weight**
15/30	.25
30/60	.50
45/90	.75

After the points have been calculated for the completion and retention metrics, weights are then uniformly applied to the counts for each institution.

Completion and Retention Metric Weights	
Completion	85%
Retention	15%

Institutional Productivity
This metric functions as a "carve out" off the top of the amount allocated to the Performance component of the model and is capped at $10 million.

FY 2016-17 Higher Education Funding Allocation Model

Budget Overview *(Does not represent actual allocations as numbers may vary due to rounding)*

COLORADO
Department of Higher Education

Funding Allocation Model(Draft)

Fiscal Year 2016-17

FUNDING ALLOCATIONS

Total Appropriations for Higher Education

Full Appropriations for Higher Education	$652,847,185
Specialty Education Programs Amount	$112,957,776
Local District Junior College Amount	$15,768,520
Area Vocational Schools Amount	$9,675,895
New Total State Appropriations for Model (TSA)	$514,444,994

Budget Percentage Increase
-2.96665501%

SEP Additional Increase
0.00%

COF Stipend

Total Awarded from COF Stipend	$281,646,532

Percent of Appropriation Dedicated to COF Stipend
54.7%

COF Stipend must be 52.5% or greater.

COF Stipend per Credit Hour
$73

Role & Mission and Performance Allocations

Total in Role and Mission Allocation	$139,773,421
Total: Performance	$93,025,041

Role and Mission Split Percentage
60%

Performance Split Percentage
40%

**Note: Input dollar amounts are rounded to the nearest whole dollar, and may differ slightly from Total State Appropriations due to rounding.

Role & Mission *(Does not represent actual allocations as numbers may vary due to rounding)*

COLORADO Department of Higher Education

Funding Allocation Model(Draft)

Fiscal Year 2016-17

User: Emma Beck

Pell Percentage Weight 10.0%

ROLE AND MISSION

Role & Mission Final Output

Governing Board	Dollars Awarded to Pell	Mission Differentiation	Total Awards from Role and Mission
Adams State University	$175,817	8,079,815	$8,255,632
CCCS	$4,325,730	23,302,534	$27,628,264
Colorado Mesa University	$571,451	5,736,168	$6,307,619
Colorado School of Mines	$145,390	9,333,944	$9,479,335
CSU System	$1,187,192	18,746,709	$19,933,900
CU System	$1,994,776	28,979,990	$30,974,767
Fort Lewis College	$130,962	4,764,358	$4,895,320
Metropolitan State University of Denver	$1,435,034	8,092,854	$9,527,888
University of Northern Colorado	$557,340	15,658,468	$16,215,808
Western State Colorado University	$100,963	6,453,925	$6,554,888
Grand Total	$10,624,656	129,148,766	$139,773,421

Outcomes/Performance *(Does not represent actual allocations as numbers may vary due to rounding)*

COLORADO Department of Higher Education

Funding Allocation Model(Draft)

Fiscal Year 2016-17

PERFORMANCE

Governing Board	Completions, Retention, and Transfer along Table (Down)	Institutional Productivity	Total Awards from Performance
Adams State University	$1,664,939	$1,113,561	$2,778,499
CCCS	$16,475,599	$716,497	$17,192,096
CSU System	$15,310,297	$1,058,650	$16,368,947
CU System	$27,062,622	$1,064,314	$28,126,936
Colorado Mesa University	$3,084,714	$920,567	$4,005,281
Colorado School of Mines	$3,557,972	$1,090,841	$4,648,813
Fort Lewis College	$1,475,635	$951,281	$2,426,916
Metropolitan State University of Denver	$7,762,989	$1,007,324	$8,770,313
University of Northern Colorado	$5,713,238	$1,087,217	$6,800,455
Western State Colorado University	$915,483	$989,750	$1,905,234

Transfer Weight 25%

Certificate Weighting 0.25

Associate Weight 0.5

Baccalaureate Weight 1

Grad. Certificate Weight 0.25

Master Weight 1.25

Specialist Weight 1.25

Doctorate Weight 1.25

Completion Weight 85%

Retention Weight 15%

URM Bonus 1

Pell Bonus 60%

Priority Bonus 1.5

Volume Adjustment Factors

SFTE Carveout	10,000,000
Completion & Retention	$83,025,041
Total: Performance	$93,025,041

Total of Indexed Weighted Awards 100.30851

Enter Total of Indexed Weighted Awards 100.30851

Final Output *(Does not represent actual allocations as numbers may vary due to rounding)*

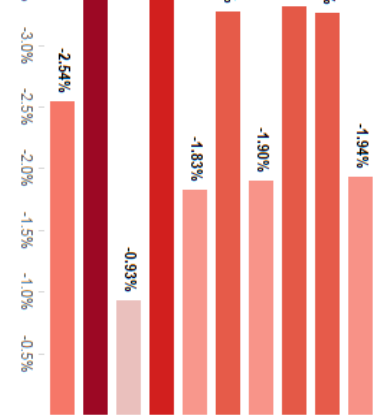
COLORADO Department of Higher Education

Funding Allocation Model (Draft)

Fiscal Year 2016-17

FUNDING BY GOVERNING BOARD

Governing Board	Total Awarded from COF Stipend	Total Awards from Role and Mission	Total Awards from Performance	Final Allocation Before Guardrails	Percentage Change - No SEP	Final Allocation with SEP Included	Percentage Change with SEP	Final Guardrail Allocation	Final Guardrail Percentage Change
Adams State University	$2,813,542	$8,255,632	$2,778,499	$13,847,673	-1.94%	$13,847,673	-1.94%	$13,847,673	-1.94%
CCCS	$103,633,986	$27,628,264	$17,192,096	$148,454,346	-3.26%	$148,454,346	-3.26%	$148,454,346	-3.26%
CSU System	$41,899,776	$19,933,900	$16,368,947	$78,202,623	-3.27%	$130,420,510	-3.15%	$78,202,623	-3.27%
CU System	$60,689,806	$30,974,767	$28,126,936	$119,791,509	-1.83%	$180,531,398	-2.21%	$119,791,509	-1.83%
Colorado Mesa University	$13,340,658	$6,307,619	$4,005,281	$23,653,558	-3.32%	$23,653,558	-3.32%	$23,653,558	-3.32%
Colorado School of Mines	$6,029,345	$9,479,335	$4,648,813	$20,157,493	-1.90%	$20,157,493	-1.90%	$20,157,493	-1.90%
Fort Lewis College	$3,933,335	$4,895,320	$2,426,916	$11,255,571	-4.79%	$11,255,571	-4.79%	$11,255,571	-4.79%
Metropolitan State University of Denver	$31,388,814	$9,527,888	$8,770,313	$49,687,015	-0.93%	$49,687,015	-0.93%	$49,687,015	-0.93%
University of Northern Colorado	$15,029,121	$16,215,808	$6,800,455	$38,045,384	-7.42%	$38,045,384	-7.42%	$38,045,384	-7.42%
Western State Colorado University	$2,888,149	$6,554,888	$1,905,234	$11,348,271	-2.54%	$11,348,271	-2.54%	$11,348,271	-2.54%



Response to Joint Budget Committee Requests for Information

DHE 25 (related to the HB 14-1319 Funding Allocation Model)
Department of Higher Education, Colorado Commission on Higher Education, Administration – The Joint Budget Committee requests that during the annual review process of the new funding allocation model the Department consider the following policy issues, include with their annual budget request, due November 1, 2015, a report on how these issues were examined, incorporated into the current model, or otherwise decided upon, and make recommendations for changes to the model, if needed, including identifying any needed funding to implement.

a) Examine the role of the "Tuition Stability Factor" within the model and how it should be utilized in the future.

The 2016-17 model no longer includes the Tuition Stability Factor.

In the 2015-16 model, the Tuition Stability Factor was used to balance the funding formula and to ensure that institutions could continue to comply with the College Affordability Act, which included a 6 percent tuition cap on resident tuition. However, as noted by the Department this factor needed to be refined and/or eliminated. During the review process, it was determined that a "base" type figure was the appropriate approach to the Role & Mission portion of the model. The resulting change was the elimination of the Tuition Stability Factor and the Weighted Student Credit Hour Factor. These factors were replaced by the Mission Differentiation Factor, which represents the role and mission of each institution (i.e., size, location, selectivity, cost of programs) and is based on the outputs from the FY 2015-16 funding allocation model, as well as institution type and size. The utilization of this factor simplifies the model and reduces volatility.

b) Examine the feasibility, cost, and benefit to weighting resident and non-resident students within the model.

H.B. 14-1319 makes no distinction on the treatment of non-resident students. During the 2015-16 allocation model development process, the question was raised to stakeholders about the types of students to be included within the factors and metrics of the model – should the model count all students or resident students only? The legislation was intentionally silent on this issue, purposefully leaving it to the project process to address.

A robust discussion took place over several Funding Allocation Model Expert Team and Executive Advisory Group meetings before a final recommendation was developed and forwarded to CCHE for action. In these discussions a number of important policy issues were vetted - public perception; recognizing overall institutional performance; understanding the inability to separate programmatic

costs associated with resident and non-resident; and, providing incentives to achieve statewide performance goals.

The Colorado Commission on Higher Education's Master Plan – Colorado Competes, A Completion Agenda for Higher Education – focuses on the achievements of all students in Colorado. In addition, the legislation itself calls for recognizing the total number of students performing under "transfers", "retention", and "completions".

Further, after reviewing prior fee-for-service contracts there has not been a distinction between services provided to residents versus services provided to non-residents under the previous funding allocation process. On campuses, services are made available to all students and are not segregated by student residency status; and, classrooms have both residents and non-residents in courses studying alongside one another.

c) Examine the feasibility, cost, and benefit to program the ability to download model settings and funding results into an Excel spreadsheet format for any given "run" of the model; allowing users to compare the impact of various model settings without excessive data entry.

d) (i) Ensure the ability for all concerned parties to examine data used by the model; and (ii) examine the feasibility, cost, and benefit to program a mechanism into the model that would allow for consideration of how model results would change with different underlying data, e.g., data from prior years.

In response to c and d, the Department created an Excel-based version of the funding allocation model. This tool provides additional access to the formulas, data tables and the order of operations used in each section of the model. Additionally, this tool allows users to develop and compare "model scenarios" without excessive data entry.

The development of this tool and bringing the model "in house" from the National Center for Higher Education Management Systems, the Department has been able to provide full access to underlying data to the governing boards.

In tandem, the Excel and Tableau versions of the model allow users of all knowledge levels to access the higher education allocation funding model in an understandable and transparent manner.

e) Examine the feasibility, cost, and benefit to program a mechanism to run the model so that an adjustment to any particular model setting or value does not change the funding allocation associated with other model components but instead increases or decreases the total model funding - thus enabling an increase or decrease support for services (such as Pell-eligible students or

masters degrees awarded) without simultaneously reducing funding to other model components.

The changes to the funding allocation model for 2016-17 and the creation of the Excel-based version of the model allow for an adjustment to be made to isolated parts of the model without affecting the other model components. For example, it is now possible to change the funding for Pell-eligible students without affecting the other various factors and metrics in the model.

Because of these changes, policy makers now have a far more powerful tool for supporting increased postsecondary student attainment and flexibility to make adjustments in order to meet evolving state-wide goals.

f) Continue to examine how performance funding is awarded to incentivize increased completions, retentions, and transfers. In particular:

I. Explore why increasing the proportion of funding directed to performance in the FY 2015-16 model reduces funding to the state's more selective institutions. Does this indicate a need for further changes to the model?

II. Explore how changes in the numbers of degrees awarded at small versus large governing boards could affect performance funding for each, given FY 2015-16 model settings and recent trends in degrees awarded at boards of different sizes.

Within the Outcomes/Performance component, the influence of the metric called "Volume Adjusted Awards" hurt the intuitiveness of the first version of the model. However, without this metric, the entire outcome/performance component of the model would have been driven by counts.

