



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

March 4, 2016 – 1:00 pm

Civic Center Plaza

1560 Broadway, Suite 1940

Denver, CO 80202

CALL-IN NUMBER: 1-877-820-7831

PARTICIPANT CODE: 128479#

1560 Broadway, Suite 1600 • Denver, Colorado 80202 • (303) 862.3001

LT. GOV. JOSEPH A. GARCIA, EXECUTIVE DIRECTOR



Colorado Commission on Higher Education
March 4, 2016 – 1:00 pm
Civic Center Plaza
1560 Broadway, Suite 1940
Denver, CO 80202

- 1:00 – 1:45pm* **I. Opening Business – (45 minutes)**
- A. Attendance
 - B. Approval of the Minutes for the February 5, 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 – 1:50pm* **II. Consent Items (5 minutes)**
- 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



- 1:50 – 3:25pm*
- H. Two-Year Cash Funded Capital Program List – Colorado State University-Fort 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

III. Discussion Item (95 minutes)

- 3:25 – 3:40pm*
- A. Fiscal Year 2016-17 Need-Based Financial Aid Allocation Model– Andrew Rauch (30 minutes)
 - B. Tuition Policy—Todd Haggerty (30 minutes)
 - C. Legislative Update – Kachina Weaver (20 minutes)
 - D. Degree Authorization Act – Update on the Closure of Westwood College – Heather DeLange (15 minutes)
 - E. Hospital Provider Fee Update – Kachina Weaver
- 3:40 – 4:30pm*

IV. Action Items (15 minutes)

- A. Recommend Approval of Commission Policy I, X: Prior Learning Assessment – Dr. Russ Meyer and Dr. Ian Macgillivray (15 minutes)

V. DHE Presentations to Commission (50 minutes)

- A. 2016 Legislative Report on the Postsecondary Progress and Success of High School Graduates – Dr. Beth Bean and Luke Banaszak (30 minutes)
- B. Online Admission Standards Tool Presentation – Carl Einhaus and Dawn Taylor Owens (20 minutes)





**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Legislative Services Building – Hearing Room A
February 5, 2016**

I. OPENING BUSINESS

Chairman Monte Moses called the meeting to order at 1:05pm.

A. Presentation

Mr. Brandon Busted, Executive Director of Education and Workforce Development, at Gallup, Inc., presented to the Commission the Gallup Study: Great Jobs and Great Lives. The key points of the presentation were:

- There exists a need to continue to examine the role that outstanding educational experience has on individual perceptions on the components of a “great life.” A “great life” can be quantified into the following components of satisfaction; purpose, social, financial, community and physical.
- Gallup has developed data showing that individual experiences in the college/university setting have an impact on their post-graduate success. In particular, those graduates who had experiences involving “experiential and deep learning” in higher education have a higher likelihood of being engaged in their work (59% vs. 38%)
- Exposure to people with different backgrounds and viewpoints continue to link to individual opinions about the value of their education. For those that had extensive exposure to people from different backgrounds, they reported higher levels (by a factor of 2.2 times) of believing that their education was worth the cost. There also exists a correlation between lower student loan debt and individual perceptions of the value of their higher education experience.

B. Attendance

Chairman Moses, Vice Chair Colon, Commissioners John Anderson, Maia Babbs, Renny Fagan, Vanecia Kerr, Paula Sandoval and BJ Scott attended the meeting. Commissioner Tom McGimpsey attended via conference call. Also in attendance were CCHE Advisory Committee members Senator Nancy Todd, Senator Chris Holbert, Representative Jeni Arndt, Wayne Artis, Mark Cavanaugh, Tyrel Jacobsen, Gretchen Morgan and Melissa Wagner.

C. Minutes

Commissioner Anderson moved to approve the minutes of the December 3, 2015 CCHE meeting. The motion was seconded by Commissioner McGimpsey and passed unanimously.

D. Chair, Vice Chair, Commissioners and Advisor Reports

- **Fiscal Affairs and Audit Subcommittee** – Commissioner Scott, Chair of the Fiscal Affairs and Audit Subcommittee, told the Commissioner that at their last meeting on January 22, 2016, the concentration was on edits to the Tuition Policy.
- **Student & Academic Affairs Subcommittee** - Commissioner Anderson, Chairman of the Student & Academic Affairs Subcommittee, reported the Standing Committee met today. The discussion centered on the Prior Learning Assessment and P-Tech. Commissioner Anderson announced the Admissions tool will be usable in March.

E. Executive Director Report

Lt. Governor Joe Garcia, Executive Director, reported the following to the Commission:

- The Governor’s introductions at the State of the State address included a higher ed/concurrent enrollment student.
- At the December 10, 2015 Joint Budget Committee (JBC) hearing for Higher Education, the Department clarified the tuition policy request and roles of Governing Boards, CCHE, Governor and General Assembly. At the February 9, 2016 meeting with JBC staff will further explain the tuition policy.
- BEL Commission trip to Zurich: The trip was led by the Governor and Noel Ginsberg, BEL Commission Chair. Participants included employers (CEOs), non-profits, foundations, K-12, and higher education representatives. The Department’s Chief Operating Office, Jennifer Sobanet attended. The delegation learned the Swiss system that deeply connects business and education and will develop a strategic plan and begin pilots in Colorado.
- **Division Updates:**
Legislative Affairs:
 - Policy Project: Extended Studies/COF Stipend/Service Area/Regional Education Provider. Staff has been working with the Attorney General’s office to review the Department’s Service Area policies to ensure they are up to date and in alignment with statute, which were last revised in 1995. A draft has been prepared with these suggested edits and updates from the AG’s office. The intention is to work this through the normal “stakeholder” process; Academic Officers, CFOs, and CEOs before bringing the updates edits to the Commission. Rep Coram has inquired

about the Service Area policy with an interest about the continued appropriateness of having delineated areas.

Student Success and Academic Affairs:

- Two P-Tech schools were approved and included in a press announcement on January 12, 2106; St. Vrain Valley School District, Front Range Community College, and IBM (Computer Information Systems) will open in fall 2016, as well as James Irwin Charter School (El Paso County School District 49 as authorizer), Pikes Peak Community College, Bal Seal Engineering, and the Housing and Building Association of Colorado Springs. Two additional applications for P-Tech schools that were received after the priority application deadline are currently being reviewed, and if approved, will also begin in fall 2016; Adams12, Front Range Community College, and Level (3) Communications (Computer Information Systems) and Eagle County, Colorado Mountain College, Colorado Mountain Medical (Med Tech).
- The Scholarship Initiative board approved 10 counties and two institutions of higher education during the January 20, 2016 meeting. The total amount committed during the meeting was \$1,915,759, bringing the total scholarship commitments, to-date, to \$3,233,166. With philanthropic matches, that amount is expected to grow to over \$6.4 million and is estimated to benefit over 2,000 students.
- Attainment Gap Update: We are accepting letters of intent for our Collective Impact Initiative grants until Feb. 26. We expect to receive approximately 40 letters of intent. The review team will select 8-10 applicants to receive additional support to complete their initiative proposal. Three or four awardees will receive funding (\$150,000 per year, with an expected \$50,000 community match) plus technical assistance and the Scholarship Initiative will provide \$450,000 annually to support the grant. The Department is seeking additional funding from national partners to support the technical assistance portion of the grants.

Finance:

- Already in this Legislative Session, the Department has received requests for fiscal notes for nearly 80 bills which involves coordinating with experts at the institutions via over 850 emails.
- Cat Olukotun is the budget team's new lead analyst. Her assignment includes the capital budget and financial policies related to the administration of the College Opportunity Fund among other responsibilities.
- Mike Evans, the Department's Controller for the past ten years, retired in mid-January. I want to recognize Emma Beck, Junior Policy Analyst, for taking on additional responsibilities during the transition.

Advocacy and Outreach:

- College Friday, coming up on April 29, 2016, is sponsored by College In Colorado. We will have more details at future meetings but this is our annual day to wear our college sweatshirts as a way of sparking conversations with students. The legislature and 9news and others have taken part in past years.

F. Public Comment

Dr. John Lanning, Professor Emeritus/Outreach Liaison at University of Colorado Denver; Dr. Mike Lightner, Vice President for Academic Affairs, University of Colorado System; Dr. Patrick Tally, Interim Assistant Dean for Curricular Affairs at University of Colorado Boulder; and Dr. Steven Leigh, Dean of Arts & Sciences at University of Colorado Boulder addressed the Commission. The four representatives of the University of Colorado noted that all University of Colorado campuses currently support prior learning assessments and all award credit for AP and IB already. A concern was that to take any exam, AP, IB, CLEP, etc., without verifying that the exam adequately assesses the appropriate content and competencies is illogical and inconsistent with current gtPathways practice. The University of Colorado representatives concluded, "...without compelling data showing improved graduation rates, decreased times to degree or lower cost of degree, we do not see the value in a blanket policy and ask that the Commission not pass the CDHE recommended AP/IB policy."

Ken Woods, Executive Director of Higher Education and Jason Langdon, Senior Director, at the College Board provided research that indicates the awarding of credit for AP does raise completion rates and can shorten time to degree.

Frank Watrous, Senior Policy Analyst with The Bell Policy Center, reinforced the Bell's continuing opposition to the Commission's tuition recommendation for 2016-17 (or for any other year) that would give governing boards full tuition authority, with no restrictions, if appropriations are flat or declining. Instead, they urge that the recommendation and the policy be amended through Commission action or through the legislative process to set similar parameters around tuition increases and require similar accountability mechanisms for governing boards regardless of whether appropriations are increasing, flat, or declining.

II. Consent Items

- A. Recommend Approval of New GT Pathways Courses – Maia Blom**
- B. Recommend Approval of Master of Arts in Strategic Communication Design at University of Colorado Boulder – Dr. Ian Macgillivray**
- C. Recommend Approval of Nine Proposed Bachelor Degrees at Metropolitan State University of Denver – Dr. Ian Macgillivray**
- D. Recommend Approval of Master of Arts in Teaching Diverse Learners at University of Northern Colorado – Dr. Ian Macgillivray**
- E. Recommend Approval of Master in Communication and Media Management at Colorado State University – Dr. Ian Macgillivray**
- F. Recommend Approval of Bachelor of Science in Human Dimensions of Natural Resources at Colorado State University – Dr. Ian Macgillivray**

- G. Recommend Approval of Bachelor of Arts in Inclusive Elementary Education at University of Colorado Colorado Springs – Dr. Ian Macgillivray & Dr. Robert Mitchell**
- H. Recommend Approval of Administrator Licensure Program at Western State Colorado University– Dr. Robert Mitchell**
- I. Degree Authorization Act - Recommendation for Renewal of Authorization – Heather DeLange**
- J. FY 2016-17 Student Budget Parameters – Andrew Rauch**
- K. Recommend Approval of Master of Arts in Multilingual Education at University of Northern Colorado – Dr. Ian MacGillivray**

Commissioner Fagan moved to approve consent items A through K. The motion was seconded by Commissioner Sandoval and unanimously passed.

III. Discussion Items

- A. Legislative Update –** Kachina Weaver, Chief Policy Officer and Legislative Liaison, updated the Commission on the status of current legislation in a detailed handout.
- B. Tuition Policy –** Tuition Policies—Diane Duffy, Chief Financial Officer, and Todd Haggerty, Lead Finance Analyst, provided information on recommended policy revisions to Commission Policy Section VI, Part C “Tuition and Fees.” Mr. Haggerty highlighted 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. He also explained that the Chief Financial Officers discussed and provided feedback on the proposed changes at their December and January meetings. The Fiscal Affairs and Audit Committee of the Commission reviewed the proposal on January 22, 2016. Mr. Haggerty added that, in addition to the February meeting, the Commission will have the tuition policy as discussion item for March. Final action will likely take place at the April meeting.

Mr. Haggerty then walked through the proposed changes to the policy. Chairman Moses and Commissioner Sandoval both asked about the General Assembly’s opinion on the Commission policy. Mr. Haggerty responded that the Department would have a better understanding of the General Assembly’s view on the policy following the Lt. Governor’s presentation to the Joint Budget Committee on February 9, 2016. Chairman Moses also inquired about general themes surrounding affordability. In response, Mr. Haggerty explained that staff have told legislators that the greatest impact on affordability is time to degree and programs like concurrent enrollment and prior learning assessment play a strong role in shortening time to degree.

Commissioner Colon asked for a clarification to the recommended policy change as it related to the Governor’s contingency request. Mr. Haggerty explained the Governor’s contingency request and noted that he will make the change in the next version of the tuition policy.

Mr. Haggarty concluded his comments by reiterating that the Commission will receive the tuition policy as discussion items in February and March. Final action will likely take place at the April meeting. He emphasized 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 will need to be adjusted accordingly.

IV. Action Items

- A. Postsecondary And Workforce Readiness Definition – CDE Revision –** Carl Einhaus, Director of Student Affairs, informed the Commission that the Colorado Board of Education, on December 9, 2015, approved the following changes to the Postsecondary and Workforce Readiness definition to read as follows:

“Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens.”

This definition is being brought before the Commission for approval.

Commissioner Anderson moved to approve the new definition of Postsecondary and Workforce Readiness. The motion was seconded by Commissioner McGimpsey and unanimously passed.

- B. Prior Learning Assessment: Recommendation for Phase 1, Goal 1 – Advance Placement & International Baccalaureate Cut Scores for General Education Credit –** Dr. Russ Meyer, Interim Chief Student Success and Academic Affairs Office, and Dr. Ian Macgillivray, Director of Academic Affairs, presented the agenda item on Prior Learning Assessment and proposed amended language to Recommendation 1 on page 6 of 35. Dr. Macgillivray proposed this sentence be added to the end of Recommendation 1: *“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 be met only with the equivalent of 200-level coursework.”* Commissioners approved this language unanimously.

Commissioner Babbs pointed out that one of the examples provided by the University of Colorado representatives, a calculus course, had only 8 students in it. Dr. Macgillivray stated that calculus is not a good example because it is rarely used for general education credit and, if a student is taking calculus, then it is most likely because it is a course required by the major, and faculty will set cut scores for credit as it applies to major courses.

Commissioners discussed that the evidence and data presented is not always clear but that it points to adopting 3 cut score on AP and 4 cut score on IB as statewide cut scores for general education credit. There was discussion around tracking student data to ensure that the new cut scores are not lowering student success

rates. Department staff pointed out that tracking student data to ensure the policy is working as intended is in Phase 3 of the Commission-approved process from its May 8, 2015 meeting. The question was asked if advisors can advise students that even though they meet or exceed the minimum cut score it may be in the student's best interest to take the course on campus to ensure they do well in subsequent coursework. Dr. Macgillivray pointed out that institutions can and currently do this and proposed this 5th recommendation: "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."

Vice Chair Colon moved to approve the amendment. The motion was seconded by Commissioner Sandoval. The motion passed with a vote of seven for and two against.

Commissioner Scott moved to approve amendments to recommendations 1-4, including the 5th recommendation, as regards to Advanced Placement and International Baccalaureate cut scores for general education credit, and approve delaying Goals 1 & 3 until its April 2016 meeting and Goals 2 & 4 until late 2016. The motion was seconded by Vice Chair Colon and unanimously passed.

There being no further business, the meeting was adjourned at 4:20pm.

TOPIC: RECOMMEND APPROVAL OF BACHELOR OF ARTS IN ENTREPRENEURSHIP AT METROPOLITAN STATE UNIVERSITY OF DENVER

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

I. SUMMARY

This consent item recommends approval for Metropolitan State University of Denver (MSU Denver) to offer a Bachelor of Arts in Entrepreneurship.

II. BACKGROUND

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

The following is summarized from MSU Denver's proposal:

The College of Business is proposing a Bachelor's of Arts in Entrepreneurship. Colorado has a strong reputation as one of our nation's leading states for innovation. This reputation took hold and soared higher in 2012 due to the U.S. Patent and Trademark Office's (USPTO) selection of Denver as one of four permanent satellite offices. The USPTO oversees new patents and trademarks in the USA. The office is charged with fostering American innovation in the global marketplace. The economic impact is approximately \$439 million impact within five years. (<http://www.metrodenver.org/mile-high-advantages/innovation/>)

The program has been designed based on market demand, student interest, research of competitors, market trends and primary data. We believe offering this program will provide MSU Denver with unique positioning among its competitors. The major will consist of 33 hours of General Studies, 39 required credit hours and 12 elective credit hours, a required minor, and 12-18 credit hours of university electives. This includes the requirements to meet the global diversity and multicultural requirements.

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

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

There is hereby established a university at Denver, to be known as Metropolitan state university of Denver, which shall be a comprehensive institution with modified open admission standards at the baccalaureate level; except that nontraditional students at the baccalaureate level who are at least twenty years of age shall only have as an admission requirement a high school diploma, the successful completion of a high school equivalency examination, as defined in section 22-33-102 (8.5), C.R.S., or the equivalent thereof. Metropolitan state university of Denver shall offer a variety of liberal arts and science, technical, and educational programs. The university may offer a limited number of professional programs. In furtherance of its role and mission, Metropolitan state university of Denver may offer master's degree programs that address the needs of its urban service area [§23-54-101, 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. The degree complies with GT Pathways requirements and the 120 credit cap. MSU Denver's governing board approved the degree at its December 4, 2015 meeting.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Bachelor of Arts in Entrepreneurship at Metropolitan State University of Denver.

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

The committee conducted a thorough competitor analysis investigating competing schools and various course offerings in entrepreneurship. The following competing schools were analyzed in detail: Utah Valley University, CU- Boulder, MSU Denver, UNC, Babson College, University of New Mexico, University of Wyoming, Brigham Young University, Colorado Mesa, University of Denver, CSU and CU- Denver.