In order to make the model more intuitive and take into consideration institutional size so that all governing boards could compete within the outcomes/performance component, the 2016-17 funding allocation model caps Institutional Productivity (formerly called Volume Adjusted Awards Metric) at $10 million. This change results in any funding added to performance to flow through the Completion/Retention counts based metric.

In combination with the addition of the Mission Differentiation factor, the Performance portion of the model is now more intuitive and clearly demonstrates the importance of increasing the number of credentials to final allocations to Governing Boards. Also, the change allows for smaller governing boards and more selective institutions the opportunity to compete for Outcomes/Performance funding.

g) Examine the feasibility, cost, and benefit to incorporating total institutional revenue within the model.

Through the development of the Mission Differentiation Factor the Department explored several options of incorporating total revenues within the model. However, the Funding Model Review Team expressed concern with this type of approach and felt greater study is required. Additionally, given that the Department and Governing Boards have been working to develop new tuition policies, incorporating total institutional revenues should be discussed after the finalization of the new tuition policies.

COLORADO

Colorado Commission on Higher Education

Department of Higher Education

Report on the Development of New Tuition Policies

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LT. GOVERNOR JOSEPH GARCIA, EXECUTIVE DIRECTOR

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Introduction

In Colorado and across the nation, the rising cost of college tuition is receiving considerable public attention. At the same time, the importance of having a postsecondary credential has never been more important. The postsecondary credential a student earns can provide substantial returns on investment in the form of higher income and greater employment opportunities. Equally important, Colorado's Master Plan calls for increasing the attainment of high quality postsecondary credentials to meet anticipated workforce demands by 2025. However, Colorado's decade-long shift from a funding model, largely supported by state appropriations, to one primarily dependent on tuition revenues has challenged institutions' ability to balance operational realities with the need to provide affordable access to higher education for Colorado families.

HB 14-1319 directed the Colorado Commission on Higher Education (the Commission, CCHE) to submit to the General Assembly by November 1, 2015, new tuition policies that ensure both accessible and affordable higher education for Colorado residents, while reflecting the level of state funding for institutions, and the need of each institution to enhance its financial position and sustainability. In addition, the Commission is statutorily required to provide a tuition policy recommendation with the annual budget request.

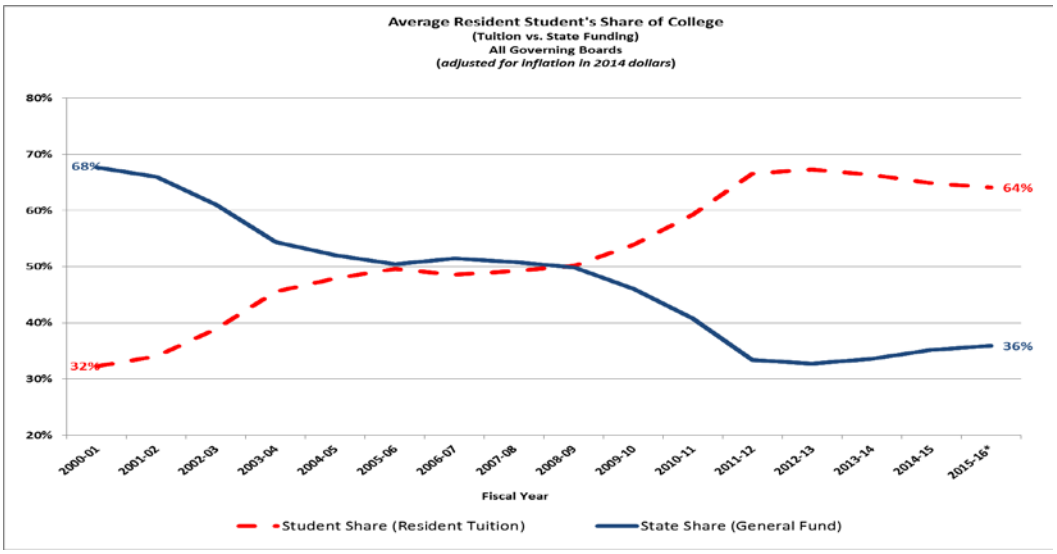
Last fall, the Department of Higher Education (the Department, DHE) conducted a statewide public education and outreach process to gather input about higher education, and one of the top priorities identified was affordability. Concurrently, as part of the implementation plan for HB 14-1319, the Department established a Cost Driver and Analysis Expert Team to provide the Commission with a thorough analysis of what is driving costs of higher education in Colorado. The results of this analysis found that Colorado's public institutions, of all types, have fewer resources with which to support basic operations than do similar institutions in nearly all other states.

The Charge

Pursuant to HB 14-1319, by November 1, 2015, CCHE shall submit to the Legislature tuition policies that ensure both accessible and affordable higher education for residents.

- Tuition policies must also reflect:
  - Level of state funding needed for institutions
  - The need of each institution to enhance the quality of programs and offerings to strengthen their financial position
- Tuition policy recommendations must be developed in consultation with governing boards and interested parties using an inclusive and transparent process.

The last 15 years have witnessed a marked reversal in who bears the burden of higher education costs. As General Fund support is reduced, tuition increases make up the difference – resulting in higher costs for students and families. As illustrated below, in FY 2000-01, the state supplied 68 percent of the cost of college, while students and families paid 32 percent. By FY 2011-12, those numbers had reversed: students and families were covering two-thirds of the costs and the state was paying for a third.



In fiscal years 2014-15 and 2015-16, Colorado's public institutions witnessed their smallest year-over-year percent increase in tuition rates in more than a decade. This was largely the result of increases in General Fund support for higher education.

Finding the right balance between the seemingly opposing ideas of affordability for families and strengthening the financial position of institutions, is at the core of the Commission's tuition policy process and recommendation. Also of critical importance is the understanding that state appropriations are the fundamental incentive that will keep tuition low while also enhancing the quality of Colorado's public institutions of higher education.

This report brings forth recommendations that represent a comprehensive analysis of tuition policies, which can be used in Colorado to promote greater affordability, operational stability and funding flexibility at the state public postsecondary institutions. Most importantly, the Commission's new tuition policy signals a paradigm shift from the historic method of limiting tuition increases in footnote of the Long Bill, or through special legislation, to a cost-driven approach, which makes a persuasive case for additional state funding.

Process for Developing New Tuition Policies

The charge to develop new tuition policies comes at a time when the rising cost of tuition is receiving considerable public attention nationwide; this holds true in Colorado, as well. The Colorado Commission on Higher Education and the Department of Higher Education, in

consultation with the governing boards and other interested parties, conducted a comprehensive analysis of higher education costs and tuition policies that could be used to promote greater affordability, operational stability and funding flexibility at the state public postsecondary education institutions.

The Department contracted with the National Center for Higher Education Management Systems (NCHEMS) to analyze higher education costs in Colorado, and how these compared to national costs (*Why Higher Education Costs are What They Are* and *Tuition-Setting Practices in Colorado's Public Colleges and Universities*). In addition, the Department established a Cost Driver and Analysis Expert Team—comprised of individuals from Colorado's 10 governing boards, the Colorado Commission on Higher Education and the Office of State Planning and Budgeting—to advise, provide feedback, review and work with NCHEMS throughout their analysis process. The hard work and insight provided by the Cost Driver team members was a valuable and essential component of the tuition policy process.

Higher education is fundamentally a personnel-heavy, knowledge-based business. According to the NCHEMS report, the majority of costs at Colorado public institutions of higher education are a direct result of faculty and staff compensation. Remaining costs include supplies, interest, depreciation and operating expenses (utilities, insurance, office and laboratory supplies, maintenance of plant etc.). The report also found that:

- Colorado institutions have fewer resources to expend on activities designed to fulfill their missions than do other similar institutions elsewhere in the country.
- Colorado institutions are spending an increasing share of their resources on faculty and staff.
- Colorado institutions are more reliant on part-time faculty as a cost cutting measure than their national counterparts.

Compensation Represents a Majority of Institutions' Core Base Costs

Figure 5. Compensation as a Percent of Expenditures, 2003-04 Compared to 2012-13, Public 4-year

Source: NCES, IPEDS 2003-04 Finance Files; f0304_f1a and f0304_f2 Final Release Data Files. NCES, IPEDS 2012-13 Finance Files; f1213_f1a and f1213_f2 Final Release Data Files.

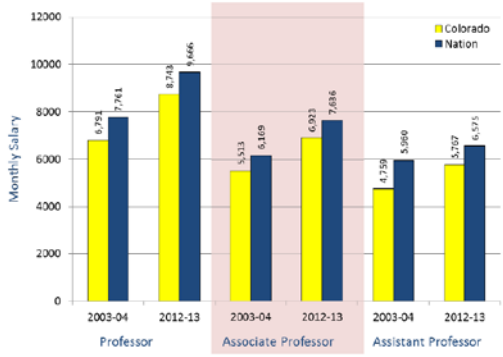
- About 1 in 4 of the state's classified employees work at public institutions of higher education.
- 56% of total state employees work at public institutions.
- Colorado has focused their limited resources on employees more than other states.

- Since such a large portion of institutional revenue comes from tuition, setting tuition rates is a high stakes endeavor, which is strongly impacted by changes in state funding. Despite all of this, Colorado is doing a better job, as compared to other states, of providing opportunities to the lowest income students and families.

Colorado Institutions' Compensation is Lower than National Average

- Individual employee's compensation at Colorado's public institutions is lower than the national average for all public institutions.

Figure 15. Monthly Salary Comparisons, 2003-04 Compared to 2012-13, Public 4-Year



Source: NCES, IPEDS 2003-04 Faculty Salary File; sal2003_a Final Release Data File. NCES, IPEDS 2012-13 Faculty Salary File; sal2012_is Provisional Release Data File.

Department staff, NCHEMS representatives and the Cost Driver Analysis Team collected, analyzed, and synthesized vast quantities of data over the course of fall 2014 through spring 2015. This significant undertaking culminated in the summer of 2015, bringing together commissioners, subject matter experts and other stakeholders at the CCHE retreat to establish new tuition policies.

Developing a Framework

As the Commission, the governing boards, and other interested parties worked cooperatively to structure an ongoing tuition policy for the state, it was determined that articulating a set of values would be helpful in finding the right balance between affordability for students and sustainability of the institutions, especially in light of the current, somewhat challenging, state budget environment.

At public institutions, successful tuition policy will likely be linked to state appropriations. Because so many institutions rely on appropriations and tuition as primary sources of revenue, a decline in one revenue source means the other one must increase or costs must decrease.
-National Conference of State Legislatures, September 2015

Value 1: State Investment in Higher Education

All of Colorado's public institutions of higher education have fewer resources to support basic operations than do similar institutions in other states. This low level of funding means that Colorado institutions are less able to absorb revenue shortfalls through productivity enhancements. State appropriations are the key incentive to keeping tuition low and play the biggest role in determining the actual tuition

rate charged to students. The extent to which state funding increases or decreases is directly linked to the extent tuition increases can be limited.

Value 2: Tuition Impact on Students and Families

Incorporating student and family-focused measures of affordability is an important and evolving value. This is especially relevant as students and families bear more and more of the support cost for public postsecondary education in Colorado. Substantial reductions in state support have shifted the majority funding burden of higher education to students and families. As illustrated above by, in fiscal year 2001, the state covered 68 percent of the cost of postsecondary education, while students and families paid the remaining 32 percent. Despite increases in state investment in the last two years, the state's share is only 36 percent, while students and families are paying 64 percent.

Throughout the tuition policy development process, there was great deal of discussion surrounding the concept of affordability and the difficulty in defining affordability. Many believed it would be useful to have an acceptable Colorado-specific measure of affordability. Department staff explored whether there was a readily available measure that might be easily incorporated into the tuition recommendation for fiscal year (FY) 2016-2017, but did not find an acceptable approach. As part of the proposed ongoing process, a significant undertaking of the Commission will be to pursue, along with the governing boards and interested parties, development of some Colorado-specific measure(s) of affordability (e.g. change in median family income).