After reviewing the results from the competitor analysis, there was strong evidence that entrepreneurship curriculum is growing in Colorado and nationally. As evident in the results, entrepreneurship courses, degrees, minors, concentrations and MBA's are commonly offered among our local and rival competitors. Most schools not only have dedicated and required entrepreneurship courses embedded in their business degree tracks, but many also offer specific entrepreneurship, innovation or enterprise minor courses, certificates to students and professional and graduate degree programs. It is important to note that CU-Denver, located directly on our campus is launching a BA in Entrepreneurship focused towards non business majors.

DUPLICATION

A search of the CDHE website revealed no duplicate programs at Colorado public institutions.

TOPIC: RECOMMEND APPROVAL OF BACHELOR OF ARTS IN GLOBAL BUSINESS STUDIES AT METROPOLITAN STATE UNIVERSITY OF DENVER

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

I. SUMMARY

This consent item recommends approval for Metropolitan State University of Denver (MSU Denver) to offer a Bachelor of Arts in Global Business Studies.

II. BACKGROUND

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

The following is summarized from MSU Denver's proposal:

The Bachelor of Arts in Global Business Studies provides a mix of global business courses and global cultural perspective courses. The program incorporates courses from political science, communications, anthropology, and business. In addition to the General Studies course requirements students will take 27 credit hours of global and business courses and 21 credit hours of coursework with a global cultural perspective. A new capstone and senior experience course titled "Global Management" will be required. Students will complete an additional requirement of 3 credit hours of coursework in a business study abroad, international business focused internship, or foreign language. The program requires students to complete a minor.

The Bachelor of Arts in Global Business Studies prepares students with an understanding of multiple cultural perspectives along with knowledge of how a global business operates. Upon graduation, students will be prepared for jobs with non-profits, NGOs, businesses engaged in international trade, and government jobs such as an international trade specialist.

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

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

There is hereby established a university at Denver, to be known as Metropolitan state university of Denver, which shall be a comprehensive institution with modified open

admission standards at the baccalaureate level; except that nontraditional students at the baccalaureate level who are at least twenty years of age shall only have as an admission requirement a high school diploma, the successful completion of a high school equivalency examination, as defined in section 22-33-102 (8.5), C.R.S., or the equivalent thereof. Metropolitan state university of Denver shall offer a variety of liberal arts and science, technical, and educational programs. The university may offer a limited number of professional programs. In furtherance of its role and mission, Metropolitan state university of Denver may offer master's degree programs that address the needs of its urban service area
[§23-54-101, 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. The degree complies with GT Pathways requirements and the 120 credit cap. MSU Denver's governing board approved the degree at its December 4, 2015 meeting.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Bachelor of Arts in Global Business Studies at Metropolitan State University of Denver.

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

There is a need for graduates with a BA in global business studies by a number of profit and non-profit agencies in both Colorado and beyond. As an example, Colorado exported \$19.5 billion of goods and services in 2014. These exports created 121,000 high paying jobs in the state. Colorado already has an international infrastructure to support international business, such as the Denver International Airport which is ranked 8th in the world. There are also, over 25 nongovernmental organizations headquartered in Colorado working to solve health and developmental issues around the globe that are outlets for our BA program. Moreover, according to the World Trade Center's data base, there are more than 28 international companies operating in Colorado that form part of the work demand for our BA graduates. These companies range in terms of the sectors they cover from banking, such as Wells Fargo, to manufacturing, such as StoneAge Tools which operates worldwide. Nationally, there is a work demand from US government agencies such as the United States Agency for International Development (USAID). Another outlet for our BA graduates is with the embassies and diplomatic corps. These have international trade and commerce desks which are in need of students with a degree that encompasses cultural and business perspectives. The export-credit agencies are natural outlets and they require knowledge of world cultures, international relations and global politics which our BA program emphasizes.

A job search on Monster.com, Denver, CO, using the keywords 'international business' shows 250 jobs posted and using the key words 'global business' shows 251 job listings. Indeed.com lists over 1,200 positions in international business. Over 250 jobs are in the \$40,000-\$59,000 salary range for international business and over 115 jobs are in the \$40,000-\$70,000 salary range for global business studies. Over 50 jobs are posted for international/global non-profits.

DUPLICATION

A search of the CDHE website revealed no duplicate programs at Colorado public institutions.

TOPIC: RECOMMEND APPROVAL OF BACHELOR OF SCIENCE IN INTERNATIONAL BUSINESS AT METROPOLITAN STATE UNIVERSITY OF DENVER

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

I. SUMMARY

This consent item recommends approval for Metropolitan State University of Denver (MSU Denver) to offer a Bachelor of Science in International Business.

II. BACKGROUND

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

The following is summarized from MSU Denver's proposal:

The proposed Bachelor of Science Degree in International Business follows the same format as our current degree programs in the College of Business. Students will take the designated general studies courses as current business students. The Business Core is comprised of 36 credit hours. One change has been made in the Business Core and that is the requirement of MGT 1850 – Introduction to Business. It is intended to add this course requirement to the Business Core for all degree programs. The major course requirements will consist of 5 international business-related courses. Four of these courses are currently offered and one new course titled Global Strategy will be added. Students will also need to complete 3 credit hours of a business study abroad, international business internship, or foreign language. Students will be required to take 12 credit hours of upper division course within one of the six business disciplines: Accounting, Computer Information Systems, Economics, Finance, Management or Marketing. This requirement is included to meet local business owners' need for graduates to have knowledge in a functional area of business.

The Bachelor of Science in International Business prepares students with an understanding of global business and knowledge in a functional area of business. Students will be prepared to apply for job positions in companies that are engaged in international trade.

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

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

There is hereby established a university at Denver, to be known as Metropolitan state university of Denver, which shall be a comprehensive institution with modified open admission standards at the baccalaureate level; except that nontraditional students at the baccalaureate level who are at least twenty years of age shall only have as an admission requirement a high school diploma, the successful completion of a high school equivalency examination, as defined in section 22-33-102 (8.5), C.R.S., or the equivalent thereof. Metropolitan state university of Denver shall offer a variety of liberal arts and science, technical, and educational programs. The university may offer a limited number of professional programs. In furtherance of its role and mission, Metropolitan state university of Denver may offer master's degree programs that address the needs of its urban service area
[§23-54-101, 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. The degree complies with GT Pathways requirements and the 120 credit cap. MSU Denver's governing board approved the degree at its December 4, 2015 meeting.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Bachelor of Science in International Business at Metropolitan State University of Denver.

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.

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Appendix A: Supplemental Information

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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

According to the World Trade Center, 95% of the global market resides outside the US. This provides opportunities for growth in the international business sector which would form the basis of work demand for our graduates with a BS in International Business. Colorado exported \$19.5 billion of goods and services in 2014. These exports created 121,000 high paying jobs in the state. The Colorado Office of Economic Development and International Trade reports that Colorado is ranked 1st as the best state for labor supply and is the 2nd most educated state.

Data from the World Trade Center's data base show that there are more than 28 international companies operating in Colorado that will be a source for the work demand for our BS graduates. These companies range in terms of the sectors they cover from banking, such as Wells Fargo and Western Union, to manufacturing, such as SMA America for solar energy infrastructure and StoneAge Tools which operates worldwide. Another source for jobs for our students with a BS in international business are the more than 20 major foreign companies that are located in Colorado such as Vodafone (UK), Siemens (Germany), ING America (The Netherlands) and BP (UK). Foreign companies engaged in manufacturing and operating in Colorado employ 10% of the Colorado workforce in this area and employ over 83,300 workers in Colorado.

A job search on Monster.com, Denver, CO, using the keywords 'international business' shows 250 jobs posted and using the key words 'global business' shows 251 job listings. Indeed.com lists over 1,200 positions in international business. Over 250 jobs are in the \$40,000-\$59,000 salary range for international business and over 115 jobs are in the \$40,000-\$70,000 salary range for global business studies.

DUPLICATION

A search of the CDHE website revealed no duplicate programs at Colorado public institutions.

TOPIC: RECOMMEND RETROACTIVE APPROVAL OF BACHELOR OF FINE ARTS IN ANIMATION, FILM AND MOTION DESIGN AT COLORADO MESA UNIVERSITY

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

I. SUMMARY

This consent item recommends approval for Colorado Mesa University (CMU) to offer a Bachelor of Fine Arts in Animation, Film and Motion Design retroactive to May 19, 2015 when the Department originally received this new program proposal.

II. BACKGROUND

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

The following is summarized from CMU's proposal:

The B.F.A. in Animation, Film, and Motion Design (AF&MD) is unique in that students will begin by studying the three separate, but closely related areas of a) time-based media, followed by b) experiences in the overlap and combining of media, and then at the upper-division levels, c) options to focus on a single medium or one of many media combinations to support student interests and career goals. Although there are many programs in animation, film, or motion design, they typically do not provide a broad, overarching view of time-based design, and students often miss opportunities to explore a more personal vision through individual stylization and application. New combinations and fusions are constantly appearing in all forms of time-based design. For example, video projection mapping was added this year to our current concentration, giving students access to cutting-edge mapping applications that were not available even a year ago. The future is extremely exciting in the areas of time-based design, and faculty members are anxious for CMU students to be ready for and a part of that future.

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

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

There is hereby established a university at Grand Junction, to be known as Colorado Mesa university, which shall be a general baccalaureate and graduate institution with selective

admission standards. Colorado Mesa university shall offer liberal arts and sciences, professional, and technical degree programs and a limited number of graduate programs. Colorado Mesa university shall also maintain a community college role and mission, including career and technical education programs. Colorado Mesa university shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa university shall also serve as a regional education provider. [§23-53-101, 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. The degree complies with GT Pathways requirements and the 120 credit cap. CMU's governing board approved the degree at its May 19, 2015 meeting.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Bachelor of Fine Arts in Animation, Film and Motion Design at Colorado Mesa University.

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

Last December, there were 1,611 motion design, 10,735 animation, 182 film production and trades, and 289 film media and entertainment full-time jobs filled nationally in that month. For that same timeframe in Colorado, there were 55 hires in animation and 89 positions filled in motion design.

CMU currently has 45-50 Animation and Motion Graphics majors. Students in the current B.F.A. in Graphic Design were surveyed in May and December 2014 on how the major could be improved, and those responses were considered while developing the proposed program. Among the responses for how to be competitive in their fields, they suggested:

1. Not award a Graphic Design degree since the term refers traditionally to commercial print rather than animation and motion design. They would prefer a degree in Animation or Motion Design.
2. Add courses in audio and sound editing as well as film.
3. Add additional courses in the development of stories and the creation of storyboards.
4. Add upper-division courses designed to provide time and space for individualized, experimental, and/or collaborative work.
5. Add a course in the development of portfolio and demo reel that is separate from Graphic Design in order to focus on the animation and motion design industry.

DUPLICATION

A search of the CDHE website revealed no duplicate programs at Colorado public institutions.

TOPIC: RECOMMEND APPROVAL OF BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION AT ADAMS STATE UNIVERSITY

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS & DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval for Adams State University (ASU) to offer a Bachelor of Arts in Early Childhood Education. The program leads to educator endorsement in Early Childhood Education (8.01), for which ASU is already approved.

II. BACKGROUND

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

The following is summarized from ASU's proposal:

Adams State University and its Department of Teacher Education is proposing a BA Early Childhood Education-Licensure degree that builds on an AA, AS, AGS or AAS in Early Childhood Education from approved Colorado Community College or Four year Institution. This is a "60+60" program in which the final 60 credit hours are earned at Adams State University. This program complements the existing Interdisciplinary studies track with an early childhood curricular emphasis, but this track permits students to earn their initial teaching license.

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

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

There is hereby established a college at Alamosa, to be known as Adams state university, which shall be a general baccalaureate institution with moderately selective admission standards. Adams state university shall offer undergraduate liberal arts and sciences, teacher preparation, and business degree programs, a limited number of graduate level programs, and two-year transfer programs with a community college role and mission. Adams state university shall receive resident credit for two-year course offerings in its commission-approved service area. Adams state university has a significant responsibility to provide access to teacher education in rural Colorado. Adams state university shall also

serve as a regional education provider. In addition, Adams state university shall offer programs, when feasible, that preserve and promote the unique history and culture of the region. [§23-51-101, 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. The degree complies with GT Pathways requirements and the 120 credit cap. ASU's governing board approved the degree at its December 18, 2015 meeting. ASU is already approved by both State Board of Education and the Commission to offer educator endorsement/licensure in Early Childhood Education (8.01) and no further educator preparation program review is required.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Bachelor of Arts in Early Childhood Education at Adams State University.

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

This initiative targets professional personnel working in Head Start programs to meet the federal requirement that 50 percent of Head Start teachers needed a baccalaureate degree.

DUPLICATION

The following Colorado public institutions offer a bachelor's degree in early childhood education:

- CSU
- FLC
- MSU Denver
- UCCS
- UNC

TOPIC: RECOMMEND APPROVAL OF EDUCATION DOCTORATE IN LEADERSHIP AT ADAMS STATE UNIVERSITY

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS & DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval for Adams State University (ASU) to offer an Education Doctorate (Ed.D.) in Leadership.

II. BACKGROUND

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

The following is summarized from ASU's proposal:

Adams State University and its Department of Teacher Education is proposing a 54 hour, on-line doctorate in education (Ed. D.) in Leadership. The program consists of 13 classes and a 12 hour dissertation process keyed to linking scholarly research, best practices, and evolving policies to a professional's conduct in a particular educational setting. Although most students will likely come from school systems, the program may prove attractive to people in Law Enforcement and the Military who desire a terminal degree in Leadership. This program is designed for educational leaders at all levels and targets specially those educational reformers, policymakers, and teachers who are interested in conducting advanced level research to enhance their professional practice. The program emphasizes theory to practice in important areas such as cultural diversity, equity, school law, finance, school safety, community relations, 21st Century workplace skills and educational globalization.

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

As this program is for already licensed educators, not for initial licensure, prior approval from the State Board of Education is not required. Pursuant to §23-1-121(2), C.R.S., Department staff reviewed the proposal and confirmed it meets the statutory performance criteria. The following is summarized from the institution's proposal:

1. **Comprehensive admission system:** Program admission requires evaluation of undergraduate and graduate transcripts, satisfactory scores on GRE exams, three letters of reference and interviews with the faculty lead of the program.
2. **Ongoing screening and advising:** Program leadership has dedicated time and developed processes for student advising and review of satisfactory progress. In addition, students are required to document satisfactory academic progress to their developed academic committee.
3. **Course work and field-based training:** While this program does not lead to licensure, the curriculum requires candidates to incorporate course work in their active research agenda. This will include the development of a dissertation that incorporates a linkage between coursework (including both qualitative and quantitative research methods) and active research.
4. **Candidate skills and content knowledge:** As his program does not lead to licensure, there is no requirement for student demonstration of knowledge prior to graduation. However, the proposed program does require students to complete a summative research project (dissertation) and secure approval from their academic review committee comprised of academic faculty from Adams State University and/or any other accredited institution of higher education as approved by Adams State University's guidelines for graduate study.
5. **Continual improvement:** Evaluation of program effectiveness will be developed through formalized feedback mechanisms for current students and recent graduates. In addition, program leadership will track program completers to ascertain their development as academic education professionals.

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

There is hereby established a college at Alamosa, to be known as Adams state university, which shall be a general baccalaureate institution with moderately selective admission standards. Adams state university shall offer undergraduate liberal arts and sciences, teacher preparation, and business degree programs, a limited number of graduate level programs, and two-year transfer programs with a community college role and mission. Adams state university shall receive resident credit for two-year course offerings in its commission-approved service area. Adams state university has a significant responsibility to provide access to teacher education in rural Colorado. Adams state university shall also serve as a regional education provider. In addition, Adams state university shall offer programs, when feasible, that preserve and promote the unique history and culture of the region. [§23-51-101, 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 and meets the educator preparation statutory performance criteria in 23-1-121. ASU's governing board approved the degree at its December 18, 2015 meeting.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Education Doctorate in Leadership at Adams State University.

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

The target populations are those students who are place-bound and in areas with no doctoral level programs and those students who work schedules do not permit opportunities to gain doctoral level education when such courses are offered in traditional formats at nearby institutions.

DUPLICATION

While there are other institutions in Colorado and the nation that offer similar on-line programs (Ed. D. in Leadership), this program has a focus on theory in practice which makes it unique.

TOPIC: RECOMMEND APPROVAL OF MASTER OF ARTS IN APPLIED SPORT PSYCHOLOGY AT ADAMS STATE UNIVERSITY

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

I. SUMMARY

This consent item recommends approval for Adams State University (ASU) to offer a Master of Arts in Applied Sports Psychology.

II. BACKGROUND

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

The following is summarized from ASU's proposal:

Adams State University and its Department of Human Performance and Physical Education is proposing a 36 credit hour, on-line Masters of Arts in Applied Sport Psychology degree. Students completing this program will be prepared for a career in applied sport psychology working as applied sport psychology consultants with athletes, coaches, and teams as well as in sport and fitness related settings with recreational participants. This program will help prepare individuals for doctoral study or as an initial step towards pursuing certification with the Association for Applied Sport Psychology.