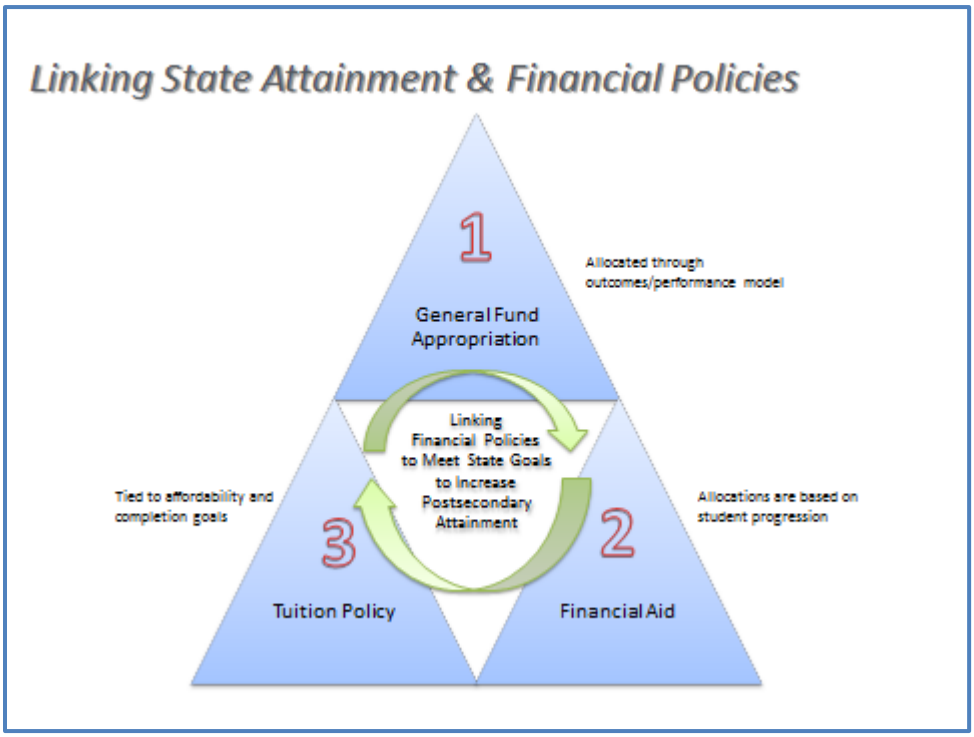
Value 3: Flexibility for Institutions

In Colorado, governing boards have constitutionally granted responsibility and authority over the financial management of their institutions; a major component of sound financial management is the setting of tuition. Members of governing boards are appointed by the Governor and confirmed by the Senate (except for the Regents of the University of Colorado, who are elected). This value affirms that governing boards are best equipped to set tuition and hold fiduciary duty to their respective institutions. Value 3 reinforces the role of the governing boards in setting tuition within their fiduciary duty to institutions, while simultaneously recognizing the need for a mechanism whereby a governing board could request an exception/waiver from a tuition increase limit.

Value 4: Accountability and Meeting Completion Goals

The Commission, among other duties, is charged with preparing a statewide master plan pursuant to the requirements set forth by the Legislature, in addition to coordinating with governing boards to implement statewide policies. Value 4 acknowledges the Commission's commitment to Colorado's Master Plan goals while also recognizing the importance of accountability when a governing board has requested to exceed the tuition increase limit through a Tuition Accountability Plan.

This value-based framework adopted by the Commission links statewide attainment goals and ensures that the major elements of higher education financing policy – appropriations, tuition, and financial aid – are aligned in order to address college affordability and student access and success.



New Tuition Policy Process

Pursuant to C.R.S §23-5-129 (6)(c) and C.R.S §23-1-108 (12)(b), beginning in FY 2016-17 and each year thereafter, the Commission shall be required to include in the annual budget request tuition recommendations for resident undergraduate students for each state institution of higher education. The Commission and the Department recommend keeping this portion of statute. As part of this request, it is critical that tuition revenues are not appropriated and remain an informational item in the Long Bill.

Roles & Responsibilities

Governing boards have the responsibility and authority for the financial management of their institutions. A major component of sound financial management is the setting of tuition. Since institutions have unique roles and missions and differing student needs, governing boards are best equipped to set tuition and hold a fiduciary duty to their respective institutions. The Commission has a responsibility to exercise oversight and to ensure that educational quality and student access are maintained.

Business Cycle Approach to Determine the Tuition Policy Recommendation

The Commission, in consultation with the governing boards and other interested parties, has developed an annual process and methodology for setting tuition increase limits. Such a process takes into consideration the following:

- The condition of the state general fund and state investment levels in higher education;
- The impact of tuition increases on students and families;

- The financial health of institutions and their ability to enhance overall quality; and
- Accountability and progress towards completion goals

Flexibility for Institutions

Governing boards will have the ability to request flexibility from the Commission's tuition increase limits through a Tuition Accountability Plan. The content of Tuition Accountability Plans will include:

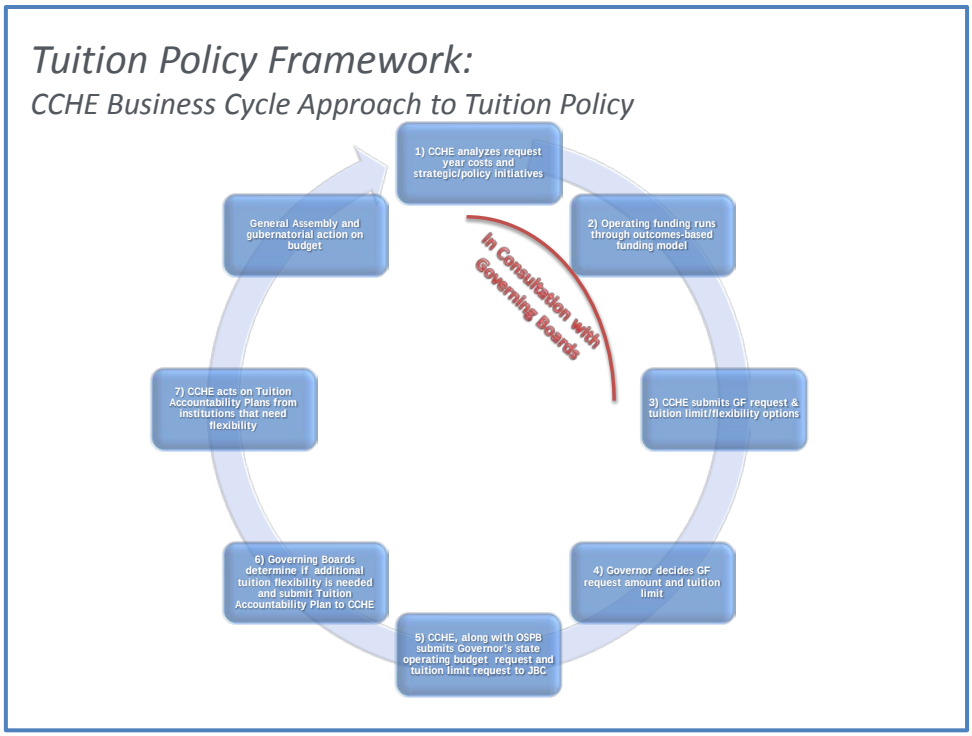
- Price and tuition strategies including substantiated business case for the increase;
- A demonstration of how the governing board will work to protect resident low and middle income students;
- How tuition increases will help the institution meet the Commission's Master Plan Goals; and
- Evidence that completion goals are being met.

The Commission will review each request for tuition flexibility and either approve or deny the request for tuition increases above the recommended tuition increase limit. If the Commission denies the request, the governing board shall not exceed the undergraduate resident tuition increase limit, if applicable.

Business Cycle Calendar

The following steps mirror the state's budget cycle and integrate the tuition recommendation process with the General Fund appropriation process, while also including a mechanism for the Governing Boards to request additional flexibility above the tuition increase limit through a Tuition Accountability Plan (with the Commission's approval).

1. CCHE works with governing boards to analyze budget request year base costs and the costs of possible strategic improvements (June, July).
2. Operating funding runs through the funding allocation model to determine allocations for the budget year (July, August).
3. CCHE submits to



the Governor: the General Fund operating request and tuition limit/flexibility options (Aug, September).

4. Governor determines General Fund operating request and tuition limit/flexibility request (October).
5. CCHE, along with the Office of State Planning and Budgeting, submits Governor's General Fund operating request and tuition limit/flexibility request to Joint Budget Committee (November 1).
6. Governing Boards, based on the Governor's request, determine if additional flexibility is needed and if so, submit Tuition Accountability Plans to CCHE (December, January)
7. Step 7: CCHE acts on Tuition Accountability Plans from governing boards that request additional flexibility (spring)
8. Step 8: General Assembly and Governor's action on the budget (spring)

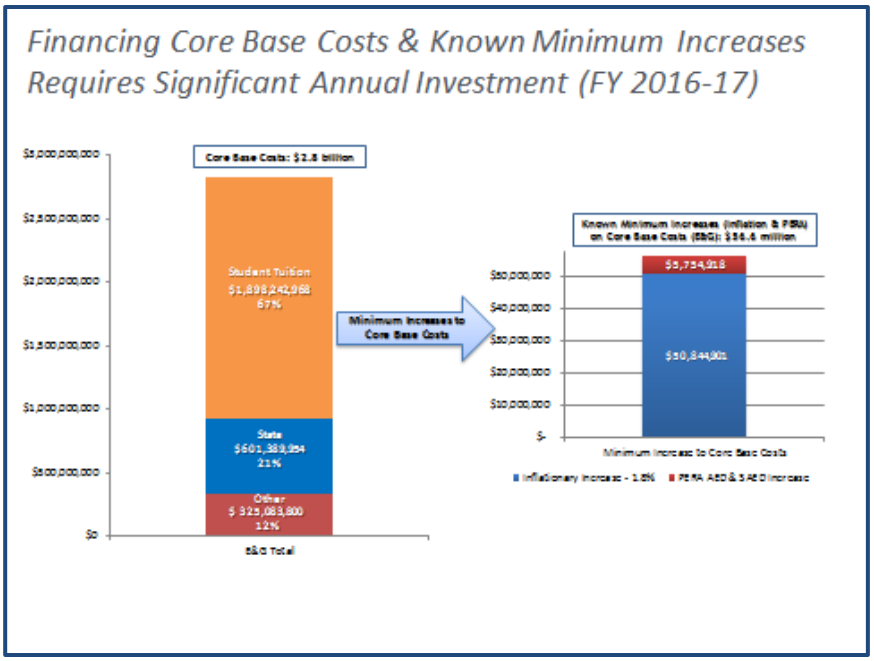
Tuition Policy Recommendation for FY 2016-17

For FY 2016-17, governing boards shall have the authority to raise tuition rates for resident undergraduate students within specified tuition increase limits. The tuition increase limits will be directly linked to the level of General Fund support. In other words, an increase in General Fund investment results in lower tuition increase limits, while a decrease in General Fund investment results in higher tuition increases, and a Commission recommendation of flexibility for governing boards to set tuition.

Analysis

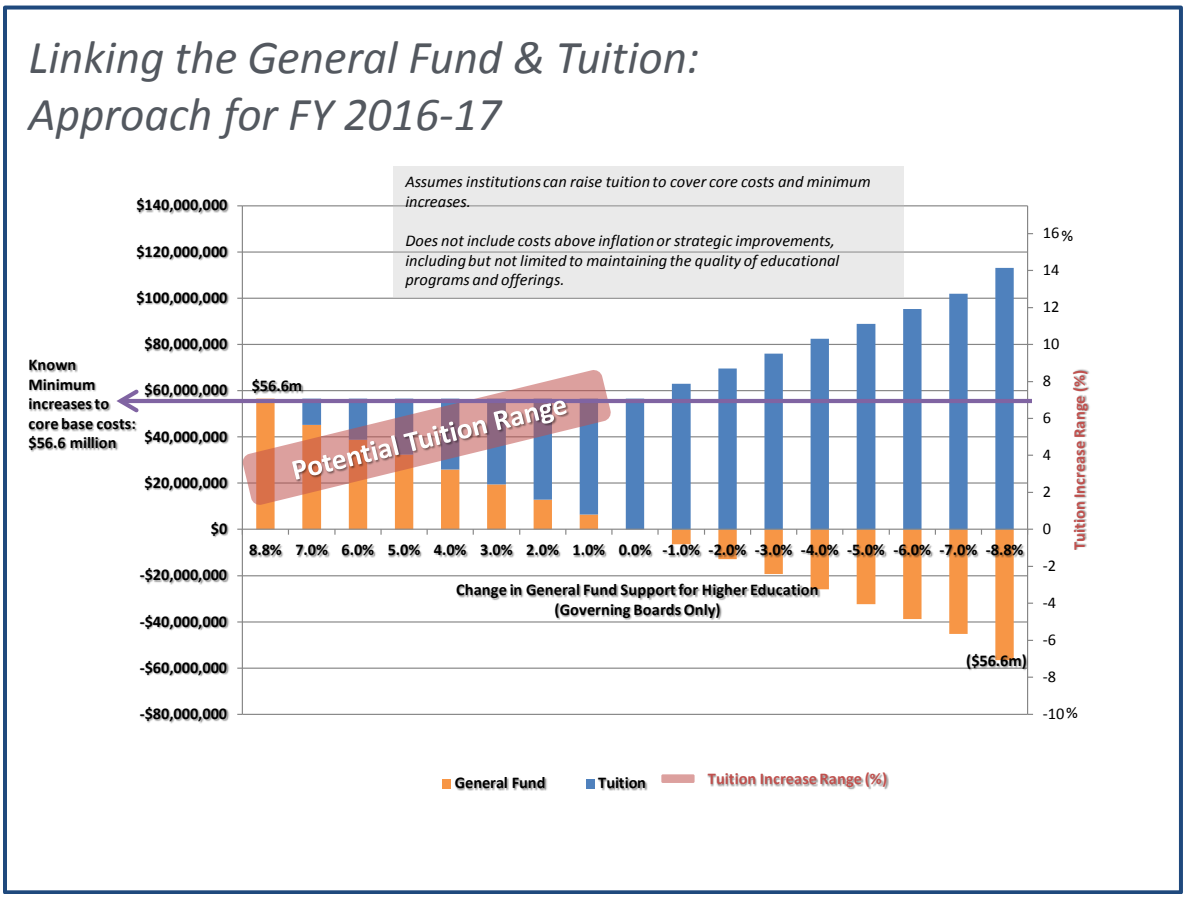
Public institutions of higher education have fixed costs they must meet in order to maintain their institutions. In 2015, the Department of Higher Education performed an evaluation of higher education costs and on the relationship of those costs to tuition. Based on this analysis, the Department conservatively estimates that the base cost increases that institutions must bear is $56.6 million.

It is important to note that this estimate does not include costs above inflation, additional salary increases, or strategic improvements, including but not limited to maintaining the current quality of educational programs and offerings. The analysis conducted by the Department incorporates these factors not captured in the cost estimate by applying a *Cost plus Policy* basis for analyzing and determining the tuition recommendation. This allows for the



recommended tuition limit, if applicable, to capture each institution's own unique niche – reflecting competitive environments, level of state support, and other distinct characteristics.

Utilizing this *Cost plus Policy* approach, if the state meets the entire minimum cost estimate, institutions would require lower tuition rate increases, in order to pay for mandatory cost increases and strategic improvements. As illustrated below, if the state is unable to cover these minimum costs, tuition rate increases are likely to continue rising.



Recommendation

For FY 2016-17, the tuition policy recommendation is as follows:

- If the state General Fund appropriation is flat or falls below the level appropriated in FY 2015-16 ($672 million), there will be no restrictions on tuition levels set by governing boards.

- If the state General Fund appropriation increases above the level appropriated for FY 2015-16, the tuition increase limit on resident undergraduate tuition is dependent upon the level of state investment. For example, a state General Fund increase of 5 percent will result in a CCHE requested tuition increase limit of 6 percent.

- Because all state general funds are allocated through the higher education allocation funding formula, some governing boards may receive an allocation that is less than the overall percentage growth for higher education. Those governing boards receiving less than the overall percentage growth may increase tuition by one percentage point higher than the tuition recommendation limit (e.g., if the overall increase is 5 percent with a tuition increase limit of 6 percent; a governing board receiving a general fund increase of less than 5 percent would able to increase tuition up to 7 percent.

- Governing boards will have the ability to request flexibility above CCHE tuition increase limit through a Tuition Accountability Plan.

Next Steps

- Amend Commission policies to clearly outline the new processes and the Commission's role therein. Official Commission policies will also include the development of Tuition Accountability Plan forms, processes and procedures.
- Request technical and clean-up changes to applicable statutes.

COLORADO
Department of Higher Education

FY 2015-16 Request for Information DHE-26

Mandatory Fees Policy Review

1560 Broadway, Suite 1600 • Denver, Colorado 80202 • (303) 866-2723

LT. GOV. JOSEPH A. GARCIA, EXECUTIVE DIRECTOR

As part of a request for information (RFI) from the Joint Budget Committee (JBC), the Department was asked to review its student fee policy along with making a recommendation for tuition policy. The Department does not recommend a change in fee policy at this time. Instead the Department believes that it needs to do a better job reporting on student fees to allow for more understanding on the usage of student fees by institutions. To meet this goal, Department has done an analysis of what types of services and goods institutions are charging fees for, as well as how much is being charged. Institutions annually provide the department with a data on fees charged to students including: the type of fee, how the fee is assessed (linear or credit hour window), what the fee is for, and the amount of the fee. The Department has used this information to provide the analysis included in appendix A. For more detailed analysis, the department has provided the raw fee data submitted by the institutions in appendix B.

What are Student Fees?

Broadly defined, fees are any dollar amount, other than tuition, assessed to students as a condition of enrollment. They can be broken down into two subsets based on usage: mandatory fees, which are charged to all students; and designated fees, which area charged to specific students based on course enrollment, program participation or services used. Typically, fees are charged to students at either a flat, linear (per credit hour) rate or at a credit hour window rate. A credit window is when an institution charges a flat rate for a specified range of credit hours, usually between twelve (12) and eighteen (18) credit hours. All fees target specific aspects of the student experience, which benefit the student either directly or indirectly, but are not covered by tuition. The total amount charged and the subsequent dispersion of fees varies widely because each institution has very specific, individualized fee revenue needs. **Each institution is unique in its mission and revenue needs.**

From October 2009 through July 2010, the Colorado Office of the State Auditor conducted a performance audit in response to a legislative request seeking a review of student fee policies and student input into fee decisions. The audit concluded that the fee policies lacked transparency, consistency and student input. As a result of the performance audit, legislation was passed in 2011, resulting in C.R.S. 23-1-105.5, which required CCHE to adopt new policies regarding the collection and use of student fees by institutional governing boards.

Recognizing that statute provides broad fiduciary responsibility of institutions to governing boards, the resulting CCHE policy was designed to be rational, transparent and inclusive of student input, thus bringing the practice and structure of student fee collection more in line with the General Assembly's goal of greater transparency and accountability in cost to students and families for higher education. The guidelines that outline the new fee policy were approved by the Colorado Commission on Higher Education (CCHE) on August 1st, 2012. These official guidelines state that it is the responsibility of the institutional governing board to draft

institution-specific policies and procedures relating to all student fees. The resulting fee policy requires each institution to publish an Institutional Plan for Student Fees, which defines, categorizes and describes the purpose of each individual fee. In addition, the current policy requires governing boards to establish appropriate methods for receiving meaningful student input that consider the unique student-body characteristics of its institution, necessary to establish and set student fees and fee rates. The Institutional Plan for Student Fees must include an established level of student input for all fees.

History of Fee Policy in Colorado

Fee policy in Colorado had seen significant changes over the past 20 years. As the amount charged to students and families for fees began to rise, state officials, institutional governing boards, students and families saw the need for a more transparent and inclusive fee-setting process. In 1994, the legislature passed HB 94-1362 requiring CCHE to create a fee policy and the institutions of higher education to develop individual policies based on CCHE guidelines. HB 94-1362 mandates that CCHE guidelines require institutions to:

- consider student opinions
- give 30 day notice of any fee assessment or increase and that the notice include:
    - amount of new fee or amount increased
    - reasoning for increase
    - purpose of fee revenue
    - fee status as permanent or temporary (if temporary, must include duration)

In 2008, the Senate passed SJR 08-037 which requires a review of fee policies by institutional governing boards to ensure that policies are consistently updated. While the initial reviews were taking place, the legislature limited the increase in fees for faculty retention, faculty compensation, or construction of facilities to $5 per credit hour (footnote 20a of HB 08-1375).
In light of the concern over fee policy, in fiscal year 2009-2010, the aforementioned performance audit was conducted at six institutions of higher education. The audit concluded that controls over the fee structure needed to be further improved to include greater transparency and consistency.

Current Fee Policy in Colorado

In a response to the performance audit, on August 10, 2011, the House enacted HB 11-1301, which effectively repealed previous guidelines and legislation pertaining to student fees. In addition, the legislation granted CCHE the duties and powers with respect to student fees, as outlined in C.R.S. § 23-1-105.5. Section 23-1-105.5 (1) of the Colorado Revised Statutes states:

> *(1) The commission shall adopt policies concerning the collection and use of student fees by the governing boards of the state institutions of higher education, as defined in*

> *23-5-119.5. The policies may address, but need not be limited to, the purposes for student fees, categories of student fees, the distinctions between tuition revenue and student fee revenue, accounting for student fee revenue, student fee fund balances, the minimum level of student involvement in the processes for establishing, reviewing, changing the amount of, and discontinuing student fees, and student fees that apply to a student concurrently enrolled pursuant to article 35 of title 22, C.R.S. In preparing the policies, the commission shall seek input from the governing boards, the state institutions of higher education, and the student representative to the advisory committee created pursuant to section 23-1-103 and representatives of the student governments at the state institutions of higher education.*

CCHE created a working group consisting of: four institutional representatives, four student representatives, and a governing board representative, tasked with recommending a new policy that would be representative of individual institutional missions while also addressing the issues raised by the 2010 performance audit.

With guidance from the working group, on August 1, 2012, CCHE approved the new fee policy guidelines (CCHE Policy Section VI, Part C). These guidelines include extensive procedural direction, clear differentiation between the responsibilities of four-year Institutions, community college system institutions, and institutions located at the Auraria Campus pertaining to student involvement and individual institutional profiles. The policy also includes a requirement for governing boards to do an annual review of their Institutional Plans for Student Fees.

To meet the goals of transparency and consistency, the current fee policy requires all institutions to prepare Institutional Plans for Student Fees and submit them to the Department of Higher Education (DHE) on or before September 1 each year for review and approval. The Institutional Plans for Student Fees must include:

- Definitions and categorization of all student fees based on usage
- Established procedures and method of student involvement
    - Established procedures for any student or referendum relating to student fees
- Established complaint resolution process
- A time frame for budget approval and board action on tuition and fees
- Clear distinction as to whether use of student fees or tuition may be used for construction of academic facilities
- A list and description of any administrative costs charged to students or student groups for the administration of the student fee
- Established procedures for the institutional review of fee fund balances
    - The threshold at which reviews of fee fund balances should be reviewed.