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

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

There is hereby established a college at Alamosa, to be known as Adams state university, which shall be a general baccalaureate institution with moderately selective admission standards. Adams state university shall offer undergraduate liberal arts and sciences, teacher preparation, and business degree programs, a limited number of graduate level programs, and two-year transfer programs with a community college role and mission. Adams state university shall receive resident credit for two-year course offerings in its commission-approved service area. Adams state university has a significant responsibility to provide access to teacher education in rural Colorado. Adams state university shall also serve as a regional education provider. In addition, Adams state university shall offer

programs, when feasible, that preserve and promote the unique history and culture of the region. [§23-51-101, 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. ASU's governing board approved the degree at its December 18, 2015 meeting.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the Master of Arts in Applied Sport Psychology at Adams State University.

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

There is a lack of sport psychology programs in general and especially a large void in applied sport psychology programs. Sport psychology is not viewed as "mainstream" in the general public like other similar professions in sport (ex. athletic training and strength and conditioning). This program will help to fill the void of trained applied sport psychology professionals that currently exists.

DUPLICATION

A search of the CDHE website revealed no duplicate programs at Colorado public institutions.

TOPIC: TWO-YEAR CASH FUNDED CAPITAL PROGRAM LIST AMENDMENT – COLORADO STATE UNIVERSITY – FORT COLLINS

PREPARED BY: CATHERINE OLUKOTUN, LEAD FINANCE ANALYST

I. SUMMARY

This consent item is to amend the Two-Year Cash Funded Capital Program list for Colorado State University – Fort Collins (CSU-FC) presented to the Colorado Commission on Higher Education (CCHE) in April, 2015.

The list is amended to reflect the purchase of eight (8) houses on the east side of Whitcomb Street in Fort Collins, CO which are currently owned by the Colorado State University Research Foundation. The houses will be deconstructed to allow for additional parking at the Aggie Village North housing complex and to provide a wider bike and pedestrian sidewalk with landscaping along Whitcomb Street.

This project is intended to benefit students living in the Aggie Village housing complex, as well as pedestrian and bike commuters coming from the south of campus.

II. BACKGROUND

Under state law, C.R.S. 23-1-106(7) the Colorado Commission on Higher Education and the legislative Capital Development Committee must consider and approve Two-Year cash funded capital program lists, any amendments to the list, and program plans for any project using the Intercept program. Governing boards have the authority to submit new Two-Year lists and amendments to the CCHE or Capital Development Committee (CDC) at any point during the fiscal year. However, projects on the Two-Year list may not commence until both the CCHE and the CDC consider and review the list. If a project is amended or the cost for an approved project changes by more than 15% of the original total, the CCHE must reapprove the submission.

Every December, a comprehensive Two-Year Cash Funded Capital Program list comprised of all Governing Board projects is submitted to CCHE for approval. The list is then forwarded to the CDC for approval in January.

The CCHE's authority to review these projects is defined and described in state law. Pursuant to C.R.S. 23-1-106(9)(a) the CCHE's authority to review cash funded, non-Intercept projects is limited to receiving cost information from the public institution about the project, and forwarding the Two-Year Capital Projection list to the Capital Development Committee. The Commission has limited authority to review cash funded projects and no official approval authority for individual non-Intercept projects. Rather, state law grants authority and responsibility for the review and approval of such projects to the public institution's governing board. For cash funded, Intercept projects, the CCHE's authority is outlined in C.R.S. 23-1-106(10)(a), which

gives the Commission the authority to review any program plan for a project meeting this designation.

III. STAFF ANALYSIS

The purchase of the eight (8) Whitcomb properties will allow CSU – FC to remove a row of old houses to the west of the Aggie Village North Housing development that is under construction. There is currently a parking lot directly east of those houses for the residents, and the houses will be purchased and deconstructed to provide increased parking. In addition, the current sidewalk on Whitcomb Street is very narrow and this project would allow a wider bike and pedestrian path from Prospect to Lake Street.

Table 1 displays the total cost for the purchase of the Whitcomb Street Houses. Please note that the price of the houses includes deconstruction services.

**Table 1:
Two-Year Cash Funded Capital Program
FY 2014-15 List**

CF	\$2,300,000
FF	\$0
TF	\$2,300,000

The project is described briefly below:

“Purchase of Whitcomb Street Houses” – This project will purchase 8 houses on the east side of Whitcomb Street currently owned by the Colorado State University Research Foundation. The houses will be deconstructed to allow for additional parking at the Aggie Village North housing complex and to provide a detached sidewalk with landscaping along Whitcomb Street. CSU-FC is requesting \$2.3 million in cash spending authority through university funds.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the amended Two-Year Cash Funded Capital Program List Amendment for Colorado State University – Fort Collins and forward the list to the Office of State Planning and Budgeting, and the Capital Development Committee.

V. STATUTORY AUTHORITY

C.R.S. 23-1-106(7)(c)(I) The commission annually shall prepare a unified, two-year capital improvements report for projects to be constructed or acquired pursuant to subsection (9) or (10) of this section and estimated to require total project expenditures exceeding two million dollars, coordinated with education plans. The commission shall transmit the report to the office of state

planning and budgeting, the governor, and the general assembly, consistent with the executive budget timetable.

(II) (A) Commencing in the 2010 regular legislative session, and in each regular legislative session thereafter, the commission shall submit the two-year projections prepared by each state institution of higher education for the 2010-11 and 2011-12 fiscal years, and for each two-year period thereafter as applicable, to the office of state planning and budgeting and the capital development committee. Beginning in the 2010 regular legislative session and in each regular legislative session thereafter, the capital development committee shall conduct a hearing on the projections and either approve the projections or return the projections to the institution for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each projection.

(B) A state institution of higher education may submit to the staff of the capital development committee, the commission, and the office of state planning and budgeting an amendment to its approved two-year projection. The capital development committee shall conduct a hearing on the amendment within thirty days after submission during a regular legislative session of the general assembly or within forty-five days after submission during any period that the general assembly is not in regular legislative session. The capital development committee shall either approve the projections or return the projections to the institution for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

C.R.S. 23-1-106(10)(a)(I) The commission shall review and approve any plan for a capital construction or capital renewal project for an auxiliary facility that is estimated to require total expenditures exceeding two million dollars and that is to be acquired or constructed and operated and maintained solely from cash funds held by the state institution of higher education that, in whole or in part, are subject to the higher education revenue bond intercept program established pursuant to section 23-5-139.

ATTACHMENT A: Two-Year Cash Funded Capital Program List – Colorado State University
– Fort Collins.

Two-Year Cash Funded Capital Program List Amendment - CSU Fort Collins – Purchase of Whitcomb Street Houses

Form CC-LCF	
Two-Year Capital Construction - List of Cash Funded Projects FY 2015-16 to FY 2016-17 Revised 2/2016-amendment 1	Prepared By: Shelly Carroll Phone: 970-221-5858 E-Mail: Shelly.Carroll@Colostate.edu

Institution Name:	Colorado State University-Fort Collins		
Project Title:	LSC West Lawn and Lagoon upgrade		

Funding Source	Total Project Cost	Project Type:	Project Category:
Cash Funds CF	\$ 2,000,000	Renovation and Expansion	Auxiliary
Federal Funds FF		Intercept Project: No	Est. Start Date: March-16
Total Funds TF	\$ 2,000,000	DHE Approved Program Plan: N/A	Est. Completion Date: August-17
		List Approval Date (month/year): January-15	Funding Method: Non-Appropriated Fee

Project Title:	Human Performance and Clinical Research Laboratory Addition		
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Funding Source	Total Project Cost	Project Type:	Project Category:
Cash Funds CF	\$ 2,500,000	Renovation and Expansion	Academic
Federal Funds FF		Intercept Project: No	Est. Start Date: June-16
Total Funds TF	\$ 2,500,000	DHE Approved Program Plan: N/A	Est. Completion Date: January-18
		List Approval Date (month/year): February-16	Funding Method: Gift/Donation

Project Title:	South Campus Infrastructure		
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Funding Source	Total Project Cost	Project Type:	Project Category:
Cash Funds CF	\$ 11,300,000	Renovation and Expansion	Academic
Federal Funds FF		Intercept Project: Yes	Est. Start Date: March-16
Total Funds TF	\$ 11,300,000	DHE Approved Program Plan: N/A	Est. Completion Date: August-18
		List Approval Date (month/year): February-16	Funding Method: Other

Project Title:	Prospect Road Underpass		
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Funding Source	Total Project Cost	Project Type:	Project Category:
Cash Funds CF	\$ 6,000,000	New Construction	Auxiliary
Federal Funds FF		Intercept Project: Yes	Est. Start Date: November-15
Total Funds TF	\$ 6,000,000	DHE Approved Program Plan: Pending	Est. Completion Date: September-16
		List Approval Date (month/year): February-16	Funding Method: Non-Appropriated Fee

Project Title:	Purchase of Whitcomb Street Houses		
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Funding Source	Total Project Cost	Project Type:	Project Category:
Cash Funds CF	\$ 2,300,000	New Construction	Auxiliary
Federal Funds FF	\$ -	Intercept Project: No	Est. Start Date: May-16
Total Funds TF	\$ 2,300,000	DHE Approved Program Plan: N/A	Est. Completion Date: May-16
		List Approval Date (month/year):	Funding Method: Other

TOPIC: TWO-YEAR CASH FUNDED CAPITAL PROGRAM LIST
AMENDMENT – FORT LEWIS COLLEGE

PREPARED BY: CATHERINE OLUKOTUN, LEAD FINANCE ANALYST

I. SUMMARY

This consent item is to amend the Two-Year Cash Funded Capital Program list for Fort Lewis College (FLC) presented to the Colorado Commission on Higher Education (CCHE) in April, 2015. The list is amended to reflect the addition of Phase 3 of the Bader Snyder Residence Hall renovation at FLC.

This project is a three phase project and Phase 3 will renovate the last two of the six buildings within the complex in order to transform the buildings into desirable, sustainable, and modern housing units that are compliant with existing building codes. FLC anticipates funding the project with \$4.0 million in direct bank placement bonds with the Bank of San Juans. The loan will be repaid with Auxiliary Facilities revenues which include revenues from student housing, conference services, food services, and the bookstore.

II. BACKGROUND

Under state law, C.R.S. 23-1-106(7) the Colorado Commission on Higher Education and the legislative Capital Development Committee must consider and approve Two-Year cash funded capital program lists, any amendments to the list, and program plans for any project using the Intercept program. Governing boards have the authority to submit new Two-Year lists and amendments to the CCHE or Capital Development Committee (CDC) at any point during the fiscal year. However, projects on the Two-Year list may not commence until both the CCHE and the CDC consider and review the list. If a project is amended or the cost for an approved project changes by more than 15% of the original total, the CCHE must reapprove the submission.

Every December, a comprehensive Two-Year Cash Funded Capital Program list comprised of all Governing Board projects is submitted to CCHE for approval. The list is then forwarded to the CDC for approval in January.

The CCHE's authority to review these projects is defined and described in state law. Pursuant to C.R.S. 23-1-106(9)(a) the CCHE's authority to review cash funded, non-Intercept projects is limited to receiving cost information from the public institution about the project, and forwarding the Two-Year Capital Projection list to the Capital Development Committee. The Commission has limited authority to review cash funded projects and no official approval authority for individual non-Intercept projects. But rather state laws grants authority and responsibility for the review and approval of such projects to the public institution's governing board. For cash funded, Intercept projects, the CCHE's authority is outlined in C.R.S. 23-1-106(10)(a), which gives the Commission the authority to review any program plan for a project meeting this designation.

III. STAFF ANALYSIS

Phase 3 of the Bader/Snyder Residence Hall renovation project is the final phase of the project. Phase 1 and Phase 2 have been previously submitted and approved by the CDC for FY 2013-14 and FY 2014-15. Funding is anticipated to come by issuing a \$4.0 million tax-exempt bank direct placement loan at the Bank of the San Juans which will be secured by the net pledged revenues of the institution and will be repaid with Auxiliary Facilities revenues. The loan term is for 20 years at a 3.07% fixed interest rate.

The Bader/Snyder Residence Hall renovations are necessary to ensure that the residential buildings are safe and compliant with required building codes and the interiors are attractive, modernized, and sustainable, which is necessary to recruit and retain students and be on par with other Colorado higher education facilities. Table 1 displays the total cost for Phase 3 of the Bader/Snyder Residence Hall buildings renovation.

**Table 1:
Two-Year Cash Funded Capital Program
FY 2016-17 List**

CF	\$4,000,000
FF	\$0
TF	\$4,000,000

The project is described briefly below:

“Bader / Snyder Residence Hall Improvements Phase 3” – This project is intended to update the interiors, the finishes, furnishings, fixtures and equipment of Bader / Snyder Residence Hall buildings in a three phased project. Phase 3 will renovate the last two of the six buildings within the complex. Previous phases have addressed four buildings as funding became available. Built in 1968, the last two buildings are outdated and cramped by today’s standards. When complete, the buildings will be code complaint, modernized buildings. The reuse of good older structures on campus is the most sustainable approach to upgrading our residence hall inventory.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the amended Two-Year Cash Funded Capital Program List Amendment for Fort Lewis College and forward the amendment to the Office of State Planning and Budgeting, and the Capital Development Committee.

V. STATUTORY AUTHORITY

C.R.S. 23-1-106(7)(c)(I) The commission annually shall prepare a unified, two-year capital improvements report for projects to be constructed or acquired pursuant to subsection (9) or (10) of this section and estimated to require total project expenditures exceeding two million dollars, coordinated with education

plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, and the general assembly, consistent with the executive budget timetable.

(II) (A) Commencing in the 2010 regular legislative session, and in each regular legislative session thereafter, the commission shall submit the two-year projections prepared by each state institution of higher education for the 2010-11 and 2011-12 fiscal years, and for each two-year period thereafter as applicable, to the office of state planning and budgeting and the capital development committee. Beginning in the 2010 regular legislative session and in each regular legislative session thereafter, the capital development committee shall conduct a hearing on the projections and either approve the projections or return the projections to the institution for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each projection.

(B) A state institution of higher education may submit to the staff of the capital development committee, the commission, and the office of state planning and budgeting an amendment to its approved two-year projection. The capital development committee shall conduct a hearing on the amendment within thirty days after submission during a regular legislative session of the general assembly or within forty-five days after submission during any period that the general assembly is not in regular legislative session. The capital development committee shall either approve the projections or return the projections to the institution for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

C.R.S. 23-1-106 (10)(a)(I) The commission shall review and approve any plan for a capital construction or capital renewal project for an auxiliary facility that is estimated to require total expenditures exceeding two million dollars and that is to be acquired or constructed and operated and maintained solely from cash funds held by the state institution of higher education that, in whole or in part, are subject to the higher education revenue bond intercept program established pursuant to section 23-5-139.

ATTACHMENT A: Two-Year Cash Funded Capital Program List – Fort Lewis College

Form CC-LCF	
Two-Year Capital Construction - List of Cash Funded Projects FY 2015-16 to FY 2016-17 Revised 2/17/2016	Prepared By: Catherine Gore Phone: 970.247.7561 E-Mail: gore_c@fortlewis.edu

Institution Name:	Fort Lewis College
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Project Title:	Bader / Snyder Hall Improvements Phase 3
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Funding Source	Total Project Cost	Project Type:	Project Category:
Cash Funds CF	\$ 4,000,000	Renovation and Expansion	Auxiliary
Federal Funds FF	\$ -	Intercept Project: no	Est. Start Date:
Total Funds TF	\$ 4,000,000	DHE Approved Program Plan: Pending	Est. Completion Date:
		List Approval Date (month/year)	Funding Method: Non-Appropriated Fee

Project Title:	
-----------------------	--

Funding Source	Total Project Cost	Project Type:	Project Category:
Cash Funds CF	\$ -	Intercept Project:	Est. Start Date:
Federal Funds FF	\$ -	DHE Approved Program Plan:	Est. Completion Date:
Total Funds TF	\$ -	List Approval Date (month/year)	Funding Method:

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

PREPARED BY: HEATHER DELANGE, ACADEMIC POLICY OFFICER

I. SUMMARY

This consent item recommends renewal of authorization for Peace Theological Seminary 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.

A private college or university that has its accreditation reaffirmed without sanction and continues to meet the minimum standards, or a seminary or religious training institution that continues to meet the minimum operating standards of the DAA, is presumed qualified for renewal of authorization and department staff shall recommend that the CCHE renew the institution's authorization for three additional years.

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.

Seminaries and Religious Training Institutions

Seminaries and religious training institutions are required to apply for renewal of authorization every three years. Renewal of authorization demonstrates that the seminary or religious training institution continues to meet the minimum operating standards specified in statute and CCHE policy, Section I, Part J. Institutions must submit the following documentation for renewal:

- An updated list of program offerings;
- Confirmation of non-profit status;
- Confirmation of tax-exempt status pursuant to Colorado State Law; and
- Updated contact information.

Patriot Bible College complied with the requirements for the renewal of authorization.

IV. STAFF RECOMMENDATION

Staff recommends approval for the renewal of authorization for Peace Theological Seminary under the Degree Authorization Act.

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.

(b)(I) A private college or university that has had its accreditation reaffirmed without sanction, is in compliance with section 23-2-103.8, and is not subject to investigation pursuant to section 23-2-103.4 is presumed qualified for renewal of authorization, and the department shall recommend renewal for a period of three years or the length of the institution's accreditation, if applicable, whichever is longer.

(II) A seminary or religious training institution that continues to meet the minimum operating standards specified in this section is presumed qualified for renewal of authorization, and the department shall recommend that the commission renew the institution's authorization for three additional years.

TOPIC: FISCAL YEAR 2016-17 NEED-BASED FINANCIAL AID
ALLOCATION MODEL

PREPARED BY: ANDREW RAUCH, LEAD FINANCE ANALYST

I. SUMMARY

This is discussion item submitted to generate conversation and feedback around the allocation of the undergraduate need-based aid allocations for Fiscal Year 2016-17, and to seek input from members on the allocation approach.