Additionally, institutions are required to maintain internal transparency and accountability by providing students a minimum 30 day notice of fee assessment or increase. To comply with the new guidelines, the 30 day notice must include:

- The amount of the new fee or fee increase
- The reason for the fee assessment or increase
- The purpose for which the new revenues will be used
- Whether the fee assessment or increase is permanent or temporary and if temporary, the date of repeal
- Any additional requirements as outlined in the institution's student fee plan.

The working group recognized that each institution has unique a student body profile and recommended that the CCHE policy require the Institutional Plan for Student Fees to outline the method to be used when seeking student input on new fees or fee increases. The guidelines also permit the duly elected student government at any given institution to institute rules or processes for assessing student input, including referenda and resolutions.

The new fee policy includes extensive direction for receiving meaningful student input with regard to student fees whether the institution is part of the Community College System, located at the Auraria Campus or a four-year institution.

- Four-year Institution The administration of each institution, in consultation with student representatives, are to establish a fee policy. The policy is subject to the modification and approval of the institutional governing board.
- Institutions located at the Auraria Campus The administration of the Auraria Higher Education Center and the Student Advisory Council to the Auraria Board establish a fee policy for the institutions located at the Auraria Campus. The policy includes all fees assessed by the Auraria Higher Education Center and is in addition to the policy each institution will have with its respective governing board. The policy must be consistent with the requirements outlined in C.R.S. 23-70-107.
- Community College System Institutions The State Board for Community Colleges and Occupational Education meets with the Student Advisory Council (as established in C.R.S. 23-60-104) to establish a fee policy for all institutions under its control. Such policy shall be subject to modification and approval of the board.

Institutional Plans for Student Fees

Institutional Plans for Student Fees are meant to preserve a degree of autonomy for institutions while balancing the statutory requirement of meaningful student input, consistency and transparency (C.R.S. 23-5-199 et. sec.). To achieve this, Institutional Plans for Student Fees contain information, guidance, policies and procedures regarding all fees assessed at the institution. Each Institutional Plans for Student Fees must include, but not be limited to:

- Definition and categorization of all student fees based on categories deemed relevant by the governing board. Description of the purposes for each fee established at the institution.
- Procedures, method and level of student participation in the establishing, setting, reviewing, modifying and discontinuing student fees and fees at the institution
- An established complaint resolution process for disputes on the imposition or amount of a student fee
- A time frame for budget approval and board action on tuition and fees
- Language that specifies whether to allow for the use of student fees or tuition for academic facilities construction and the method and level of student involvement in any such decisions.
- Established procedures for any student vote or referendum relating to student fees
- Al list and description of any administrative costs charged to students or student groups for the administration of the student fee
- Established procedures for the institutional review of fee fund balances, including the threshold at which reviews are required.
- A clear and transparent process for the regular review and evaluation of: Fee rate assessments; Fee expenditures; Institution fee policies. The institution may determine whether such reviews are to be conducted by institutional administration, independent internal entities or independent external entities.

Disclosure Requirements

Each institution is required to disclose the fees charged to students on the student's billing statement and conspicuously identify optional fees or charges that are automatically assessed unless the student chooses not the pay fee through a negative check off. Refunds of any automatically assessed fee (except for health care services) are to be refunded by the institution upon request during the entire semester in which the student paid the fee. Additionally institutions' websites must contain current descriptions of all fees as well as a tuition calculator that accurately assesses the coast of attendance. If a governing board uses revenues from the general fund fee for the repayment of bonds or other debt obligation, the governing board is required to specify the portion of the general student fee that is applied to the repayment of the bonds or other debt obligations. By September 1 of each year, each governing board is required to submit to DHE a report detailing:

- Tuition rates by credit hour for all differentials assessed to undergraduate, graduate and professional degree and non-degree seeking students.
- Fee rates by credit hour for all fees assessed to undergraduate, graduate and professional degree and non-degree seeking students.
- Current and accurate copies of all current Institutional Plans for Student Fees.

- Reporting and explanation of any changes in current student fee rates and all new student fees including the date of governing board review and approval
- Other information as requested by DHE.

By January 15 of each year, DHE will submit a report to CCHE for approval and distribution to the Education Committees of the House of Representatives and the Senate of the Colorado General Assembly. The report will summarize:

- Tuition decisions made by each governing board and their consistency with CCHE policy and legislative intent
- Fee decisions made by each governing board and their consistency with CCHE policy and legislative intent
- Significant changes of trends in tuition and fees throughout the state.

Fee Policy Recommendation

The Department does not recommend a change in fee policy at this time. Instead, the Department believes that it has not done its due diligence in meeting the reporting requirements of C.R.S. § 23-1-105.5. As a result, there is confusion on the part of the General Assembly about what institutions charge students fees for and the amount being charged for various types of fees. For example, while it is public knowledge that institutions charge fees for capital facilities, capital fees are small portion of total mandatory fees charged to students. Before a discussion can be had about student fee policy, the current usage of fees by institutions should be clearly understood.

In order to help dispel the confusion and myths surrounding student fees, the Department believes it needs to be more forthcoming and detailed in how it reports on student fees. To meet this goal, Department has done an analysis of what types of services and goods institutions are charging fees for, as well as how much is being charged. Institutions annually provide the department with a data on fees charged to students including: the type of fee, how the fee is assessed (linear or credit hour window), what the fee is for, and the amount of the fee. The Department has used this information to provide the analysis is included in appendix A. The department will provide the raw fee data submitted by the institutions upon request.

TOPIC: TUITION POLICY

PREPARED BY: TODD HAGGERTY, LEAD FINANCE ANALYST

I. SUMMARY

This discussion item presents recommended policy revisions to Commission Policy Section VI, Part C "Tuition and Fees." This iteration of the tuition policy reflects the actions taken by the Joint Budget Committee on March 9, 2016 to appropriate tuition revenue, accompanied by footnotes in the Long Bill with individual governing board tuition rate caps.

The latest proposed CCHE policy revisions assume the General Assembly will concur with the Joint Budget Committee's proposal. If the General Assembly does not concur with the JBC's proposal, thus choosing a different approach, the CCHE tuition policy may be adjusted accordingly.

The tuition policy will be brought to the Commission for final action in May 2016.

II. BACKGROUND

HB 14-1319 [C.R.S. § 23-18-306(5)] directs the Colorado Commission on Higher Education (the Commission, CCHE) to submit new tuition policies to the General Assembly by November 1, 2015, that ensure both accessible and affordable higher education for Colorado residents, while reflecting the level of state funding for institutions, and the need of each institution to enhance its financial position and sustainability. In addition, pursuant to statute predating HB 14-1319, for fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

At the October 29, 2015 Commission meeting, CCHE adopted an annual process and methodology for identifying the fiscal need for higher education and establishing tuition increase limits based on that need. Also acted on during this meeting was a tuition increase limit for fiscal year 2016-17 as follows:

- If the state General Fund appropriation is flat or falls below the level appropriated in FY 2015-16 ($672 million), there will be no restrictions on tuition levels set by governing boards.

- If the state General Fund appropriation increases above the level appropriated for FY 2015-16, the tuition increase limit on resident undergraduate tuition is dependent upon the level of state investment

- Because all state general funds are allocated through the higher education allocation funding formula, some governing boards may receive an allocation that is less than the

overall percentage growth for higher education. Those governing boards receiving less than the overall percentage growth may increase tuition by one percentage point higher than the tuition recommendation limit (e.g., if the overall increase is 5 percent with a tuition increase limit of 6 percent, a governing board receiving a general fund increase of less than 5 percent would able to increase tuition up to 7 percent).

The Governor concurred with the CCHE tuition policy and included the policy in his FY 2016-17 budget request to the Joint Budget Committee (JBC) on November 1. JBC staff analyzed and made recommendations on the tuition policy through a series of Committee hearings from December to March. The Committee hearings culminated in the March figure setting process.

III. STAFF ANALYSIS

On March 9, 2016, the Joint Budget Committee approved a JBC-staff recommendation to appropriate tuition revenue accompanied by footnotes in the Long Bill that explicitly state individual governing board tuition rate caps. As noted in FY 2016-17 Budget Update, appropriated tuition means that institutions have a spending limit attached to their tuition revenue. If an institution sees greater levels of enrollment in the fall term than it predicted in the prior February, they would need to seek additional spending authority from the General Assembly to access the tuition revenues generated above the February estimate.

The decision to appropriate tuition does not change the Commission's annual process for developing a recommended tuition increase limit. However, appropriating tuition does eliminate the need for a process by which governing boards may request flexibility from CCHE's tuition increase limit, because the Joint Budget Committee will be making the final decision on these. Additionally, in appropriating tuition revenue, the Joint Budget Committee acted to provide CCHE with the authority to distribute additional spending authority to address unexpected changes in enrollment. A similar provision had been included in annual Long Bill appropriations prior to the passage of Senate Bill 10-003.

As a result of the Joint Budget Committee's decisions, staff made the following changes from the tuition policy draft presented at the March Commission meeting:

- Eliminating the section that describes the process for a governing board to request flexibility from the Commission's tuition increase limits.
- Retaining Section 6.0, in relation to the Commission's authority to provide additional spending authority to the governing boards through an enrollment/tuition and stipend contingency line from the annual long bill, which staff had previously recommended eliminating.

In summary, the proposed changes to Commission Policy Section VI, Part C "Tuition and Fees" are as follows:

Section 1.1 General Description and Intent

Strikes statutory references set to sunset at the end of the current fiscal year and adds language consistent with the Commission's guiding values and framework for tuition policy on items to be considered when governing boards are setting tuition and fee rates.

Section 1.50 Definition of Key Terms
Adds definitions for "Tuition Increase Limit" and "Cost Sharing Matrix."

Section 2.1 Tuition Policy—Establishment of Tuition Increase Limit
Expresses that state investment levels are at the core of the Commission's tuition policy. Also, states that for each fiscal year, the Commission will establish a tuition increase limit, if applicable, for resident undergraduate students and that governing Boards shall have the authority to raise tuition rates for resident undergraduate students within specified tuition increase limits, if applicable.

Includes language indicating the Commission shall include the tuition increase limit in the annual budget request and amend policies accordingly, and that tuition limits or restrictions imposed by the General Assembly will supersede any tuition increase limit adopted by the Commission.

Section 2.2 Statutory Authority
Specifies the Commission's statutory authority for tuition policy.

6.0 Tuition and Fee Appropriation Over Expenditure
Eliminates this section as it relates to the appropriation of tuition (subject to statutory change).

The proposed changes to Commission Policy Section VI, Part C can be found in Attachment A.

IV. STAFF RECOMMENDATIONS

This is a discussion item only; no formal action is required by the Commission at this time.

V. STATUTORY AUTHORITY

C.R.S. § 23-1-108(12)(b): For fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

C.R.S. § 23-5-129(6)(c): "While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education"...such institution "shall report to the Colorado commission on higher education its plans for any tuition or other proposed increases for the following fiscal year, using approved forms, for the commission to review and make recommendations to the general assembly during the annual budget process."

C.R.S. § 23-18-306(5): "Commission shall submit to the Joint Budget Committee and to the Education Committees"…"tuition policies that ensure both accessible and affordable higher education for Colorado residents."…"Must also reflect the level of state funding"…"the need of each institution to enhance the quality of education programs and offerings and strengthen the financial position of the institution."

STAFF NOTE: The following proposed revisions are based on the CCHE and Governor's tuition policy proposal that is being considered by the 2016 General Assembly. These proposed CCHE policy revisions assumes the General Assembly will concur with the proposal. If the General Assembly does not concur with the proposal and takes a different approach, the tuition policy will need to be adjusted accordingly.

SECTION VI

PART C TUITION AND FEES

1.1 General Description and Intent

Tuition and fees, along with state support, provide financial resources to the institutions of higher education to conduct academic programs and to support a complete and comprehensive learning environment for students. Tuition and fees represent a portion of a student's cost of attendance and are used to provide goods and services to students.

Governing boards have the responsibility and authority for the financial management of their institutions. A major component of sound financial management is the setting of tuition and fees, including refund policies. Since institutions have unique roles and missions and differing student needs, governing boards must consider a number of factors when setting tuition and fees, and when establishing a refund policy. The Colorado Commission on Higher Education (the Commission) has responsibility to exercise oversight to ensure that educational quality and student access are maintained consistent with the role and mission of each institution.

It is the intent of the Commission that the following will be considered when Governing Boards are setting tuition and fee rates:

- Be done in an open and transparent manner, including providing opportunities for student input.
- Promote clarity, simplicity and predictability for students, families and public institutions of higher education.
- Be consistent with the goals of the Colorado Commission on Higher Education's Master Plan ~~Senate Bill 10-003 (S.B. 10-003)~~, and strive to maintain access and affordability for resident students.
- Reflect the need of each institution to enhance the quality of educational programs and offerings, strengthen the financial position of the institution and support institutional strategic plans and goals.

1.50 Definition of Key Terms

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- Academic Course: For purposes of this policy, includes all instruction, including, but not limited to: academic, vocational, occupational, technical, music, and physical education courses.

- Academic Facilities Construction: Includes buildings and site improvements, or specific space within a multi-use building (including utilities and transportation infrastructure) as defined in C.R.S. 24-75-301. The determination of whether it is an academic facility or space shall be determined based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the institution and may include, but not be limited to, space dedicated to instructional, student services, or administration. If a multi-purpose building, the space determination shall be based on the primary usage of the space during the regular academic year.

- Auxiliary Facility: As defined in C.R.S. 23-5-101.5 (2) (a).

- Fees: Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the university. Fees may be used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved; intercollegiate and intramural athletics; student health services; technology; mass transit; parking; and bond payments for which fees have been pledged.

- Institution of Higher Education: Means any state-supported institution of higher education in Colorado and the Auraria Higher Education Center. For purposes of this section, does not include local district junior colleges or the area vocational schools.

- Cost Sharing Matrix: An analytical tool used to calculate possible tuition increase limits by utilizing fixed costs governing boards must meet in order to maintain and enhance the quality of their institutions and the relationship of those costs to state funding levels.

- Tuition Increase Limit: Means an annual tuition rate increase limit, cap (including no limit or cap), or guideline established by CCHE on resident undergraduate tuition rate increases.

2.1 Tuition Policy—Establishment of Tuition Increase Limit

Tuition increases are a function of costs and how those costs are shared among the state, student, and institution. Because state appropriations are the key incentive to keeping tuition low, the condition of the state general fund and state investment levels in higher education are at the core of the Commission's tuition policy.

For each fiscal year, the Commission will establish a Tuition Increase Limit for

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resident undergraduate students. In doing so the Commission, in consultation with the governing boards, will develop a Cost Sharing Matrix, which shall recognize:

- The condition of the state general fund and state investment levels in higher education;
- Fixed costs institutions must meet in order to maintain and enhance the academic programs and offerings; and
- Institutional differences including: mission; tuition capacity; historical practices; charging methodology; state funding levels; peer competitors; geographical location; and student demographics.
- Any additional information deemed appropriate by the Commission.

The Commission shall include the Tuition Increase Limit in the annual budget request and issue an annual memorandum to the governing boards specifying the Tuition Increase Limit for the upcoming fiscal year.

Governing boards shall have the authority to raise tuition rates for resident undergraduate students within the specified Tuition Increase Limit, if applicable. Tuition rates for nonresident students and resident graduate students are not subject to the provisions of this section.

Tuition limits or restrictions imposed by the General Assembly will supersede any Tuition Increase Limit adopted by the Commission and effectuate the Commission's Tuition Increase Limit null and void for that fiscal year.

2.2 Statutory Authority

C.R.S. § 23-1-108(12)(b): For Fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

C.R.S. § 23-5-129(6)(c): "While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education"...such institution "shall report to the Colorado commission on higher education its plans for any tuition or other proposed increases for the following fiscal year, using approved forms, for the commission to review and make recommendations to the general assembly during the annual budget process."

C.R.S. § 23-18-306(5): "Commission shall submit to the Joint Budget Committee and to the Education Committees"…"tuition policies that ensure both accessible and affordable higher education for Colorado residents."…"Must also reflect the level of state funding"…"the need of each institution to enhance the quality of education programs and offerings and strengthen the financial position of the institution."

2.3 In times of emergency, certain students (including reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the country.

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When the call for service or national emergency is issued, it is often necessary for students to interrupt their coursework in mid-semester without advance notice. Public two-year and four-year institutions' policies should explicitly recognize that normal withdrawal and refund policies may not be appropriate and make provisions for individuals who leave the institution mid-semester to respond to a state or national emergency, including:

- Institutions' tuition policies should permit individuals to withdraw from the course without a grade or receive an incomplete with an opportunity to complete the course work at a later time and refunds should be made on a pro-rated basis for tuition paid by reservists called to active status during times of national emergency.

- Institutions may offer these individuals the option of crediting the current term's tuition to a future semester's tuition charges.

- Institutions shall waive any fee penalty related to breaking the room and board contract for reservists who are called to active status during a national or state emergency.

- In addition, an institution shall offer a pro-rated refund of fees paid for room and board based on the date that the individual left the residence hall.

- Institutions shall adopt policy language that ensures that individuals who are unable to complete a course due to a call to active status under a state or national emergency have a choice either

- The refund and grading policies should recognize that normal withdrawal procedures such as standard withdrawal timetables may not apply.

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

3.1 Student Fee Policy

C.R.S. 23-1-105.5(1) tasks the Commission to "adopt policies concerning the collection and use of student fees by the governing boards of the state institutions of higher education, as defined in 23-5-119.5 C.R.S. The policies may address, but need not be limited to, the purposes for student fees, categories of student fees, the distinctions between tuition revenue and student fee revenue, accounting for student fee revenue, student fee fund balances, the minimum level of student involvement in the processes for establishing, reviewing, and changing the amount of, and discontinuing student fees…"

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In accordance with C.R.S. 23-5-119.5(3), student fees and the use of student fee revenues should provide benefit to students consistent with the stated purpose of the fee by covering related costs including, but not limited, to:

- The construction, maintenance, furnishing, and equipping of buildings and infrastructure;
- Specific courses or programs that benefit the students who choose to enroll in the course or program;
- Student-centered facilities, services, or activities such as student centers, recreation facilities, technology, parking lots, child care, health clinics, mandatory insurance, student government, and other student organizations or activities; and
- Registration costs, costs for student orientation and graduation, and those incurred to communicate with students and their family.

Student fees should be used to support and enhance the overall student experience. Student fees and the use of student fee revenue may benefit students both directly and indirectly. For example, given capital construction timelines some students currently attending an institution may not benefit as directly from fees for capital improvements, however, up-to-date facilities enhance and support the overall student experience and ultimately increase the value of the degree conferred. Likewise, a student may not take advantage of all the programs funded through specific fees, but these fees benefit the student body as a whole.

House Bill 11-1301 made significant changes to State statutes regulating fee policy. Part of the intent of the legislation was to provide greater flexibility at the governing board level to determine fee policy while protecting opportunities for student input and allowing for greater transparency and disclosure. Commission fee policy is consistent with this legislative intent.

3.1 **Governing Board Duties**

3.1.1 Each governing board shall adopt for each institution it governs an Institutional Plan for Student Fees within the requirements outlined in Section 3.02 below.

3.1.2 Each institution of higher education, including the Auraria Higher Education Center, shall give at least a thirty-day notice to students of any fee assessment or increase. At a minimum, such notice shall specify:

- The amount of the new fee or fee increase;
- The reason for the fee assessment or increase;

- The purpose for which the institution will use revenues received from the fee assessment or increase;

- Whether the fee assessment or increase is temporary or permanent and, if temporary, the repeal date for the fee assessment or increase; and

- Any additional requirements as outlined in the institution's student fee plan.

3.1.3 "Each governing board shall annually review the institutional plan for student fees and approve any new fees or changes to existing fees.

3.1.4 Each governing board shall establish appropriate methods for receiving meaningful student input that consider the unique student-body characteristics of its institution, necessary to establish and set student fees and fee rates. The established level of student input for all fees shall be listed in the Institutional Plan for Student Fees as outlined in section 3.02.

3.1.5 For all Four-Year Institutions - The administration of each institution, in consultation with student representatives, shall establish a fee policy for such institution. Such policy shall be subject to the modification and approval of the governing board of the institution, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.02.

3.1.6 For all Colorado Community College System Institutions - The State Board for Community Colleges and Occupational Education shall meet with the Student Advisory Council, established in C.R.S. 23-60-104, to establish a fee policy for all institutions under its control. Such policy shall be subject to the modification and approval of the board, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.02.

3.1.7 For Institutions Located at the Auraria Campus - The administration of the Auraria Higher Education Center and the Student Advisory Council to the Auraria Board (SACAB) shall establish a fee policy for the institutions located at the Auraria Campus. Such policy shall be for all fees assessed by the Auraria Higher Education Center and is in addition to the policy each institution will have with its respective governing board. The policy shall be consistent with the requirements of section 3.06 and C.R.S. 23-70-107 relating to student fees assessed by the Auraria Board. Such policy shall be subject to the modification and approval of the board, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.02.

3.1.8 The student body of the institution, through its duly elected student government may institute rules and processes for assessing student input, including referenda and student government resolutions. No new fee, fee increase, or fee extension that is defeated by a vote of the student body may be resubmitted for a student vote until the following regularly scheduled student government election.

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3.2 Institutional Plan for Student Fees:

All fees are subject to the requirements of C.R.S. 23-5-119.5 and section 3.02 of this policy. Governing boards must ensure the opportunity for student involvement in the development and subsequent revisions to the applicable institutional plans for student fees. A governing board shall review its institutional fee plans annually.

Institutional fee plans shall be publicly available on the individual institution's website.

A current and accurate copy of each institution's Institutional Plan for Student Fees and any revisions to the plan must be filed with the Department of Higher Education (DHE) by September 1st of each year with the Tuition and Fee Survey outlined in section 5.00.

Institutional Plans for Student Fees are to contain information, guidance, policies, and procedures with regards to all fees assessed at the institution. Each Institutional Plan for Student Fees shall include, but not be limited to, the following components:

- Definition and categorization of all student fees based on categories deemed relevant by the governing board. Description of the purposes for each fee established at the institution(s).

- Established procedures and the method and level of student participation in establishing, setting, reviewing, modifying, and discontinuing student fees and fee rates at the institution.

- An established complaint resolution process for disputes on the imposition or amount of a student fee."

- A time frame for budget approval and board action on tuition and fees.

- Language that specifies whether to allow for the use of student fees or tuition for academic facilities construction and describes the method and level of student involvement in any such decision. Established procedures for any student vote or referendum relating to student fees.

- A list and description of any administrative costs charged to students or student groups for the administration of the student fee. These costs may vary by type or category of fee.

- Established procedures for the institutional review of fee fund balances. The institution shall determine the threshold at which such reviews are required and may utilize different thresholds for different fees.

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- A clear and transparent process for the regular review and evaluation of: fee rate assessments, fee expenditures, and institution fee policies. The institution may determine whether such reviews are to be conducted by institutional administration, independent internal entities (e.g., departments and offices review each other), or independent, external entities. The processes may vary by type or category of fee.

3.3 Disclosure Requirements:

Each institution of higher education shall separately disclose the fees charged to the students by their respective governing board for the institution, by the institution, or by any auxiliary facility associated with the institution in its student billing statements.

This requirement shall apply to fees; however, such itemization shall not be required for any academic and instructional fee that is specifically listed in the course catalogue.