Annually, the Colorado Commission on Higher Education (CCHE) is charged with allocating state financial aid funds as appropriated in the State's General Appropriations Act known as the Long Bill. The Fiscal Year 2016-17 Governor's Budget Request holds the Financial Aid amounts at the 2015-16 level of \$174 million, with approximately \$114 million being directed toward the undergraduate need-based grant allocation.

In 2013, the CCHE approved a new allocation model for undergraduate, need-based aid referred to as the Completion Incentive Grant model. This allocation approach went into effect for Fiscal Year 2013-14, and the proposed allocations for Fiscal year 2016-17 will be the fourth year of this methodology. The goal of the undergraduate need-based model is to incentivize institutions to work toward postsecondary attainment goals of the CCHE Master Plan.

The principles of the Completion Incentive Grant model 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 through the allocation. Annually, the Commission reviews the allocation model to determine whether any adjustments are necessary before the model's allocations for the next fiscal year are adopted.

In April, an action item will be brought to the Commission reflecting any requested adjustments to the model or changes in the appropriation amount as indicated during the Joint Budget Committee's Figure Setting process. Final allocations for all financial aid programs will be brought forth in June.

II. BACKGROUND

Colorado's financial aid support is part of the larger picture of financial aid that includes federal support, institutional aid, and other sources.

The largest need-based program is the Federal Pell Grant, which ties a family's expected contribution to their child's college expenses to a grant amount. The Pell Grant accounted for 15.1% of total aid in Colorado during the 2014-15 Fiscal Year. While there have been several

proposed changes to federal student financial aid funding for higher education, none of the proposed changes to the Pell Grant have been passed.

Institutions also use their own resources to provide aid to students. Between Fiscal Years 2009-10 and 2014-15, institutional aid increased by 46%, and institutional aid is approximately 25% of all financial aid including loans.

While both the Federal Pell Grant and Institutional aid pieces are larger than the State's share, the Commission plays an important role in directing policy through the allocation of Colorado's state-funded need-based grant. Annually, the Commission is charged with allocating state-funded financial aid funds to the institutions. Financial aid is targeted to provide support to the students least likely to succeed. The model provides a set amount for each Pell-eligible FTE and increases the set amount for each progressive level (Freshman, Sophomore, Junior, Senior) to create incentives for institutions to provide supports that improve the retention and progress of Pell-eligible students.

The Completion Incentive Grant model is in its third year of implementation in Fiscal Year 2015-16. The first year allocation included a hold harmless 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. For the current fiscal year, 2015-16, the overall state support for financial aid increased 11%, and the CCHE adopted model had a minimum increase of 5% and a maximum increase of 30%. The Governor's Budget Request holds the state funding for financial aid constant, so the model brought forth reflects the constant level of funding.

To encourage timely completion, the model 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 Fiscal Year 2016-17 scenarios.

III. STAFF ANALYSIS

Department staff actively engaged the Financial Aid Advisory Committee in discussions regarding the proposed models, with Model 2 (Hold Harmless Provision of -5% and +5%) garnering the most support for its predictability in a flat funding year. Background information and a quick synopsis of the models were discussed with the Fiscal Affairs and Audit Standing Committee at their February meeting.

The new Pell-eligible EFC increased from \$5,198 to \$5,234 which results in marginal adjustments to the number of eligible FTE at each institution. Post-recession attrition, a normal occurrence, has also accounted for changes in the number of Pell students. In the model, total Pell FTE are down by approximately 6.6% from last year, with swings across all types of

institutions. The decrease in eligible students paired with flat funding results in an increase in the per-grade-level amount of approximately \$100 compared to last year. For instance, in the CCHE adopted model for Fiscal Year 2015-16, the amount allocated to each institution per freshman student was \$1,087 compared to \$1,185 in Model 1 for Fiscal Year 2016-17.

In a flat funding scenario, the financial aid advisory group supports a model that allows for some fluctuation while providing the most consistent funding from Fiscal Year 2015-16 to Fiscal Year 2016-17.

Summary Description of Fiscal Year 2016-17 Draft Models

For all models we assumed the following:

- Flat state funding;
- Constant funding increment between grade-level (\$314);
- Fiscal Year 2014-15 Pell-eligible FTE data;
- The advanced senior limit counted at freshman rate. (290 FTE, statewide)

Model 1: Assumes no increased state support for financial aid, and does not include a hold harmless provision. The model allows for swings in funding without any stabilizing factor. There are large decreases at some institutions and large increases at others. However, there is no discernable pattern to the changes.

Pro: This approach fully acknowledges changes in Pell eligible enrollment and retention at institutions. Con: This approach challenges the idea of predictability for institutions.

Models 2 and 3: Assumes no increased state support for financial aid, but each of these models includes a hold harmless provision. These models apply the predictability approach that has been used in past years. Both models include both maximum decreases and maximum increases.

Pro: These approaches meet the intent of the Completion Incentives Model while providing additional predictability for institutions. Con: From a policy standpoint, these models may mitigate impacts at institutions that are meeting state-wide goals.

These models are not exhaustive; they merely provide options for consideration by the Commission and are intended to spur additional discussion. After discussion and input from the Commission during the March meeting, Department staff will synthesize the input, gather additional feedback from the Financial Aid Advisory Group and the CFOs, and bring an action item to the April CCHE meeting with a recommended allocation methodology.

IV. STAFF RECOMMENDATION

There is no recommendation at this time; this item is for discussion only.

V. 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 1—Baseline

Model 2—Hold Harmless Provision of -5% and +5%

Model 3—Hold Harmless Provision of -10% and +10%

Financial Aid Need-Based Allocation Model 1: Baseline

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	% Change	FY2016 Final	Dollar Difference Over Prior Year
Public Four-Year Institutions														
Adams State University	266	\$315,219.17	212	\$317,795.31	153	\$277,394.28	318	\$675,333.45	15	\$17,183.00	\$1,602,925	-1.62%	\$1,629,393	-\$26,468
Colorado Mesa University	711	\$842,559.52	847	\$1,268,932.69	667	\$1,208,387.48	1,121	\$2,384,405.65	25	\$29,033.34	\$5,733,319	-1.37%	\$5,812,992	-\$79,673
Colorado School of Mines	127	\$150,499.38	114	\$170,889.93	183	\$331,785.31	278	\$590,252.07	3	\$2,962.59	\$1,246,389	6.81%	\$1,166,905	\$79,484
Colorado State University	1,037	\$1,228,288.24	1,005	\$1,506,529.65	1,253	\$2,270,825.69	1,868	\$3,972,236.89	26	\$30,810.50	\$9,008,691	1.68%	\$8,860,066	\$148,625
Colorado State University - Pueblo	390	\$461,570.93	312	\$466,949.24	378	\$684,420.52	730	\$1,551,671.65	89	\$104,875.55	\$3,269,488	-5.40%	\$3,456,138	-\$186,650
Fort Lewis College	65	\$77,027.24	143	\$213,612.41	135	\$243,853.14	357	\$759,351.31	1	\$1,185.03	\$1,295,029	-6.28%	\$1,381,755	-\$86,726
Metropolitan State University of Denver	1,479	\$1,752,666.00	1,427	\$2,138,372.69	1,922	\$3,484,652.27	4,007	\$8,523,027.16	47	\$55,104.10	\$15,953,822	-1.50%	\$16,196,568	-\$242,746
University of Colorado Boulder	613	\$726,426.14	759	\$1,137,767.17	895	\$1,621,759.34	1,852	\$3,938,204.34	11	\$13,035.38	\$7,437,192	5.01%	\$7,082,554	\$354,638
University of Colorado Colorado Springs	619	\$732,943.83	525	\$786,243.58	686	\$1,242,835.14	1,341	\$2,851,289.72	21	\$24,293.21	\$5,637,605	9.46%	\$5,150,358	\$487,247
University of Colorado Denver	617	\$730,573.76	692	\$1,037,331.86	945	\$1,713,317.58	1,831	\$3,893,536.62	16	\$18,960.55	\$7,393,720	8.14%	\$6,837,059	\$556,661
University of Northern Colorado	545	\$645,843.79	748	\$1,120,528.27	636	\$1,153,089.93	1,260	\$2,678,999.93	8	\$9,480.28	\$5,607,942	7.54%	\$5,214,606	\$393,336
Western State Colorado University	88	\$104,283.03	94	\$140,909.24	113	\$204,872.90	231	\$491,344.96	2	\$2,370.07	\$943,780	-0.03%	\$944,049	-\$269
Public Two-Year Institutions														
Arapahoe Community College	969	\$1,148,298.41	994	\$1,490,040.27							\$2,638,339	-14.13%	\$3,072,407	-\$434,068
Colorado Northwestern Community College	85	\$100,135.41	152	\$227,853.24							\$327,989	5.85%	\$309,865	\$18,124
Community College of Aurora	1,167	\$1,382,342.72	1,152	\$1,726,138.20							\$3,108,481	-0.64%	\$3,128,499	-\$20,018
Community College of Denver	1,920	\$2,275,266.20	1,716	\$2,571,593.65							\$4,846,860	-3.65%	\$5,030,538	-\$183,678
Front Range Community College	2,435	\$2,884,966.44	3,397	\$5,092,220.13							\$7,977,187	-3.65%	\$8,279,689	-\$302,502
Lamar Community College	95	\$112,578.28	180	\$269,826.21							\$382,404	-1.40%	\$387,823	-\$5,419
Morgan Community College	132	\$155,832.03	300	\$449,710.34							\$605,542	-6.49%	\$647,601	-\$42,059
Northeastern Junior College	226	\$267,225.28	358	\$536,654.34							\$803,880	6.19%	\$757,040	\$46,840
Otero Junior College	201	\$237,599.41	288	\$430,972.41							\$668,572	-23.46%	\$873,540	-\$204,968
Pikes Peak Community College	2,623	\$3,108,345.44	3,276	\$4,910,836.96							\$8,019,182	-1.26%	\$8,121,846	-\$102,664
Pueblo Community College	1,253	\$1,484,848.20	1,554	\$2,329,499.58							\$3,814,348	-8.86%	\$4,185,199	-\$370,851
Red Rocks Community College	1,079	\$1,278,652.20	1,492	\$2,235,809.93							\$3,514,462	-0.10%	\$3,518,003	-\$3,541
Trinidad State Junior College	229	\$271,372.90	540	\$808,729.10							\$1,080,102	-4.71%	\$1,133,523	-\$53,421
Local District Colleges														
Aims Community College	882	\$1,045,200.41	1,009	\$1,511,776.27							\$2,556,977	-7.66%	\$2,768,975	-\$211,998
Colorado Mountain College	673	\$797,528.21	448	\$671,567.45	45	\$80,680.03	2	\$4,254.07	8	\$8,887.76	\$1,562,918	1.93%	\$1,533,327	\$29,591
Non-Profit Private Institutions														
Colorado Christian University	205	\$242,932.07	208	\$311,049.65	168	\$303,683.28	234	\$497,726.07	10	\$11,257.83	\$1,366,649	5.33%	\$1,297,531	\$69,118
Colorado College	15	\$17,775.52	25	\$37,475.86	20	\$36,260.69	12	\$24,460.90	0	\$0.00	\$115,973	-14.78%	\$136,082	-\$20,109
Naropa University	3	\$3,555.10	5	\$7,495.17	9	\$16,317.31	28	\$59,556.97	0	\$0.00	\$86,925	-33.00%	\$129,732	-\$42,807
Regis University	123	\$145,759.24	120	\$179,884.14	277	\$501,304.03	508	\$1,079,470.00	11	\$12,442.86	\$1,918,860	8.43%	\$1,769,711	\$149,149
University of Denver	146	\$173,015.03	149	\$223,356.14	178	\$321,813.62	177	\$376,485.10	2	\$1,777.55	\$1,096,447	3.20%	\$1,062,404	\$34,043
Technical Colleges														
Delta Montrose A.V.S.	90	\$106,060.59									\$106,061	-0.46%	\$106,550	-\$489
Emily Griffith Technical College	571	\$676,062.17									\$676,062	64.35%	\$411,349	\$264,713
Pickens Technical Center - Voc Tech	299	\$354,325.31									\$354,325	-2.86%	\$364,772	-\$10,447
TOTAL	21,972	\$26,037,577.59	24,235	\$36,328,351.11	8,658	\$15,697,252.53	16,150	\$34,351,606.85	290	\$343,660.00	\$112,758,448			

	Freshman	Sophomore	Junior	Senior
314	\$1,185	\$1,499	\$1,813	\$2,127
112,758,449				

Financial Aid Need-Based Allocation Model 2: Hold Harmless Provision -5% and +5%

Rate of Change Increment (PelIEFC5234)	Freshmen FTE	Freshman Allocation	Sophomore FTE	Sophomore Allocation	Junior FTE	Junior Allocation	Senior FTE	Senior Allocation	Adv. Senior FTE	Adv. Senior Allocation	FY2017 Before HH	% Change before HH	FY2016 Final	FY 2017 Allocation with HH	%Change (+5%, -5%)	Dollar Difference Over Prior Year
Public Four-Year Institutions																
Adams State University	266	\$316,170.56	212	\$318,553.56	153	\$277,941.50	318	\$676,469.03	14.5	\$17,234.86	\$1,606,369.51	-1.41%	\$1,629,393	\$1,606,370	-1.41%	-\$23,023
Colorado Mesa University	711	\$845,102.51	847	\$1,271,960.31	667	\$1,210,771.31	1,121	\$2,388,415.07	24.5	\$29,120.97	\$5,745,370.17	-1.16%	\$5,812,992	\$5,745,370	-1.16%	-\$67,622
Colorado School of Mines	127	\$150,953.61	114	\$171,297.67	183	\$332,439.83	278	\$591,244.59	2.5	\$2,971.53	\$1,248,907.23	7.03%	\$1,166,905	\$1,225,250	5.00%	\$58,345
Colorado State University	1,037	\$1,231,995.43	1,005	\$1,510,124.18	1,253	\$2,275,305.43	1,868	\$3,978,916.27	26	\$30,903.89	\$9,027,245.19	1.89%	\$8,860,066	\$9,027,245	1.89%	\$167,179
Colorado State University - Pueblo	390	\$462,964.03	312	\$468,063.36	378	\$685,770.70	730	\$1,554,280.81	88.5	\$105,192.08	\$3,276,270.99	-5.20%	\$3,456,138	\$3,283,331	-5.00%	-\$172,807
Fort Lewis College	65	\$77,259.72	143	\$214,122.08	135	\$244,334.20	357	\$760,628.17	1	\$1,188.61	\$1,297,532.78	-6.10%	\$1,381,755	\$1,312,667	-5.00%	-\$69,088
Metropolitan State University of Denver	1,479	\$1,757,955.85	1,427	\$2,143,474.76	1,922	\$3,491,526.57	4,007	\$8,537,358.76	46.5	\$55,270.42	\$15,985,586.36	-1.30%	\$16,196,568	\$15,985,586	-1.30%	-\$210,982
University of Colorado Boulder	613	\$728,618.62	759	\$1,140,481.84	895	\$1,624,958.65	1,852	\$3,944,826.49	11	\$13,074.72	\$7,451,960.31	5.22%	\$7,082,554	\$7,436,682	5.00%	\$354,128
University of Colorado Colorado Springs	619	\$735,155.98	525	\$788,119.53	686	\$1,245,286.92	1,341	\$2,856,084.21	20.5	\$24,366.53	\$5,649,013.17	9.68%	\$5,150,358	\$5,407,876	5.00%	\$257,518
University of Colorado Denver	617	\$732,778.76	692	\$1,039,806.90	945	\$1,716,697.51	1,831	\$3,900,083.66	16	\$19,017.78	\$7,408,384.59	8.36%	\$6,837,059	\$7,178,912	5.00%	\$341,853
University of Northern Colorado	545	\$647,793.06	748	\$1,123,201.81	636	\$1,155,364.67	1,260	\$2,683,504.71	8	\$9,508.89	\$5,619,373.14	7.76%	\$5,214,606	\$5,475,336	5.00%	\$260,730
Western State Colorado University	88	\$104,597.78	94	\$141,245.45	113	\$205,277.06	231	\$492,171.17	2	\$2,377.22	\$945,668.67	0.17%	\$944,049	\$945,669	0.17%	\$1,620
Public Two-Year Institutions																
Arapahoe Community College	969	\$1,151,764.18	994	\$1,493,595.45							\$2,645,359.63	-13.90%	\$3,072,407	\$2,918,787	-5.00%	-\$153,620
Colorado Northwestern Community College	85	\$100,437.64	152	\$228,396.89							\$328,834.53	6.12%	\$309,865	\$325,358	5.00%	\$15,493
Community College of Aurora	1,167	\$1,386,514.87	1,152	\$1,730,256.70							\$3,116,771.58	-0.37%	\$3,128,499	\$3,116,772	-0.37%	-\$11,727
Community College of Denver	1,920	\$2,282,133.35	1,716	\$2,577,729.38							\$4,859,862.73	-3.39%	\$5,030,538	\$4,859,863	-3.39%	-\$170,675
Front Range Community College	2,435	\$2,893,673.77	3,397	\$5,104,369.97							\$7,998,043.75	-3.40%	\$8,279,689	\$7,998,044	-3.40%	-\$281,645
Lamar Community College	95	\$112,918.06	180	\$270,470.00							\$383,388.06	-1.14%	\$387,823	\$383,388	-1.14%	-\$4,435
Morgan Community College	132	\$156,302.36	300	\$450,783.34							\$607,085.70	-6.26%	\$647,601	\$615,221	-5.00%	-\$32,380
Northeastern Junior College	226	\$268,031.81	358	\$537,934.78							\$805,966.59	6.46%	\$757,040	\$794,892	5.00%	\$37,852
Otero Junior College	201	\$238,316.53	288	\$432,000.70							\$670,317.23	-23.26%	\$873,540	\$829,863	-5.00%	-\$43,677
Pikes Peak Community College	2,623	\$3,117,726.97	3,276	\$4,922,554.03							\$8,040,281.00	-1.00%	\$8,121,846	\$8,040,281	-1.00%	-\$81,565
Pueblo Community College	1,253	\$1,489,329.73	1,554	\$2,335,057.68							\$3,824,387.41	-8.62%	\$4,185,199	\$3,975,939	-5.00%	-\$209,260
Red Rocks Community College	1,079	\$1,282,511.40	1,492	\$2,241,144.49							\$3,523,655.88	0.16%	\$3,518,003	\$3,523,656	0.16%	\$5,653
Trinidad State Junior College	229	\$272,191.95	540	\$810,658.70							\$1,082,850.65	-4.47%	\$1,133,523	\$1,082,851	-4.47%	-\$50,672
		\$0.00														
Local District Colleges																
Aims Community College	882	\$1,048,355.01	1,009	\$1,515,383.31							\$2,563,738.32	-7.41%	\$2,768,975	\$2,630,526	-5.00%	-\$138,449
Colorado Mountain College	673	\$799,935.28	448	\$673,169.78	45	\$80,839.19	2	\$4,261.22	7.5	\$8,914.58	\$1,567,120.07	2.20%	\$1,533,327	\$1,567,120	2.20%	\$33,793
		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00						
Non-Profit Private Institutions																
Colorado Christian University	205	\$243,665.28	208	\$311,791.81	168	\$304,282.36	234	\$498,563.00	9.5	\$11,291.81	\$1,369,594.26	5.55%	\$1,297,531	\$1,362,408	5.00%	\$64,877
Colorado College	15	\$17,829.17	25	\$37,565.28	20	\$36,332.22	12	\$24,502.03	0	\$0.00	\$116,228.70	-14.59%	\$136,082	\$129,278	-5.00%	-\$6,804
Naropa University	3	\$3,565.83	5	\$7,513.06	9	\$16,349.50	28	\$59,657.11	0	\$0.00	\$87,085.50	-32.87%	\$129,732	\$123,245	-5.00%	-\$6,487
Regis University	123	\$146,199.17	120	\$180,313.33	277	\$502,292.97	508	\$1,081,285.14	10.5	\$12,480.42	\$1,922,571.04	8.64%	\$1,769,711	\$1,858,197	5.00%	\$88,486
University of Denver	146	\$173,537.22	149	\$223,889.06	178	\$322,448.47	177	\$377,118.17	1.5	\$1,782.92	\$1,098,775.84	3.42%	\$1,062,404	\$1,098,776	3.42%	\$36,372
Technical Colleges																
Delta Montrose A.V.S.	90	\$106,380.70									\$106,380.70	-0.16%	\$106,550	\$106,381	-0.16%	-\$169
Emily Griffith Technical College	571	\$678,102.64									\$678,102.64	64.85%	\$411,349	\$431,916	5.00%	\$20,567
Pickens Technical Center - Voc Tech	299	\$355,394.72									\$355,394.72	-2.57%	\$364,772	\$355,395	-2.57%	-\$9,377
Totals	21,972	\$26,116,163.53	24,235	\$36,415,029.19	8,658	\$15,728,219.08	16,150	\$34,409,369.59	290	\$344,697.22	\$113,013,478.61			\$112,758,449		