- If a governing board uses revenues from a general student fee for the repayment of bonds or other debt obligations, the governing board shall specify the portion of the general student fee that is actually applied to repayment of the bonds or other debt obligations.

3.3.1 Each institution shall provide a tuition calculator on its website to enable prospective students, current students, and the general public to accurately assess the cost of attendance at the institution.

Each institution shall make information available to students and the general public on its website containing a description of all current fees, including the purposes for which the institution uses revenues from the fees.

3.3.3 Each billing statement shall conspicuously identify any optional fees or charges that are automatically assessed unless the student chooses not to pay the fee through a negative check off.

- A form or method to elect not to pay the optional fees shall accompany the billing statements.

Any optional fees or charges that are automatically assessed unless the student chooses not to pay, <u>except for health care fees</u>, shall be refunded by the institution or organization that receives the fee, upon request, to any student who paid the fee. The refund shall be available during the entire semester in which the student paid the fee.

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3.04 Fees Related to Bonds Issued on Behalf of Auxiliary Facilities

All governing boards shall follow the procedures outlined in statute regarding fees related to bonds issued on behalf of auxiliary facilities. Procedures for fees related to bonds issued on behalf of auxiliary facilities are outlined in C.R.S. 23-5-119.5

4.00 Use of Tuition and Fees for Academic Facilities Construction

Student fees or tuition may be used for academic facilities construction if approved for use in the institutional plan for student fees as outlined in section 3.02.

5.00 Reporting Requirements

5.1 By September 1 of each year, each governing board is required to submit to the DHE a report detailing:

- Tuition rates by credit hour for all differentials assessed to undergraduate, graduate, and professional degree and non-degree seeking students.
- Fee rates by credit hour for all fees assessed to undergraduate, graduate, and professional degree and non-degree seeking students.
- Current and accurate copies of all current Institutional Plans for Student Fees.
- Reporting and explanation of any changes in current student fee rates and all new student fees as including the date of governing board review and approval.
- Other information as may be required by the DHE.

5.2 Tuition and Fee Report

By January 15 of each year, the DHE will submit to the Commission for approval and distribution to the Education Committees of the House of Representatives and the Senate of the Colorado General Assembly a report summarizing:

- Tuition decisions made by each Governing Board and their consistency with Commission policy and legislative intent.
- Fee decisions made by each Governing Board and their consistency with Commission policy.

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- Significant changes or trends in tuition and fees throughout the state.

6.00 Tuition and Fee Appropriation Over-Expenditure

Anytime a governing board exceeds its appropriation for tuition set by the General Assembly in the long bill, the Department of Higher Education will review the reasons for the increase in revenue, in order to determine that tuition policies have been followed, and whether a supplemental appropriation for spending authority should be requested. Governing boards will notify the Department of any projected over-expenditure in tuition spending authority following the deadlines established in the budget calendar. If the over-expenditure is due to increases in enrollment the Commission may transfer spending authority from the Enrollment/Tuition Contingency line from the annual long bill to the requesting Governing Board(s).

~~Pursuant to S.B. 10-003 the requirements of this paragraph 6.00 do not apply from FY 2011-12 through FY 2015-16.~~

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TOPIC: FY 2016-17 NEED-BASED FINANCIAL AID ALLOCATION MODEL

PREPARED BY: ANDREW RAUCH, LEAD FINANCE ANALYST

I. SUMMARY

This action item seeks approval of the recommended adjustments to the Completion Incentive Grant model methodology for the FY2016-17 Need-Based Financial Aid allocation.

This item is part of an ongoing discussion related to the annual process for allocating state funded, need-based financial aid through the adopted model (referred to as the Completion Incentive Grant model) and the resulting allocation of funds among eligible institutions of higher education. The Colorado Commission on Higher Education (CCHE) is charged with allocating state financial aid funds annually appropriated in the Long Bill across several categories including: need-based aid, merit aid, and work study.

During the March CCHE meeting, Department staff brought forward three scenarios for the FY 20116-17 allocations based on the assumption of flat state funding through the Completion Incentive Grant model. The underlying tenants of the model remain unchanged, as this is an annual adjustment of the model to make allocations not a change to the model. After the Long Bill is signed into law, the final allocations for all state-funded financial aid programs will be brought to the Commission for action in June.

II. BACKGROUND

The Commission approved the Completion Incentive Grant model in January, 2013 for implementation in FY 2013-14. The current year, Fiscal Year 2015-16, is the third year of implementation. The goal of the undergraduate need-based model is to help incentivize institutions to meet CCHE's Master Plan goals. The principles of the Completion Incentives Grant method include: supporting timely completion, targeting aid to the neediest students, treating Pell-eligible students similarly regardless of institution type, ensuring predictability for financial aid administrators from one year to the next, and encouraging student progress incentives.

As a decentralized financial aid state, the Commission relies on the institutions to package aid to the students, making the allocation to institutions the CCHE's main vehicle to incentivize completions and the Master Plan Goals. The need-based financial aid allocations target the students who are least likely to succeed by providing a set amount for each Pell-eligible FTE which increases incrementally by grade-level to create incentives for institutions to provide supports that improve the retention and progress of Pell-eligible students.

To encourage timely completion, the model also includes an upper limit for advanced seniors. The original concept considered a maximum credit hour limit. After an analysis of the credit

hours in the State Unit Record Data System (SURDS), staff from the institutions and the Department agreed that credit hour data was not the best way to capture timely completion. As a substitute, the Commission approved using the Pell Lifetime Eligibility Unit (LEU) data included on federal financial aid processing documents. As a result, the advanced senior provision was delayed by one year to allow the Department to collect the Pell LEU data. The advanced senior adjustment is broken out in the proposed FY2016-17 scenario.

The first year allocation included a guardrail provision at the rate of inflation. The second year provided a minimum increase of 20 percent to each institution and an increase cap of 50 percent. The current fiscal year provided a minimum increase of 5% and a maximum increase of 30%.

III. STAFF ANALYSIS

The Department has actively sought feedback from institutions, the Fiscal Affairs and Audit Standing Committee, and other interested parties. Through that process, institutions have offered feedback on options for allocation methods for the funding that will be appropriated.

The new Pell-eligible Expected Family Contribution (EFC) increased from $5,198 to $5,234. The change in the number of Pell-eligible FTE over the prior year is a decrease of a little over six and one-half percent statewide (a reduction of 5,101 FTE from the previous year). This change reflects the continued attrition expected as the economy recovers and some fringe impacts of the change in Pell-eligible EFC. The majority of the reduction in enrollment was seen at access institutions.

The anticipated flat General Fund appropriation, combined with a reduction in the projected Pell-eligible FTE statewide, creates an increase in the award amount per grade-level. The freshman allocation increased by approximately $101 from last year.

The FY2016-17 staff recommended model includes the following assumptions:

- flat state funding;
- a grade-level incremental increase of $314;
- use of FY2014-15 Pell-eligible FTE data;
- advanced senior limit counted at freshman rate (290 FTE, statewide); and
- application of a guardrail, -10% and +10%, that provides predictability for institutions while allowing for adjustments in allocations based on enrollment.

Throughout this process, Department staff has actively engaged feedback from interested parties. The staff recommended model adjustment incorporates a guardrail of a 10% decrease and a maximum increase of 10% increase. This model was one of three brought to the Commission for discussion in March and has been shared with stakeholders.

The state's investment in need-based aid since the start of the Completion Incentive Grant is unprecedented. The first year of the program, the total funding was roughly $71 million. In year

two, it was nearly $99 million. In year three, the available funding is estimated to be $112 million. State funded need-based aid has increased by more than 57 percent under the model. As a result of the increase in aid and the reduced number of Pell-eligible FTE in the system, the freshmen rate per FTE has increased from $609 year one (FY2013-14) to $1,184 for year four (FY2016-17), a nearly 94 percent increase.

Flat funding coupled with shifts in Pell-eligible creates a redistributive impact across the system where institutions that are enrolling or retaining more Pell-eligible students are seeing allocation increases while those with declining enrollments will experience allocation decreases. While this does create a real impact for all institutions, the proposed model is an opportunity to adjust allocations after two years of guaranteed increases to align with the Pell-eligible FTE shifts.

Final allocations will be brought to the Commission in June to reflect the final appropriations after the end of the legislative session.

IV. STAFF RECOMMENDATION

Staff recommends the approval of Model 3 of the Completion Incentive Grant model, including the application of a guardrail provision which provides eligible institutions with a maximum decrease of 10% and a maximum increase of 10%.

II. STATUTORY AUTHORITY

C.R.S. 23-3.3-102 (2): Assistance program authorized - procedure - audits.

(1) The general assembly hereby authorizes the commission to establish a program of financial assistance, to be operated during any school sessions, including summer sessions for students attending institutions.

(2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

ATTACHMENTS:

Model 3: Guardrail Provision -10% and +10%

Financial Aid Need-Based Allocation Model 3: Hold Harmless Provision -10% and +10%