	Freshman	Sophomore	Junior	Senior
314	\$1,189	\$1,503	\$1,817	\$2,131
112,758,449				

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	\$315,035	212	\$317,649	153	\$277,289	318	\$675,114	15	\$17,173	\$1,602,260	-1.67%	\$1,629,393	\$1,602,260	-1.67%	-\$27,133
Colorado Mesa University	711	\$842,068	847	\$1,268,348	667	\$1,207,927	1,121	\$2,383,631	25	\$29,016	\$5,730,991	-1.41%	\$5,812,992	\$5,730,991	-1.41%	-\$82,001
Colorado School of Mines	127	\$150,412	114	\$170,811	183	\$331,659	278	\$590,060	3	\$2,961	\$1,245,903	6.77%	\$1,166,905	\$1,245,903	6.77%	\$78,998
Colorado State University	1,037	\$1,227,572	1,005	\$1,505,835	1,253	\$2,269,960	1,868	\$3,970,947	26	\$30,793	\$9,005,107	1.64%	\$8,860,066	\$9,005,107	1.64%	\$145,041
Colorado State University - Pueblo	390	\$461,302	312	\$466,734	378	\$684,160	730	\$1,551,168	89	\$104,814	\$3,268,178	-5.44%	\$3,456,138	\$3,268,178	-5.44%	-\$187,960
Fort Lewis College	65	\$76,982	143	\$213,514	135	\$243,760	357	\$759,105	1	\$1,184	\$1,294,546	-6.31%	\$1,381,755	\$1,294,546	-6.31%	-\$87,209
Metropolitan State University of Denver	1,479	\$1,751,644	1,427	\$2,137,387	1,922	\$3,483,324	4,007	\$8,520,259	47	\$55,072	\$15,947,687	-1.54%	\$16,196,568	\$15,947,687	-1.54%	-\$248,881
University of Colorado Boulder	613	\$726,003	759	\$1,137,243	895	\$1,621,141	1,852	\$3,936,925	11	\$13,028	\$7,434,340	4.97%	\$7,082,554	\$7,434,340	4.97%	\$351,786
University of Colorado Colorado Springs	619	\$732,517	525	\$785,881	686	\$1,242,362	1,341	\$2,850,364	21	\$24,279	\$5,635,402	9.42%	\$5,150,358	\$5,635,402	9.42%	\$485,044
University of Colorado Denver	617	\$730,148	692	\$1,036,854	945	\$1,712,665	1,831	\$3,892,272	16	\$18,949	\$7,390,888	8.10%	\$6,837,059	\$7,390,888	8.10%	\$553,829
University of Northern Colorado	545	\$645,467	748	\$1,120,012	636	\$1,152,651	1,260	\$2,678,130	8	\$9,475	\$5,605,734	7.50%	\$5,214,606	\$5,605,734	7.50%	\$391,128
Western State Colorado University	88	\$104,222	94	\$140,844	113	\$204,795	231	\$491,185	2	\$2,369	\$943,415	-0.07%	\$944,049	\$943,415	-0.07%	-\$634
Public Two-Year Institutions																
Arapahoe Community College	969	\$1,147,629	994	\$1,489,354							\$2,636,982	-14.17%	\$3,072,407	\$2,765,166	-10.00%	-\$307,241
Colorado Northwestern Community College	85	\$100,077	152	\$227,748							\$327,825	5.80%	\$309,865	\$327,825	5.80%	\$17,960
Community College of Aurora	1,167	\$1,381,537	1,152	\$1,725,343							\$3,106,879	-0.69%	\$3,128,499	\$3,106,879	-0.69%	-\$21,620
Community College of Denver	1,920	\$2,273,940	1,716	\$2,570,408							\$4,844,348	-3.70%	\$5,030,538	\$4,844,348	-3.70%	-\$186,190
Front Range Community College	2,435	\$2,883,284	3,397	\$5,089,873							\$7,973,158	-3.70%	\$8,279,689	\$7,973,158	-3.70%	-\$306,531
Lamar Community College	95	\$112,513	180	\$269,702							\$382,214	-1.45%	\$387,823	\$382,214	-1.45%	-\$5,609
Morgan Community College	132	\$155,741	300	\$449,503							\$605,244	-6.54%	\$647,601	\$605,244	-6.54%	-\$42,357
Northeastern Junior College	226	\$267,069	358	\$536,407							\$803,476	6.13%	\$757,040	\$803,476	6.13%	\$46,436
Otero Junior College	201	\$237,461	288	\$430,774							\$668,235	-23.50%	\$873,540	\$786,186	-10.00%	-\$87,354
Pikes Peak Community College	2,623	\$3,106,533	3,276	\$4,908,574							\$8,015,107	-1.31%	\$8,121,846	\$8,015,107	-1.31%	-\$106,739
Pueblo Community College	1,253	\$1,483,983	1,554	\$2,328,426							\$3,812,408	-8.91%	\$4,185,199	\$3,812,408	-8.91%	-\$372,791
Red Rocks Community College	1,079	\$1,277,907	1,492	\$2,234,779							\$3,512,686	-0.15%	\$3,518,003	\$3,512,686	-0.15%	-\$5,317
Trinidad State Junior College	229	\$271,215	540	\$808,356							\$1,079,571	-4.76%	\$1,133,523	\$1,079,571	-4.76%	-\$53,952
Local District Colleges																
Aims Community College	882	\$1,044,591	1,009	\$1,511,080							\$2,555,671	-7.70%	\$2,768,975	\$2,555,671	-7.70%	-\$213,304
Colorado Mountain College	673	\$797,063	448	\$671,258	45	\$80,649	2	\$4,253	8	\$8,883	\$1,562,106	1.88%	\$1,533,327	\$1,562,106	1.88%	\$28,779
Non-Profit Private Institutions																
Colorado Christian University	205	\$242,790	208	\$310,906	168	\$303,568	234	\$497,564	10	\$11,251	\$1,366,080	5.28%	\$1,297,531	\$1,366,080	5.28%	\$68,549
Colorado College	15	\$17,765	25	\$37,459	20	\$36,247	12	\$24,453	0	\$0	\$115,924	-14.81%	\$136,082	\$122,474	-10.00%	-\$13,608
Naropa University	3	\$3,553	5	\$7,492	9	\$16,311	28	\$59,538	0	\$0	\$86,893	-33.02%	\$129,732	\$116,759	-10.00%	-\$12,973
Regis University	123	\$145,674	120	\$179,801	277	\$501,113	508	\$1,079,119	11	\$12,436	\$1,918,143	8.39%	\$1,769,711	\$1,918,143	8.39%	\$148,432
University of Denver	146	\$172,914	149	\$223,253	178	\$321,691	177	\$376,363	2	\$1,777	\$1,095,998	3.16%	\$1,062,404	\$1,095,998	3.16%	\$33,594
Technical Colleges																
Delta Montrose A.V.S.	54	\$63,362									\$63,362	-40.53%	\$106,550	\$95,895	-10.00%	-\$10,655
Emily Griffith Technical College	571	\$675,668									\$675,668	64.26%	\$411,349	\$452,484	10.00%	\$41,135
Pickens Technical Center - Voc Tech	299	\$354,119									\$354,119	-2.92%	\$364,772	\$354,119	-2.92%	-\$10,653
TOTAL	21,936	\$25,979,761	24,235	\$36,311,608	8,658	\$15,691,271	16,150	\$34,340,449	290	\$343,460				\$112,758,448		

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

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 discussion item incorporates suggested changes from the February meetings of the Fiscal Affairs and Audit Committee and the Chief Financial Officers. Staff anticipates that final action will likely take place at the April meeting. Please see the following dates for a more complete timeline:

- March 4, 2016: CCHE, Tuition Policy Discussion Item
- March 18, 2016: Fiscal Affairs and Audit Committee
- April 1, 2016: CCHE, Tuition Policy Action Item
- May 6, 2016: CCHE, Tuition Policy Action Item (If necessary)

These proposed CCHE policy revisions assume 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.

II. BACKGROUND

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, pursuant to statute, 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 setting tuition increase limits, including the tuition increase limit for fiscal year 2016-17, which is:

- 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 be 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.

This discussion item represents the staff recommended changes to Commission policies in order to clearly outline: roles and responsibilities, the Commission's processes for establishing the tuition increase limit, and procedures for a governing board to request additional flexibility.

III. STAFF ANALYSIS

Following the February 5th Commission meeting, staff met with the Chief Financial Officers (2/16) and the Fiscal Affairs and Audit Committee (2/19) to discuss additional changes to the tuition policy. The 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.

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.

2.2 Governing Board Flexibility

Describes the process for a governing board to request flexibility from the Commission's tuition increase limits.

Section 2.3 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 and the memorandum that includes the tuition policy limit (full flexibility) for FY 2016-17 that the Commission adopted on October 29, 2015, can be found in Attachment B.

IV. STAFF RECOMMENDATIONS

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

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

- 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 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 Tuition Increase Limit null and void.

2.2 Governing Board Flexibility

Governing boards have the ability to request flexibility in any given year from the Commission's tuition increase limit. A governing board that seeks to increase undergraduate, resident tuition by more than the Tuition Increase Limit adopted by the Commission shall submit to the Commission a tuition accountability plan in accordance with timelines adopted by the Commission. The tuition accountability plan shall specify:

- The amount of the increase in undergraduate, resident tuition that the governing board is requesting;
- Price and tuition strategies including substantiated business case for the increase above the limit;
- 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
- Any additional information requested by the Commission

The Commission shall review each tuition accountability plan received and, within ninety days, act on the governing board's request. If a request is not approved, the governing board may submit an alternative tuition accountability plan for the Commission's consideration.

2.3 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."

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

When the call for service or national emergency is issued, it is often necessary for students to interrupt their coursework in mid-semester without advance notice. Public two-year and four-year institutions' policies should explicitly recognize that normal 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.

2.5 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...”

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.

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.

- 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, except for health care fees, 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.

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.

- 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 governing board may utilize the Enrollment/Tuition and Stipend Contingency line from the annual long bill.~~

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



MEMORANDUM

TO: Governing Boards
 FROM: Colorado Commission on Higher Education
 DATE: 10/29/2015
 SUBJECT: Fiscal Year (FY) 2016-17 Tuition Increase Limit

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 indicated in the following table.
- 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 change for higher education. Those governing boards receiving less than the overall percentage change 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 be able to increase tuition up to 7 percent).

Governing Board Increase (\$)	Total Higher Education General Fund Increase (\$)	Potential Tuition Increase Range
\$ 9,143,675	\$ 11,676,808	8% to 9%
18,287,350	23,353,616	7% to 8%
27,431,026	35,030,425	6% to 7%
36,574,701	46,707,233	5% to 6%
45,718,376	58,384,041	4% to 5%
54,862,051	70,060,849	3% to 4%
56,601,443	72,280,042	3% to 4%

Note: the Total Higher Education General Fund Increase represents the increase for the 10 governing boards and other higher education costs that must be factored in, according to statute. This includes the same overall percentage increase in funding which must be added to Local District Junior Colleges, Area Vocational Schools, plus the necessary calibration for Need Based Financial Aid.



**Agenda Item III, C
will be provided at the meeting.**

TOPIC: DEGREE AUTHORIZATION ACT – UPDATE ON THE CLOSURE OF WESTWOOD COLLEGE

PREPARED BY: HEATHER DELANGE, ACADEMIC POLICY OFFICER

I. SUMMARY

This discussion item updates the Colorado Commission on Higher Education about the closure of Westwood College, a dually authorized institution under the Degree Authorization Act and the Division of Private Occupational Schools.

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.

Upon the closure of an institution, the ideal situation for affected students is an alternative enrollment option. Alternative enrollment is intended to fulfill the original contract between the closing institution and the student. Typically, the closing institution will make an agreement with another approved institution to provide the remaining education. According to current CCHE policy, the receiving institution must provide comparable education and agree that students transferring from the closing institution will pay only the cost of tuition/fees that remain unpaid, according to the terms and conditions found in the enrollment agreement. The option of alternative enrollment is voluntary for a student and he/she may decline such an arrangement.

III. STAFF ANALYSIS

On November 11, 2015, Westwood College announced to active students and staff (Attachment A) that it was no longer accepting new enrollments. At that time, Westwood did not state when the school would stop teaching existing students but did immediately begin working on partnerships with other institutions to ensure students could continue on the path toward completion.

On December 10, 2015 Westwood sent active students a follow-up letter (Attachment B) to update them on progress with other institutions. Westwood sent a third letter on January 25, 2016 (Attachment C) to all active, graduated, and dropped students and announced that the January 2016 term would be the last term taught at Westwood College. In this last letter, Westwood offered to students to meet with partner schools to explain the terms of the partner agreements. At this time, there are 22 partner school agreements across the country for students.

The three Denver area schools (Westwood North, Aurora, and Online) had a unique option for partnership. Westwood College and National American University (NAU) were able to execute a teach-out agreement (Attachment D). NAU is an authorized institution under the Degree Authorization Act and is regionally accredited by the Higher Learning Commission (HLC). As part of the agreement, NAU received approval from the HLC to teach Westwood's current curriculum. NAU will teach out the on-ground courses at the Westwood Aurora campus and the online students will seamlessly transfer to the online courses of NAU. The current estimate of students affected by this partnership is 170-190 on-ground students and 320-340 online students. NAU will accept all Westwood credits and promise equal or lower pricing. In addition to the NAU agreement, Westwood executed four agreements with partner schools in the Denver area that students were given the option for transfer: Argosy University, DeVry University, Colorado Technical University, and Pima Medical Institute.

Though no formal agreement arose, Red Rocks Community College, Front Range Community College, and Lincoln Technical College are also available as options to students.

Westwood is asking students to complete a student acknowledgment form in order to keep informed of their decision. Additionally, Westwood has worked with its partner schools to ensure that they know what students have enrolled in/transferred to the other institutions. Both of these measures should help track the path of almost all the existing students to ensure that all students are taken care of and none fall through the cracks. Westwood is planning to call those students who do not show up on any of the reports to understand their final decision regarding continuing their education.

Westwood College has worked diligently to ensure that all students' needs are met and to ensure that the students' educational pathways are as undisrupted as possible through the closure. Department staff are confident that Westwood College has provided the most appropriate and logical options for affected students to continue their education.

IV. STAFF RECOMMENDATION

There is no staff recommendation; this item is for information purposes.

ATTACHMENT A



November 11, 2015

Dear Student,

As a Westwood College student, we want you to know that we take our commitment to you very seriously. That is why we want to share some important information with you directly.

Given market shifts and changes in the regulatory environment, Westwood College has been through an extended period of declining enrollments. Now Westwood College has made the difficult decision to discontinue all new student enrollments as of today.

For the foreseeable future our campus and programs will continue to provide current students with the knowledge and skills needed to pursue success in your chosen careers. This begins a gradual discontinuation of operations that will afford you a reasonable opportunity to complete your program of study before your campus ultimately closes.

It is important to understand that your education is our priority, and we will continue to provide you with a quality, career-focused education. *In turn, it is critical that you continue to attend class and stay on target to successfully graduate. If you drop or fail a class, it will impact your ability to graduate.* We will be seeking education partners to assist us in transitioning some students with the goal of creating opportunities to get them to graduation. You will have your schedule individually reviewed and optimized so you can either graduate from Westwood or transition to a partner school.

During this time, you will continue to have access to and support from our campus services.

Campus leadership will be visiting your classrooms tomorrow to meet with you in person and answer your questions. If you have questions or concerns, please contact your local campus leadership. Further inquiries should be directed to 1-877-553-7010, a hotline that Westwood will staff during normal business hours, Pacific Time, starting this afternoon. You can also leave a message on this number and a Westwood staff member will return your call as soon as possible.

Sincerely,

Campus President

ATTACHMENT B



December 10, 2015

Dear Student,

With the holiday season upon us, we wanted to take a moment to thank all of you for your hard work and dedication, particularly during this time of transition at Westwood College. We hope during the holiday season you get to spend some quality time with family and friends.

In recent weeks, we sent all of you a letter ([Provide link to first student letter](#)) explaining the changes taking place at Westwood College. Campus leaders came to each of your classes to explain what these changes mean for you, and we made ourselves available to answer your questions. Our doors remain open as you have questions about completing your education. Our goal continues to be your original goal of graduating from your program of study.

By now, all of you should be scheduled for the January 2016 Term. Just a reminder the term start is on Wednesday January 6th this year. We are excited about having you all return for the term. We diligently continue to work with partner schools with your best interests in mind. Our hope is to be able to give you more detailed information on the overall plan at some point during the January term. Until that time, we are committed to continuing to provide you the same quality education as always. Remember, we are both focused on you graduating.

In the meantime, we wanted to make you aware of an online loan forgiveness scam that has been targeting students through the phone, email and Facebook. A number of you have brought this to our attention and we just wanted to share this information with all. These scams promise that students can qualify for loan forgiveness. These companies' tactics are deceptive and costly because they're charging up to \$1,500 for services the U.S. Department of Education offers for free. Please be on the lookout for these and we have attached some additional information to this letter on where you can go to get accurate information and avoid these scams. Remember that your financial aid team continues to be available to help.

Again, we want to wish a happy holiday season to you and your families. We can't wait to see you all back in January!

Sincerely,

Campus President

EXHIBIT B

Information on Student Loan Forgiveness Scams

There seems to be an uptick in scams promising services to provide support in delivering student loan forgiveness. This can be costly as they are charging up to \$1500 for services that the US Department of Education offers for free. Below is some information on where to go to get help in these areas and how to avoid the scam.

The Better Business Bureau says, "Any company that claims it can erase your student loan debt in minutes is lying. Don't bother responding to the ad or email."

Here are four warning signs that the student loan relief isn't what's best for you — and what you should do instead of relying on such scams.

1. **You have to pay to get help:** Assistance with your federal loans is always available to you for free through the U.S. Department of Education — though many borrowers don't realize it. Go to studentloans.gov for more information.
2. **"Federal," "national" or other official sounding words in a company's name:** Borrowers may think private companies they come across are affiliated with the government based on their names or URLs. In fact, they're private entities that are charging fees for services the government provides for free.
3. **Promises to forgive student loans outright or get you out of default:** Student debt relief companies often advertise that they can get your loans forgiven, lower your monthly payments or settle your debt if you're in default, but loan forgiveness doesn't happen automatically. Call your loan servicer or the Federal Student Aid Information Center at 1-800-433-3243 to find out if these options are available to you.
4. **Loan forgiveness advertised on Facebook, radio or at the top of search results:** You should automatically view student loan assistance companies that pay to advertise their services with skepticism.

In addition to the resources noted above, your Westwood College financial aid team continues to be available to help you.

ATTACHMENT C



January 25, 2016

Dear Student:

We hope all of you had a wonderful holiday season and we are excited to see you back.

As promised when we communicated with you in December, Westwood has worked hard to create a robust transition plan for the continuation and completion of your education. Over the coming weeks, we will introduce you to the partner schools that will assist you in completing your education and you will have full opportunity to explore what benefits each may offer to you. When you meet with them, each partner school will be able to provide you with specific information on your individual academic circumstances and answer your questions. We will ask you to make your transfer choice no later than February 19. The January 2016 term will be the last one taught at Westwood College, and upon completion of this current term, Westwood will close.

Starting on January 27th, partner schools will be on all Westwood campuses to facilitate transfer arrangements. As part of this process, Westwood will work with you and the partner schools to make your transition at the end of this term as seamless as possible. We are impressed with the quality of schools that have offered to assist you in achieving your goal of graduation and the terms they have agreed to offer Westwood students. Our main focus in negotiating with the partner schools was to ensure that you would be in the same academic and financial situation had you continued at Westwood to complete your education. I believe that we more than accomplished this goal for your benefit.

Most programs will have multiple accredited partner schools from which to choose, including several regionally accredited schools. Each of the partner schools has a campus located within a reasonable distance from your current campus. All partner schools have agreed to accept the transfer of Westwood credits. In most cases all credits will transfer into comparable programs offered by the partner school. In addition, these schools have agreed to charge you the same amount for your program as reflected in your Westwood enrollment agreement. But, if a school has a lower tuition cost than Westwood, you will get the benefit of that lower tuition. Unless completion of this term will allow you to graduate from Westwood, you will get your degree from the partner school to which you transfer. That school will provide you with career services and will maintain your academic records. It is important that you continue on track to complete all of your courses for the January Term. This will make for a smoother transition, and lower your future cost of attendance. Everyone at Westwood College remains focused on your goal of graduation. Some of you will be graduating at the end of the current term and we look forward to helping you celebrate this great accomplishment in your life.

EXHIBIT C

We could not be prouder of our current students and future graduates. This has been a tough time on all of us - students, faculty and staff alike - and we have appreciated your patience as we developed the best possible transition plan for your academic future. It has been our greatest privilege to see you grow and develop through your academic experience at Westwood. Thank you for your commitment to Westwood and for allowing us the privilege to know and educate you.

As always, if you have any questions please feel free to contact the campus president or other campus staff.

Sincerely,

Lou Pagano
Chief Operating Officer
Alta Colleges

Additional Important Information:

Important notice if you have a Federal student loan: You have separate rights if you have a Federal loan:

You may be eligible for forgiveness (“discharge”) of the federal student loans you received to attend Westwood if one of the following happens:

- Westwood closes before you complete your program, or
- If you withdraw from Westwood less than 120 days before Westwood closes.

This Federal discharge will cancel your Federal loan. If you **complete** your program either at Westwood or at another school, you **will not** qualify for this Federal discharge. Westwood encourages you to explore all options for continuation and completion of your education with partner schools before considering a Federal discharge. If you apply for and receive a Federal discharge, you will **forfeit** any Westwood credits earned and these credits **will not** be transferable to a partner school.

For more information on Federal loan discharge eligibility and the application process, go to: studentaid.gov/closedschool.

TEACH-OUT AGREEMENT

This Agreement is made by and between **Westwood College-Aurora**, with offices located at 350 Blackhawk Street, Aurora, CO 80011, **Westwood College-Denver North**, with offices located at 7350 N. Broadway, Denver, CO 80221, and **Westwood College-Online**, with offices located at 10249 Church Ranch Way, Westminster, CO 80021, and **National American University**, with offices located at 5301 S. Highway 16, Rapid City, SD 57701.

Recitals

- A. Westwood College-Aurora is a proprietary institution of postsecondary education accredited by the Accrediting Council for Independent Colleges and Schools ("ACICS"), with ACICS School Code #00027065. Westwood College-Aurora offers non-degree, associate and bachelor's programs in traditional formats.
- B. Westwood College-Denver North is a proprietary institution of postsecondary education accredited by ACICS, with ACICS School Code #00027062. Westwood-Denver offers non-degree, associate, bachelor's and master's programs in traditional formats.
- C. Westwood College-Online is a proprietary institution of postsecondary education accredited by ACICS, with ACICS School Code #00023709. Westwood-Online offers non-degree, associate, bachelor's and master's programs in online formats.
- D. National American University ("NAU") is a proprietary institution of postsecondary education accredited by the Higher Learning Commission ("HLC"). NAU offers associate, bachelor's, master's and doctoral degree programs in traditional, online, and hybrid formats.
- E. Westwood College-Aurora, Westwood College-Denver North, and Westwood College-Online (each, individually a "Teach-Out Institution" and, collectively, the "Teach-Out Institutions"), have ceased enrolling students and have communicated an intention to cease operations on or before March 8, 2016.
- F. NAU has reviewed the educational programs offered by the Teach-Out Institutions and confirmed that certain of those programs align with NAU's educational programs, and that credits earned by students of the Teach-Out Institutions are eligible for transfer credit into NAU's related programs.
- G. NAU possesses the necessary experience and resources to provide undergraduate and graduate degree programs that are of acceptable quality and reasonably similar in content, structure, and scheduling to those programs listed on Exhibit A that have been previously provided by the Teach-Out Institutions. NAU also possesses the necessary experience and resources to administer degree programs previously offered by the Teach-Out Institutions, but not previously offered by NAU.
- H. The objectives of this Agreement are to: (1) facilitate the ability of students of the Teach-Out Institutions to complete their educational programs through a teach-out performed by NAU; and (2) establish NAU as the custodian of record for all students of the Teach-Out Institutions.

Teach-Out Provisions

As used herein, the term "Teach-Out Students" includes students enrolled in good standing in programs listed in Exhibit A at the Teach-Out Institutions as of March 1, 2016, and students that withdrew from such programs at the Teach-Out Institutions before completing their educational program and whose last day of attendance occurred after January 1, 2015 except: (1) students who have enrolled but have not yet started their course of study; and (2) withdrawn students who fail to notify the Teach-Out Institutions or NAU before December 31, 2016 of their desire to complete their educational programs pursuant to this Agreement.

To provide Teach-Out Students a reasonable opportunity to complete their program of study or pursue a higher degree through NAU with minimal loss of previously earned credits, the parties agree as follows:

- 1. Responsibilities of Teach-Out Institutions.** During the term of this Agreement, each Teach-Out Institution will:
 - a. Prepare and submit to ACICS a separate teach-out plan, subject to advance review and approval by NAU, with a copy of this Agreement in accordance with ACICS requirements.
 - b. Comply with all legal, regulatory, and accreditation requirements related to this teach-out and take all actions necessary to obtain required authorizations and approvals to implement the teach-out, including, but not limited to, all required notices to and approvals by applicable state educational authorities, ACICS and the U.S. Department of Education.
 - c. Provide Teach-Out Students with timely notice of the opportunity to complete their educational programs through NAU in accordance with this Agreement, including communicating with students by email, first class mail, website postings, and prompt responses to student inquiries.
 - d. Continue to offer requisite courses and provide adequate student support services until such time as NAU assumes the responsibility, pursuant to this Agreement and in accordance with applicable regulatory and accrediting agency requirements, for conducting a teach-out of the Teach-Out Institutions' programs listed in Exhibit A.
 - e. Retain necessary faculty and staff to ensure that requisite courses are offered and student services are available to Teach-Out Students and graduates until such time as NAU assumes the responsibility, pursuant to this Agreement and in accordance with applicable regulatory and accrediting agency requirements, for conducting a teach-out of the Teach-Out Institutions' programs listed in Exhibit A.
 - f. Provide to NAU a list of Teach-Out Students as soon as practicable, identifying the students who are in good academic standing and meet applicable conduct standards.
 - g. Ensure that the student records of Teach-Out Students comply with any and all applicable accrediting agency, state, and federal requirements until their transmittal to NAU.
 - h. Transfer to NAU through secure methods all student records of Teach-Out Students in electronic format and hard-copy format when electronic format is not available, including but not limited to: (1) enrollment agreements, (2) academic transcripts, (3) attendance records, (4) conduct records, (5) student registrations, (6) financial aid records, and (7) student account records.

- i. Provide all Teach-Out Students with an official transcript including communicating with students by email, first class mail, website postings, and prompt responses to student inquiries.
 - j. Provide NAU with information for all unconverted student leads for the Teach-Out Institutions generated subsequent to January 1, 2015.
 - k. Inform, or cause to be informed, all currently-enrolled and recently withdrawn students of all the institutions listed on Exhibit B of the opportunity to transfer to NAU and the availability of NAU online programs and courses, including communicating with such students by email, first class mail, website postings, and prompt responses to student inquiries.
 - l. Provide, or cause the institutions listed in Exhibit B to provide, to NAU contact information for students of such institutions that has been appropriately designated as "directory information" under the requirements of the Family Educational Rights and Privacy Act.
- 2. Responsibilities of NAU.** During the term of this Agreement, NAU will:
- a. Transfer Teach-Out Students "en masse" and expedite the NAU enrollment process, including:
 - 1) Waiving undergraduate and graduate admission, testing, and other application and admissions fees.
 - 2) Accepting all earned credits, including those credits earned at the Teach-Out Institutions and those credits awarded by the Teach-Out Institutions based on its completed evaluation of applicable credit in accordance with the policies of the Teach-Out Institutions.
 - 3) Accepting examination credit, dual credit, training credit, and/or prior learning credit awarded by the Teach-Out Institutions in accordance with the policies of the Teach-Out Institutions.
 - b. Waive the residency requirement for all Teach-Out Students.
 - c. Provide information to Teach-Out Students at their request regarding the manner and means by which NAU will accomplish the teach-out, and other information related to the teach-out.
 - d. Provide the following options to Teach-Out students:
 - 1) Offer courses at Westwood College-Aurora campus of an acceptable quality and reasonably similar in content, structure, and scheduling to those previously offered by Westwood College-Aurora at that campus to allow Teach-Out Students the opportunity to complete their programs of study within a reasonable time, subject to: (a) entering into agreements for the use of the facilities, equipment, furniture, and supplies for the sole purposes of this Agreement on terms that are mutually agreeable to the parties for a period not exceeding two years from the Effective Date of this Agreement, or graduation of the last Teach-Out Student at that campus, whichever is sooner; (b) obtaining landlord and lien holder approval for such teach-out activities at the Westwood-College Aurora campus, if necessary; and (c) retaining sufficient qualified faculty and staff previously employed by Westwood College-Aurora.
 - 2) Offer online courses of an acceptable quality and reasonably similar in content to those previously offered by the Teach-Out Institutions to allow Teach-Out Students the opportunity to complete the programs of study in which they were enrolled.

- e. Provide all Teach-Out Students with academic, administrative, career, and student support services, comparable to those received by NAU students, including the administration of Title IV federal financial aid for which such Teach-Out Students may be eligible.
- f. Provide information to all Teach-Out Students regarding any state tuition recovery fund, as applicable.
- g. Offer career services to graduates of the Teach-Out Institutions comparable to those received by NAU graduates.
- h. Serve as the Custodian of Records for the education records of the Teach-Out Institutions and permanently house such records, including student academic and financial aid records. This obligation will survive and continue after the completion of the other provisions of Agreement, unless this Agreement is terminated pursuant to Section 4.b., 4.c., or 4.d. below; provided, that NAU shall not be required to maintain such education records beyond applicable record retention requirements of the Colorado Department of Higher Education, ACICS, HLC and the U.S. Department of Education.
- i. Continue to operate in a manner consistent with applicable accreditation standards and regulatory requirements, including documenting student performance in accordance with accrediting agency standards.

All credits, diplomas, and degrees awarded after admission to NAU shall be awarded by NAU. Teach-Out Students admitted to NAU pursuant to this Agreement will be subject to all NAU policies and procedures, except as stated herein or otherwise stated in the enrollment agreement entered into between the Teach-Out Student and the Teach-Out Institution.

3. Mutual Responsibilities. Each Teach-Out Institution and NAU will:

- a. Establish transition teams and teach-out coordinators at both institutions to quickly and effectively address inquiries and expedite program completion for Teach-Out Students pursuant to this Agreement.
- b. Provide guidance to Teach-Out Students and assist them in evaluating the opportunities available under this Agreement.
- c. Cooperate to create a smooth financial aid application process with clear timelines and communications for Teach-Out Students.
- d. Cooperate to obtain all accrediting, regulatory, and other external approvals required to implement this Agreement.
- e. Assure that any public statements or written materials published and distributed by a party that reference this Agreement or a relationship between the parties be first approved by the other party.

4. Term. This Agreement will commence when it is signed by both parties (the "Effective Date") and will continue until terminated by any one of the following events:

- a. When all Teach-Out Students have completed their respective educational programs through NAU, or have failed to be continuously enrolled at NAU for two years from the Effective Date of this Agreement, whichever occurs first.
- b. If on or before March 1, 2016, either party provides the other party with email notice of its intent to terminate this Agreement sent to the email address listed below the signature in this Agreement.