Rate of Change Increment (PellEFC5234)	Freshmen FTE	Freshman Allocation	Sophomore FTE	Sophomore Allocation	Junior FTE	Junior Allocation	Senior FTE	Senior Allocation	Adv. Senior FTE	Adv. Senior Allocation	FY2017 Scenario before HH	% Change before HH	FY2016 Final	FY 2017 Amount with HH	%Change (+10%, - 10%)	Dollar Difference Over Prior Year
Public Four-Year Institutions																
Adams State University	266	$314,994	212	$317,616	153	$277,265	318	$675,064	15	$17,171	$1,602,109	-1.67%	$1,629,393	$1,602,109	-1.67%	-$27,284
Colorado Mesa University	711	$841,957	847	$1,268,215	667	$1,207,822	1,121	$2,383,455	25	$29,013	$5,730,462	-1.42%	$5,812,992	$5,730,462	-1.42%	-$82,530
Colorado School of Mines	127	$150,392	114	$170,793	183	$331,630	278	$590,017	3	$2,960	$1,245,792	6.76%	$1,166,905	$1,245,792	6.76%	$78,887
Colorado State University	1,037	$1,227,410	1,005	$1,505,678	1,253	$2,269,764	1,868	$3,970,654	26	$30,789	$9,004,294	1.63%	$8,860,066	$9,004,294	1.63%	$144,228
Colorado State University - Pueblo	390	$461,241	312	$466,685	378	$684,100	730	$1,551,053	89	$104,801	$3,267,880	-5.45%	$3,456,138	$3,267,880	-5.45%	-$188,258
Fort Lewis College	65	$76,972	143	$213,492	135	$243,739	357	$759,049	1	$1,184	$1,294,436	-6.32%	$1,381,755	$1,294,436	-6.32%	-$87,319
Metropolitan State University of Denver	1,479	$1,751,412	1,427	$2,137,163	1,922	$3,483,023	4,007	$8,519,630	47	$55,065	$15,946,293	-1.55%	$16,196,568	$15,946,293	-1.55%	-$250,275
University of Colorado Boulder	613	$725,906	759	$1,137,124	895	$1,621,001	1,852	$3,936,635	11	$13,026	$7,433,692	4.96%	$7,082,554	$7,433,692	4.96%	$351,138
University of Colorado Colorado Springs	619	$732,419	525	$785,799	686	$1,242,254	1,341	$2,850,153	21	$24,276	$5,634,901	9.41%	$5,150,358	$5,634,901	9.41%	$484,543
University of Colorado Denver	617	$730,051	692	$1,036,745	945	$1,712,516	1,831	$3,891,985	16	$18,947	$7,390,244	8.09%	$6,837,059	$7,390,244	8.09%	$553,185
University of Northern Colorado	545	$645,382	748	$1,119,895	636	$1,152,551	1,260	$2,677,932	8	$9,473	$5,605,233	7.49%	$5,214,606	$5,605,233	7.49%	$390,627
Western State Colorado University	88	$104,208	94	$140,830	113	$204,777	231	$491,149	2	$2,368	$943,333	-0.08%	$944,049	$943,333	-0.08%	-$716
Public Two-Year Institutions																
Arapahoe Community College	969	$1,147,477	994	$1,489,198							$2,636,674	-14.18%	$3,072,407	$2,765,166	-10.00%	-$307,241
Colorado Northwestern Community College	85	$100,064	152	$227,724							$327,788	5.78%	$309,865	$327,788	5.78%	$17,923
Community College of Aurora	1,167	$1,381,354	1,152	$1,725,162							$3,106,516	-0.70%	$3,128,499	$3,106,516	-0.70%	-$21,983
Community College of Denver	1,920	$2,273,638	1,716	$2,570,139							$4,843,778	-3.71%	$5,030,538	$4,843,778	-3.71%	-$186,760
Front Range Community College	2,435	$2,882,903	3,397	$5,089,340							$7,972,243	-3.71%	$8,279,689	$7,972,243	-3.71%	-$307,446
Lamar Community College	95	$112,498	180	$269,674							$382,171	-1.46%	$387,823	$382,171	-1.46%	-$5,652
Morgan Community College	132	$155,721	300	$449,456							$605,177	-6.55%	$647,601	$605,177	-6.55%	-$42,424
Northeastern Junior College	226	$267,034	358	$536,351							$803,385	6.12%	$757,040	$803,385	6.12%	$46,345
Otero Junior College	201	$237,429	288	$430,729							$668,158	-23.51%	$873,540	$786,186	-10.00%	-$87,354
Pikes Peak Community College	2,623	$3,106,122	3,276	$4,908,060							$8,014,181	-1.33%	$8,121,846	$8,014,181	-1.33%	-$107,665
Pueblo Community College	1,253	$1,483,786	1,554	$2,328,182							$3,811,968	-8.92%	$4,185,199	$3,811,968	-8.92%	-$373,231
Red Rocks Community College	1,079	$1,277,737	1,492	$2,234,545							$3,512,283	-0.16%	$3,518,003	$3,512,283	-0.16%	-$5,720
Trinidad State Junior College	229	$271,179	540	$808,272							$1,079,450	-4.77%	$1,133,523	$1,079,450	-4.77%	-$54,073
Local District Colleges																
Aims Community College	882	$1,044,453	1,009	$1,510,921							$2,555,374	-7.71%	$2,768,975	$2,555,374	-7.71%	-$213,601
Colorado Mountain College	673	$796,958	448	$671,188	45	$80,642	2	$4,252	8	$8,881	$1,561,921	1.86%	$1,533,327	$1,561,921	1.86%	$28,594
Non-Profit Private Institutions																
Colorado Christian University	205	$242,758	208	$310,874	168	$303,541	234	$497,528	10	$11,250	$1,365,951	5.27%	$1,297,531	$1,365,951	5.27%	$68,420
Colorado College	15	$17,763	25	$37,455	20	$36,244	12	$24,451	0	$0	$115,912	-14.82%	$136,082	$122,474	-10.00%	-$13,608
Naropa University	3	$3,553	5	$7,491	9	$16,310	28	$59,533	0	$0	$86,886	-33.03%	$129,732	$116,759	-10.00%	-$12,973
Regis University	123	$145,655	120	$179,782	277	$501,070	508	$1,079,040	11	$12,434	$1,917,981	8.38%	$1,769,711	$1,917,981	8.38%	$148,270
University of Denver	146	$172,891	149	$223,230	178	$321,663	177	$376,335	2	$1,776	$1,095,896	3.15%	$1,062,404	$1,095,896	3.15%	$33,492
Technical Colleges																
Delta Montrose A.V.S.	90	$106,577									$106,577	0.03%	$106,550	$106,577	0.03%	$27
Emily Griffith Technical College	571	$675,579									$675,579	64.23%	$411,349	$452,484	10.00%	$41,135
Pickens Technical Center - Voc Tech	299	$354,072									$354,072	-2.93%	$364,772	$354,072	-2.93%	-$10,700
TOTAL	21,973	$26,019,542	24,235	$36,307,806	8,658	$15,689,912	16,150	$34,337,915	290	$343,414				$112,758,449		

	Freshman	Sophomore	Junior	Senior
314	$1,184	$1,498	$1,812	$2,126
112,758,449				

COLORADO
Colorado Commission on Higher Education
Department of Higher Education

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COLORADO COMMISSION ON HIGHER EDUCATION
BY-LAWS

September 10, 1965
(Amended January 14, 1966)
(Amended February 25, 1972)
(Amended June 1, 1978)
(Amended July 1, 1993)
(Amended October 7, 2004)
(Amended May 6, 2011)

Section 1. Organization and Meetings

1.1 Organization: The Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.

1.2 Officers: The officers of the Commission shall be the Chair, Vice Chair, and Secretary, as may be designated by the Commission. The Secretary shall be the Executive Director of the Department.

1.3 Election and Terms of Officers: All officers shall be elected at the May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director.

1.4 Regular Meetings of the Commission: The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following year.

1.5 Notice of Meetings: Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only
after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its

meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.

1.6 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office of the Colorado Department of Higher Education no less than two days prior to the meeting date.

1.7 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Colorado Commission on Higher Education (CCHE) Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.

1.8 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.

1.9 Preparation of Agenda: Agenda shall be prepared by the Executive Director of the Department with the approval of the Chair. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.

1.10 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall be annually bound and constitute a permanent record. After the minutes of each meeting are completed, they shall be reviewed by the Executive Director and after approval, posted on the CCHE website and made available to the public for inspection upon written request.

Section 2. Duties and Responsibilities of Officers

2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance. The Chair shall approve all agendas for regular and special meetings of the Commission as prepared by the Executive Director.

2.2 The Vice Chair: The Vice Chair shall perform all duties of the Chair in the Chair's absence.

2.3 The Secretary/Executive Director: In addition to performing those duties established by law, the Executive Director of the Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the

responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the general assembly on matters pertaining to the Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

Section 3. The Advisory Committee

3.1 There is hereby established an advisory committee as provided by law (C.R.S. 23-1-103).

3.2 Advisory Committee Members: The advisory committee shall consist of not less than thirteen members, to be designated as follows: (a) Six members shall be appointed from the general assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members; (b) One member shall be selected and designated by the Commission to represent the faculty in the state and one member shall be selected and designated by the Commission to represent the students in the state; (c) Not more than five additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.

3.3 Notice and Agendas: All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.

3.4 Meetings of the Advisory Committee: The advisory committee shall meet with the Commission separate from a regular Commission meeting and shall do so as often as necessary to provide assistance to the Commission.

3.5 Recommendations of the Advisory Committee: The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined herein. Bylaw changes must be approved by a majority of the Commission.

COLORADO
Colorado Commission on Higher Education
Department of Higher Education

Chair, Monte Moses
Vice Chair, Luis Colon
Maia Babbs
John Anderson
Renny Fagan
Jeanette Garcia
Richard Kaufman
Vanecia Kerr
Tom McGimpsey
Regina Rodriguez
Paula Sandoval
BJ Scott

CEO Information

INSTITUTION	CEO	LOCATION
Adams State College	Dr. Beverlee McClure, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Dr. Nancy McCallin, President	Denver
1) Arapahoe CC	Dr. Diana Doyle, President	Littleton
2) Northwestern CC	Russell George, President	Rangely
3) CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
4) CC of Denver	Dr. Everette Freeman, President	Denver
5) Front Range CC	Andy Dorsey, President	Westminster
6) Lamar CC	John Marrin, President	Lamar
7) Morgan CC	Dr. Kerry Hart, President	Ft. Morgan
8) Northeastern JC	Jay Lee, President	Sterling
9) Otero JC	Jim Rizzuto, President	La Junta
10) Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
11) Pueblo CC	Dr. Patty Erjavec, President	Pueblo
12) Red Rocks CC	Dr. Michele Haney, President	Lakewood
13) Trinidad State JC	Dr. Carmen Simone, President	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser, President	Glenwood Springs
Colorado School of Mines	Paul Johnson, President	Golden

Colorado State System	Dr. Tony Frank, Chancellor	Denver
1) CSU-Ft Collins	Dr. Tony Frank, President	Fort Collins
2) CSU-Pueblo	Dr. Lesley DiMare, President	Pueblo
3) CSU-Global Campus	Dr. Becky Takeda-Tinker, President	Greenwood Village
CU System	Bruce Benson, President	Denver
1) CU – Boulder	Dr. Philip DiStefano, Chancellor	Boulder
2) UCCS	Dr. Pam Shockley-Zalabak, Chancellor	Colorado Springs
3) UCD	Dr. Jerry Wartgow, Interim Chancellor	Denver
4) UC-Anschutz	Don Elliman, Chancellor	Aurora, Denver
Ft. Lewis College	Dr. Dene Kay Thomas, President	Durango
Metropolitan State University of Denver	Dr. Steve Jordan, President	Denver
University of Northern Colorado	Kay Norton, President	Greeley
Western State Colorado University	Dr. Gregory Salsbury, President	Gunnison

11.23.15

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Current CCHE Commissioners and Advisory Committee Members

Chairman Monte Moses - (R-6th Dist.) term ends June 2019
Vice Chair Luis Colon - (R-4th Dist.) term ends June 2017
Commissioner John Anderson - (R-3rd Dist.) term ends June 2015
Commissioner Maia Babbs - (U-7th Dist.) term ends June 2019
Commissioner Renny Fagan - (D-7th Dist.) term ends June 2019
Commissioner Jeanette Garcia - (D-3rd Dist.) term ends June 2015
Commission Richard Kaufman - (D-6th Dist.) term ends June 2016
Commissioner Vanecia Kerr – (D- 6th Dist.) term ends June 2018
Commissioner Tom McGimpsey - (R-2nd Dist.) term ends June 2017
Commissioner Paula Sandoval (D-1st Dist.) term ends June 2018
Commissioner B J Scott - (R-5th Dist.) term ends June 2016

Sen. Nancy Todd
Sen. Owen Hill
Sen. Chris Holbert
Rep. Jeni Arndt
Rep. Mike Foote
Rep. Kevin Priola
Mr. Wayne Artis, Faculty Representative
Mr. Mark Cavanaugh, IHEC Representative
Mr. Steve Kreidler, CFO Representative
Dr. Barbara Morris, Academic Council Representative
Ms. Gretchen Morgan, K-12 Representative
Ms. Melissa Wagner, Parent Representative
Mr. Tyrel Jacobsen, Student Representative

11.24.15

Higher Education Glossary

529 Savings Plan - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accuplacer - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Admission Standard - includes both Freshman and Transfer standard. The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions. The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions

Admission Window - Defined in Admission policy, "The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission." The percentages vary by institution.

CAP4K - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

CHEA - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

CIP - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

CLEP - College Level Examination Program; Earn college credit for passing a subject specific examination.

COA - Cost of Attendence; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

Concurrent Enrollment – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

Dually Enrolled - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

EFC - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

FAFSA - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

FAP – Financial Aid Plan (HESP specific)

FERPA - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FFS – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

Floor - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

FTE - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

GEARUP - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Guaranteed Transfer, GT Pathways - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

HB 1023 - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

HB 1024 - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

HB 1057 - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

HEAR - Higher Education Admission Requirements, 2008-2010.

Index, Index Score - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

IPEDS - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

Need - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendence) and the EFC (Expected Family Contribution)

NCATE - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

NCLB - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

PSEO - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

PWR - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

QIS - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

REP - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs..." Regional education providers focus their attention on a certain geographical area.

SB 3 – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

SB 212 - In most cases, refers to HB 08-212, the CAP4K legislation.

SBE - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

SFSF – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

SURDS - Student Unit Record Data System

WICHE - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WUE - Western Undergraduate Exchange Program, managed by WICHE