- c. In the event one party defaults in any provision of this Agreement and fails to cure the default within thirty (30) days after receipt of email notice from the other party sent to the email address listed below the signature in this Agreement.
- d. Immediately, if NAU fails to maintain authorizations, accreditations, or approvals, necessary to offer the programs subject to this Agreement.

Upon termination of this Agreement, each party will promptly modify all public communications, as necessary.

- 5. **Tuition and Fees.** Teach-Out Students will be subject to NAU policies and procedures related to tuition payments, except as otherwise specified in any enrollment agreement between a Teach-Out Student and a Teach-Out Institution, or otherwise prohibited by law, regulation or accrediting agency standard. Teach-Out Students will be assessed no charges for the completion of their educational program through NAU other than as established in their respective enrollment agreement with the applicable Teach-Out Institution. NAU will be entitled to retain all tuition and fees collected from Teach-Out Students completing their educational programs through NAU pursuant to this Agreement.
- 6. **Financial Aid.** Each Teach-Out Institution will accelerate the processing of any required returns of Title IV federal financial aid to the U.S. Department of Education such that NAU may re-package and re-award Teach-Out Students with remaining eligible Title IV aid for the remaining courses that must be completed in their programs of study. Each Teach-Out Institution will prorate both the institutional charges and Title IV funds received based upon the percentage of training provided. Upon completing returns of Title IV funds to the U.S. Department of Education, each Teach-Out Institution will use reasonable efforts to update its records in the U.S. Department of Education's Common Origination and Disbursement system within thirty (30) days of the transfer of students.
- 7. **No Waiver.** No waiver of any of the provisions of this Agreement will be deemed or will constitute a waiver of any other provision hereof (whether or not similar), nor will such waiver constitute a continuing waiver unless otherwise expressly provided.
- 8. **Severability.** In the event that any one or more of the provisions contained in this Agreement or in any other instrument referred to in this Agreement are, for any reason, held to be invalid, illegal, or unenforceable in any respect, then to the maximum extent permitted by law, such invalidity, illegality, or unenforceability will not affect any other provision of this Agreement or any other such instrument. Upon such determination that any term or provision is prohibited by or invalid under applicable law, the parties shall negotiate in good faith to modify this Agreement so as to effectuate the original intent of the parties to the greatest extent possible.
- 9. **Assignment.** Neither party may assign this Agreement (whether voluntary, by operation of law nor otherwise) without the prior written consent of the other party. Any assignment in violation of this provision will be null and void. No such assignment shall relieve the assigning party from any liabilities or obligations under this Agreement. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.
- 10. **Status of Parties.** Each of the Teach-Out Institutions and NAU are separate and independent institutions of higher education. Nothing contained in this Agreement or in the resulting teach-out shall be construed in any manner to constitute a partnership, joint venture, acquisition, merger, or other similar relationship between the parties or any of their affiliates, agents, employees, or representatives.

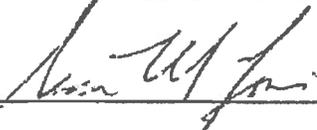
- 11. **Change in Law.** Neither party will be liable or considered to be in default for any delay or failure in performance under this Agreement or interruption of service resulting, directly or indirectly, from a change in applicable law, regulation, or accrediting agency standards that would reasonably render such performance to be contrary to applicable law, regulation, or accrediting agency standards, or to be reasonably impractical without a modification of the Agreement by the parties.
- 12. **Headings.** The section headings contained in this Agreement are for reference only and shall not affect in any way the meaning or interpretation of this Agreement.
- 13. **Choice of Law.** This Agreement shall be governed in accordance with the laws of the State of South Dakota, excluding all conflicts of laws principles.
- 14. **Counterparts.** This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same Agreement.
- 15. **Agreement Contingent upon Required Approvals.**

Notwithstanding anything in this Agreement to the contrary, the parties acknowledge and agree that this Agreement is contingent upon the receipt of all necessary authorizations and approvals from the appropriate government agencies, accrediting bodies, and other applicable authorities for the performance of the teach-out and associated activities intended under this Agreement. In the event such authorizations and approvals are not obtained on or before March 1, 2016, then this Agreement shall be null and void and any further obligations or rights of either party shall cease, unless otherwise agreed in writing between the parties. In such event, the parties shall explore the possibility of entering into a transfer agreement.

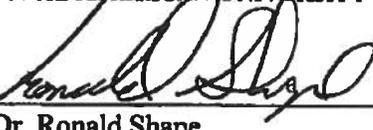
- 16. **Entire Agreement.** This Agreement, including Exhibits A and B, sets forth the entire agreement and understanding between the parties with respect to the subject matter and supersedes all prior oral and written agreements and understandings. This Agreement may not be amended except by a written instrument signed by both parties.

Executed on the date(s) set forth below.

**WESTWOOD COLLEGE-AURORA
WESTWOOD COLLEGE-DENVER
WESTWOOD COLLEGE-ONLINE**

By: 
 Title: CEO
 Email: clg@westwood.edu
 Date: 01-29-16

NATIONAL AMERICAN UNIVERSITY

By: 
 Dr. Ronald Shape
 Chief Executive Officer
 rshape@national.edu
 Date: Jan 29, 2016

**Agenda Item III, E
will be provided at the meeting.**

TOPIC: RECOMMEND APPROVAL OF COMMISSION POLICY I, X: PRIOR LEARNING ASSESSMENT

PREPARED BY: DR. RUSS MEYER, INTERIM CHIEF ACADEMIC AFFAIRS AND STUDENT SUCCESS OFFICER & DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This action item recommends approval of Commission Policy I, X: Prior Learning Assessment. It should be noted that as the Commission approves sets of PLA recommendations the recommendations will become part of this official policy. That is, this policy will evolve as Department staff and the Commission progresses through the Commission's May 8, 2015 approved PLA process.

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 resulting policy will be 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.

III. STAFF ANALYSIS

At its February 5, 2016 meeting, the Commission approved recommendations 3.01 through 3.05 of this draft Policy I, X, as regards Advanced Placement (AP) and International Baccalaureate (IB).

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve Policy I, X: Prior Learning Assessment.

V. STATUTORY AUTHORITY

***Note:** Pertinent parts of the following 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 system wide 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.**

APPENDIX:

Appendix A: Commission Policy I, X: Prior Learning Assessment

APPENDIX A



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.”

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 be 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 transcribed 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>

5.00 Challenge Exams

- 5.01 <insert Challenge Exam recommendations here once approved>

HISTORY: CCHE Agenda Item V, A – May 8, 2015; CCHE Agenda Item IV, B – February 5, 2016;
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TOPIC: 2016 LEGISLATIVE REPORT ON THE POSTSECONDARY
PROGRESS AND SUCCESS OF HIGH SCHOOL GRADUATES

PREPARED BY: DR. BETH BEAN, CHIEF RESEARCH OFFICER
T. LUKE BANASZAK, RESEARCH ANALYST

I. SUMMARY

The Colorado Department of Higher Education (DHE) is required to annually prepare a report on the postsecondary progress and success of the preceding six high school graduating classes and submit it to the Education Committees of the Senate and House of Representatives, the State Board of Education, and the Colorado Department of Education.

The 2016 report, the fifth of its kind, covers the high school graduating classes of 2009, 2010, 2011, 2012, 2013 and 2014 and consists of four parts:

1. Postsecondary enrollment trends, including information on in-state and out-of-state enrollment and institution type, disaggregated by ethnicity and gender.
2. Information on first-year college students in Colorado, including financial aid status, average grade point average, credit accumulation and degree level, disaggregated by ethnicity and gender.
3. First and second year retention rates.
4. Information on postsecondary credential attainment.

This information also is available by school district on the DHE website in the District At A Glance searchable database.

II. BACKGROUND

C.R.S. 23-1-113(9) mandates that the Commission, as part of its implementation of the Colorado Achievement Plan for Kids, report to the General Assembly on the postsecondary progress and success of recent high school graduating classes. The report is to be disaggregated by school district, ethnicity, gender, and financial aid status.

III. STAFF ANALYSIS

Report attached.

IV. STAFF RECOMMENDATIONS

This report is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

C.R.S. §23-1-113 (9) On or before February 15, 2012, and on or before February 15 each year thereafter, the department of higher education shall submit to the state board of education, the department of education, and the education committees of the house of representatives and the senate, or any successor committees, a report, subject to available data, concerning the enrollment, placement and completion of basic skills courses, first-year college grades, and types of academic certificates and degrees attained at all postsecondary institutions in Colorado and the United States for the high school graduating classes of the preceding six academic years. The department of higher education shall report the information disaggregated by high school and school district of graduation, to the extent practicable, and by ethnicity, gender, financial aid status, and any other characteristic deemed relevant by the commission. The department of higher education and the department of education shall also make the report available on their respective web sites.



COLORADO

**Department of
Higher Education**

**2016 LEGISLATIVE REPORT ON
THE POSTSECONDARY PROGRESS AND SUCCESS
OF HIGH SCHOOL GRADUATES**

March 4, 2016

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

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This report was prepared by The Colorado Department of Higher Education (CDHE) pursuant to 23-1-113 C.R.S. For more information contact:

T. Luke Banaszak, Research Analyst, Luke.Banaszak@dhe.state.co.us

Introduction

Pursuant to statute (23-1-113 [9] C.R.S), the Colorado Department of Higher Education (CDHE) is required to submit a report concerning the postsecondary academic progress and success of the preceding six high school graduating classes. This report covers the high school graduating classes of 2009, 2010, 2011, 2012, 2013 and 2014. This report has been submitted to the Education Committees of the Senate and House of Representatives and to the State Board of Education.

This report, the fifth of its kind, consists of four parts:

1. Postsecondary enrollment trends, including information on in-state and out-of-state enrollment and institution type, disaggregated by ethnicity and gender.
2. Information on first-year college students in Colorado, including financial aid status, average grade point average, credit accumulation and degree level, disaggregated by ethnicity and gender.
3. First and second year retention rates.
4. Information on postsecondary credential attainment.

Highlights

- 55.8 percent of the 2014 high school graduating class enrolled in a postsecondary institution in the fall immediately following graduation. The college-going rate is up half a percentage point from last year, but is still three percentage points lower than the peak in 2009.
- In 2014, more female high school graduates (60%) enrolled in college than male graduates (51%).
- Asian and white high school graduates had the highest college-going rates in 2014—73 percent and 62 percent, respectively.
- Compared to last year, enrollment rates increased for all racial/ethnic groups with the exception of African American students.
- Seventy-four percent of the 2014 cohort enrolled at a four-year institution (in- or out-of-state) and 26 percent enrolled at a two-year college.
- Hispanic students are the most likely to enroll at a two-year college, while Asian students are the most likely to enroll at a four-year institution.
- Of the 2014 graduates enrolling in college, 76 percent elected to attend a Colorado college or university and 24 percent attended an out-of-state institution.
- About 34 percent of first-year college students received a Federal Pell Grant in 2014.

- At the end of the 2014-2015 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.78, up from 2.76.
- Of the 2014 high school graduates who enrolled in college immediately, approximately 75 percent had completed at least 20 credit hours by the end of their first year (spring 2015). The average completion was 30 credit hours, which meets the increasingly popular standard that full-time status is defined by 15 hours per semester. About 25 percent had completed more than 36 credit hours.
- The first-year persistence rate for 2013 high schools graduates was 87 percent at four-year institutions and 60 percent at two-year colleges. The second-year persistence rate for 2012 high school graduates pursuing a bachelor's degree was approximately 87 percent. These retention rates are better than national retention rate averages.
- Four years after enrolling in college, over 28 percent of the 2011 high school graduating cohort had earned at least one postsecondary credential.
- Five years after enrolling in college, 46 percent of the 2010 high school graduating cohort had earned at least one postsecondary credential, and 52.6 percent of the 2009 high school graduating cohort had earned at least one postsecondary credential within six years.
- Approximately 64 percent of the credentials awarded during the 2011 cohort's first four years in college were bachelor's degrees, 19 percent were associate degrees, and 17 percent were certificates.
- Female students are significantly more likely to earn a credential than male students within four years of enrolling in college. After four years, 32 percent of females from the 2011 cohort had earned some type of certificate or degree compared to 24 percent of males.
- 5.7 percent of the Hispanic students in the 2011 cohort earned a credential within two years of entering college compared to only 1.5 percent of African American students.
- Four years after entering college, 32 percent of white students had earned at least one postsecondary credential compared to 14.5 percent of African-American students, 21.6 percent of American Indian or Alaskan Native students and 20.9 percent of Hispanic students.

Part I. Postsecondary Enrollment

Earning a postsecondary credential is increasingly necessary to be competitive for jobs in today's economy. It is estimated that by 2020, 74 percent of Colorado's jobs will require some form of postsecondary education.¹ The path to earning a postsecondary certificate or degree begins in the K-12 system. This report reviews how Colorado's recent high school graduates fared after finishing high school by asking questions such as: Who enrolled in college? In what type of college did those students enroll? How successful were students in their first year of college? How many degrees have been awarded? By answering these questions, Colorado's K-12 and higher education systems can better work together to ensure that all students have the opportunity to transition seamlessly from high school into higher education.

Overview

The high school class of 2014 consisted of 53,771 individual graduates. Of those students, 30,015, or 55.8 percent, enrolled in a postsecondary institution in Colorado or another state in the fall immediately following graduation. The 2014 total enrollment rate is up from last year's rate of 55.3 percent. Of the 2014 high school graduates, 42.5 percent enrolled at a public Colorado college or university, while 13.3 percent went out-of-state to attend college.

College enrollment information for the top 10 and bottom 10 districts—as ranked by the overall college-going rate—is displayed in Tables 3 and 4. Limon RE-4J had the highest college enrollment rate (84.4 percent) and Plateau Valley School District 50 had the lowest rate (16.0 percent) of districts with more than 25 graduates. College enrollment information for all school districts in the state can be found in Appendix A.

Table 1. Summary Statistics for High School Graduates

High School Graduation Year	Total High School Graduates	Total College Enrollment	% High School Graduates Enrolling in College
2014	53,771	30,015	55.8%
2013	54,498	30,115	55.3%
2012	52,012	29,625	57.0%
2011	52,246	29,974	57.4%
2010	51,702	29,937	57.9%
2009	50,184	29,525	58.8%

¹ Carnevale, Anthony P.; Smith, N, Strohl, J. (2013). *Recovery: Job Growth and Education Requirements Through 2020*. Washington D.C.: Georgetown Center for Education and the Workforce.

Table 2. In-State and Out-of-State Enrollment Summary

High School Graduation Year	% HS Graduates Enrolling at In-State College	% HS Graduates Enrolling at Out-of-State College	% HS Graduates Not Enrolled
2014	42.5%	13.3%	44.2%
2013	42.9%	12.4%	44.7%
2012	44.4%	12.5%	43.0%
2011	45.2%	12.2%	42.6%
2010	45.9%	12.0%	42.1%
2009	47.4%	11.4%	41.2%

Table 3. Enrollment by Top 10 Districts with Highest College-Going Rates²

District Name	Total # Graduates	Total College Enrollment	
		#	%
LIMON RE-4J	32	27	84.4%
HOEHNE REORGANIZED 3	32	26	81.3%
SWINK 33	26	21	80.8%
LEWIS-PALMER 38	521	388	74.5%
FOWLER R-4J	31	23	74.2%
LITTLETON 6	1258	915	72.7%
CHEYENNE MOUNTAIN 12	357	258	72.3%
SIERRA GRANDE R-30	28	20	71.4%
HOLYOKE RE-1J	38	27	71.1%
DOUGLAS COUNTY RE 1	4008	2837	70.8%

Table 4. Enrollment by Bottom 10 Districts with Lowest College-Going Rates

District Name	Total # Graduates	Total College Enrollment	
		#	%
PLATEAU VALLEY 50	75	12	16.0%
CRIPPLE CREEK-VICTOR RE-1	26	6	23.1%
JULESBURG RE-1	139	34	24.5%
ADAMS COUNTY 14	399	108	27.1%
BRANSON REORGANIZED 82	32	9	28.1%
ELLCOTT 22	40	12	30.0%
SHERIDAN 2	178	55	30.9%
ENGLEWOOD 1	187	58	31.0%
WESTMINSTER 50	466	158	33.9%
IGNACIO 11 JT	52	19	36.5%

² Only districts with more than 25 graduates were included in the rankings for Table 3 and 4, per the guidelines for the District at a Glance project. All districts, regardless of size, are included in Appendix A.

Class Characteristics

Colorado’s high school graduating class of 2014 was composed of an almost even number of males and females (see Table 5). About 60 percent of graduates were white, 27 percent were Hispanic, 5 percent were African-American, 3 percent were Asian, 3 percent reported being of two or more races, and less than 1 percent were American Indian/Alaskan Native or Hawaiian/Pacific Islander. About 23 percent of the 2014 graduating class was eligible for free or reduced price lunch.

Looking only at the students from the high school class of 2014 who enrolled immediately in college, the group is more female and white than the overall class of graduates. While Hispanic students made up over one fourth of the high school graduating class, they account for approximately one fifth of the students who went to college in the fall of 2014. About 17 percent of this group of first-year college students had received free or reduced price lunch in high school.

Table 5. Class Characteristics:

High School Class of 2014		College-Going Students from 2014 Class	
	% of Students		% of Students
Female	50.2%	Female	54.2%
Male	49.8%	Male	45.8%
American Indian or Alaskan Native	0.8%	American Indian or Alaskan Native	0.6%
Asian	3.4%	Asian	4.4%
African-American	4.9%	African-American	4.5%
Hawaiian/Pacific Islander	0.3%	Hawaiian/Pacific Islander	0.2%
Hispanic	27.2%	Hispanic	20.6%
Two or More Races	3.1%	Two or More Races	3.3%
White (not Hispanic)	60.4%	White (not Hispanic)	66.5%
Free Reduced Price Lunch	23.3%	Free Reduced Price Lunch	16.5%

Enrollment Rates by Gender, Race/Ethnicity and Income

Figures 1 and 2 depict college enrollment rates for 2009, 2010, 2011, 2012, 2013 and 2014 high school graduates by race/ethnicity, gender, and income (as represented by free and reduced price lunch eligibility in high school). New racial/ethnic categories for data reporting went into effect during the 2011-2012 academic year. Therefore, there are some limitations in the availability of data and the ability to make prior-year comparisons for some of the racial/ethnic groups.

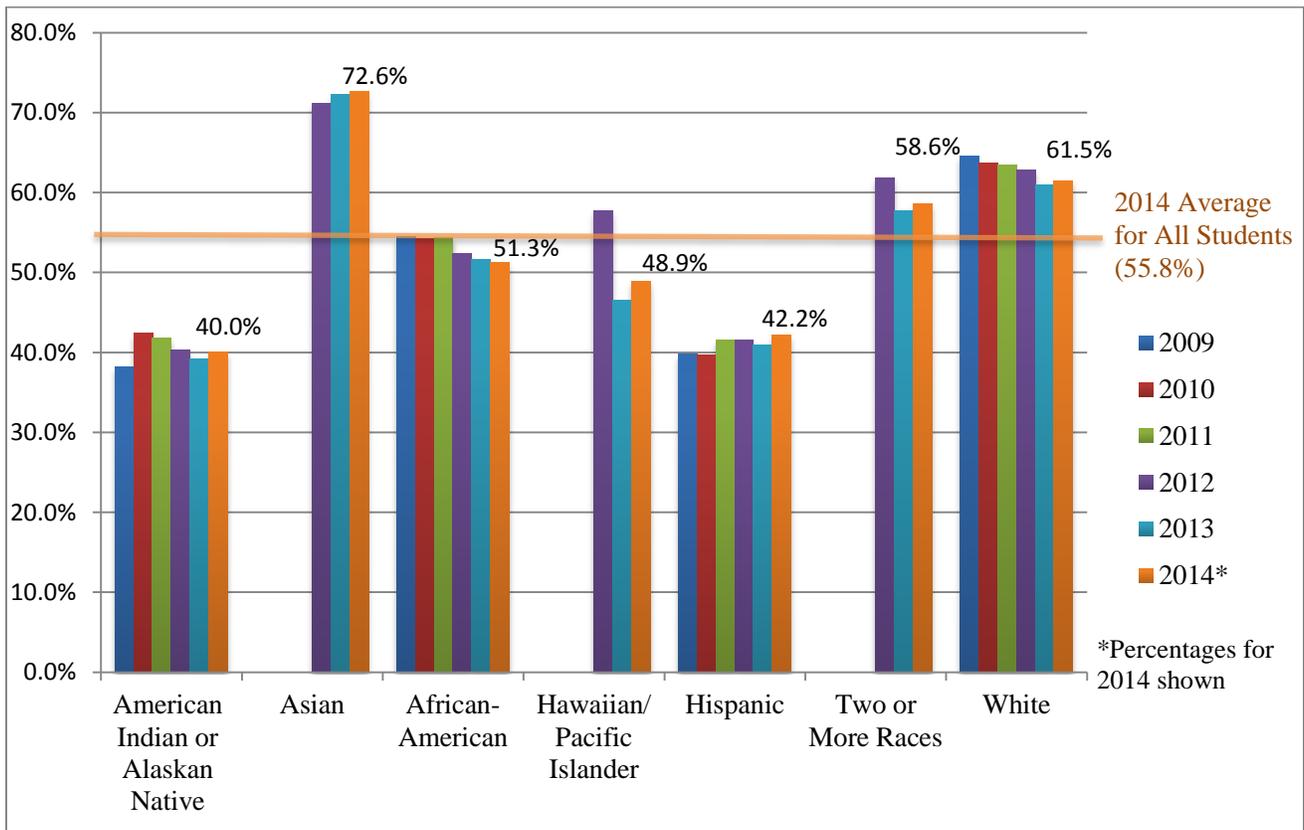
Asian and white high school graduates had the highest college-going rates in 2014—72.6

percent and 61.5 percent, respectively—while American Indian/Alaskan Native and Hispanic graduates had the lowest college-going rates (40.0% and 42.2%, respectively). When comparing just white and Hispanic graduates in 2014, there is nearly a 20 percentage-point gap in college enrollment rates (see Figure 1).

In all five years shown (see Figure 2), a higher percentage of female high school graduates enrolled in college than male graduates. In 2014, for example, 60.3 percent of female students attended college in the fall immediately following graduation, compared to 51.3 percent of male students. High school graduates who received free and reduced price lunch also have lower than average college-going rates; 39.6 percent in 2014.

Compared to last year, enrollment rates increased for all racial/ethnic groups with the exception of African American students, who saw a 0.3 percentage point decrease in college enrollment rates from 2013 to 2014.

Figure 1. Enrollment Rates by Race/Ethnicity, 2009-2014



Note: New racial/ethnicity categories have been added to comply with state and federal reporting standards. Data and comparisons for Asian students, Hawaiian/Pacific Islander students and students of Two or More Races are not available prior to 2012.

Figure 2. Enrollment Rates by Gender and Income, 2009-2014

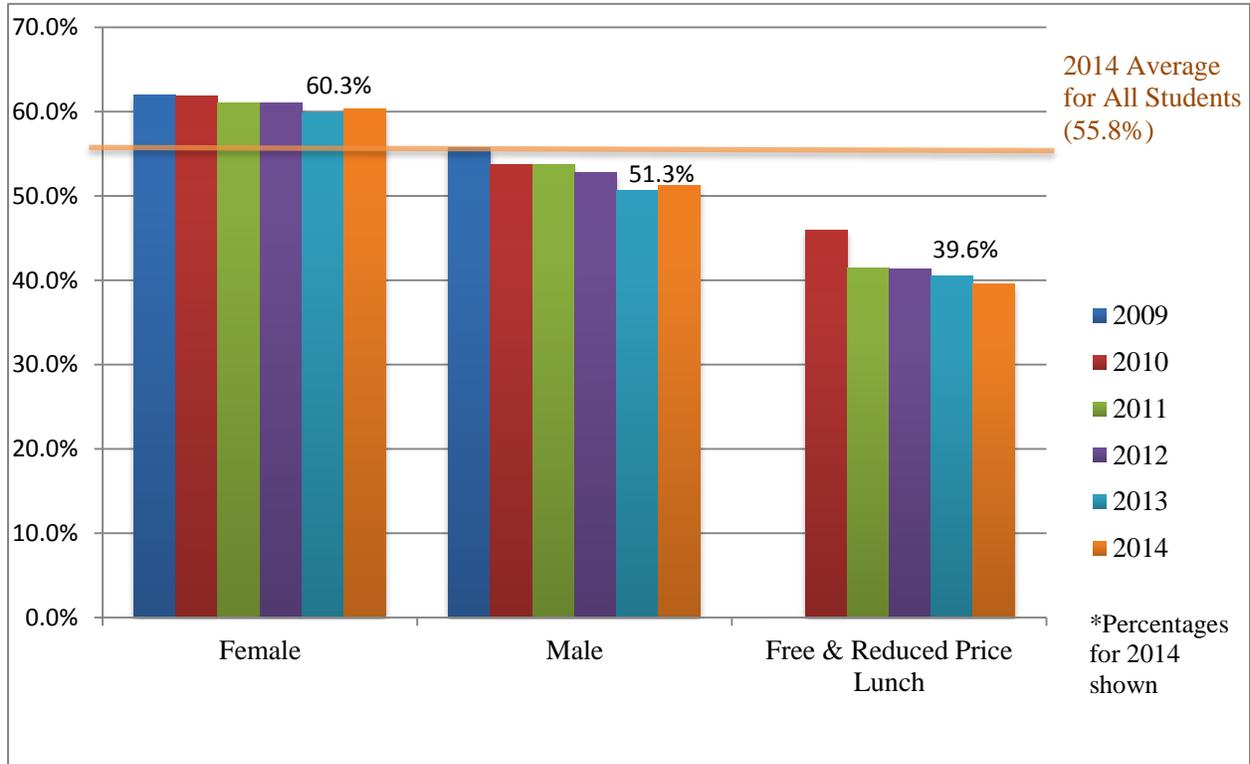
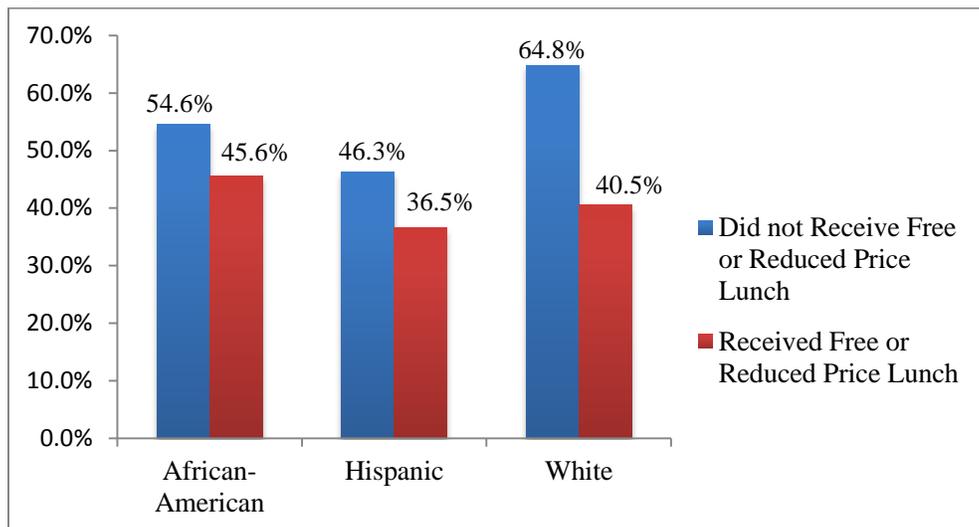


Table 6. College Enrollment Details by Gender, Race/Ethnicity and Income (2014)

	2014 Total # Graduates	2014 Total College Enrollment		2014 % HS Graduates Enrolling		% HS Graduates Not Enrolled
		#	%	In-State	Out-of-State	
Female	27,017	16,283	60.3%	45.2%	15.1%	39.7%
Male	26,755	13,732	51.3%	39.8%	11.6%	48.7%
American Indian/ Alaskan Native	422	169	40.0%	30.1%	10.0%	60.0%
Asian	1,810	1,314	72.6%	57.9%	14.7%	27.4%
African- American	2,611	1,340	51.3%	39.3%	12.1%	48.7%
Hawaiian/ Pacific Islander	135	66	48.9%	37.8%	11.1%	51.1%
Hispanic	14,630	6,171	42.2%	37.2%	5.0%	57.8%
Two or More Races	1,673	981	58.6%	42.9%	15.7%	41.4%
White (not Hispanic)	32,491	19,974	61.5%	44.4%	17.1%	38.5%
Free & Reduced Lunch	12,524	4,962	39.6%	34.5%	5.1%	60.4%

Figure 3 displays enrollment rates for the top three racial/ethnic populations in the state by free and reduced price lunch status. Receiving free or reduced price lunch in high school reduces the college-going rate for all groups. African-American students see the smallest decline in college enrollment rates, while white students see the largest decline. Hispanic students who are eligible for free and reduced price lunch have the lowest college-going rate at 36.5 percent. Hispanics students are also the most likely to received free and reduced price lunch. Over 42 percent of all Hispanic high school graduates in 2014 received free or reduced price lunch, which means that of nearly half of the Hispanic students, only 36.5 percent enrolled in college in the fall following graduation.

Figure 3. Enrollment Rates, by Race/Ethnicity for Different Income Levels, 2014



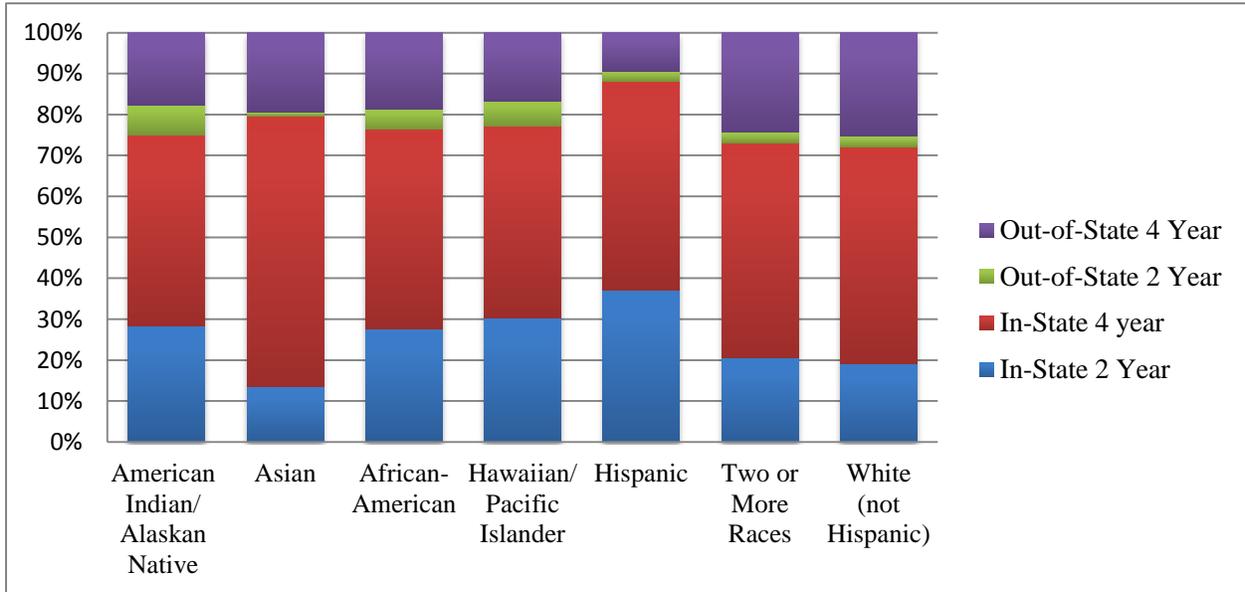
Enrollment by Institution Type and Race/Ethnicity

The following section looks only at those high school students who did enroll in college within six months of graduation. Of the 2014 graduates enrolling in college, about 76 percent attended a Colorado college or university, while 24 percent attended out-of-state institutions (see Figure 7). This breakdown mirrors last year’s numbers. As depicted in Figure 4, Asian and Hispanic students are the least likely of racial/ethnic populations to leave the state to attend college (20.3 percent and 11.8 percent, respectively), while white students and students of two or more races are the most likely to leave Colorado (27.8 and 26.8 percent, respectively). Figure 5 displays the breakdown of student enrollments by type of institution and gender. Female students were slightly more likely than male students to attend an out-of-state institution—and in particular, a four-year, out-of-state institution.

Concerning where in the country students go when they leave Colorado, Figure 6 shows the twenty most popular states for the high school graduating class of 2014. Representing the most popular destination, 714 graduates went to a postsecondary institution in California, followed by 593 graduates who went to an Arizona institution and 453 who went to college in Kansas. On the lower end, 122 graduates attended college in Ohio, and 115 went to a college in

Minnesota.

Figure 4. College Enrollment, by Race/Ethnicity and Institution Type (2014)



Only a small fraction of college-going students leave the state to attend a two-year college, 2.5 percent, compared to 21 percent of college-going students who attend four-year institutions outside of Colorado. Within Colorado, a higher proportion of students attend a two-year college. Of the 2014 college-going graduates, 23.1 percent attended a two-year college and 53 percent attended a four-year institution in Colorado.

Considering only the type of college and not the location, about 74 percent of the 2014 cohort enrolled at a four-year institution and 26 percent enrolled at a two-year college (see Figure 8). Compared to the previous graduating class, these figures reflect a 2 percentage point increase in the number of students attending a four-year institution. Compared to other racial/ethnic groups, Asian graduates are the most likely to enroll at a four-year institution (85.6 percent), followed by white students (78.4 percent). Hispanic students are the most likely to enroll at a two-year college (39.7 percent)

Figure 5. College Enrollment, by Gender and Institution Type (2014)

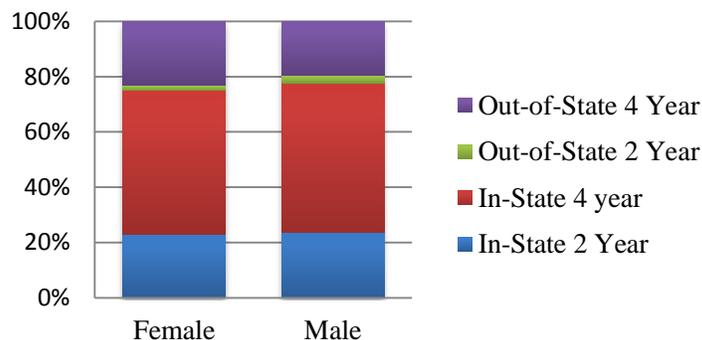


Figure 6. Top States Where 2014 High School Graduates Attended College Outside of Colorado

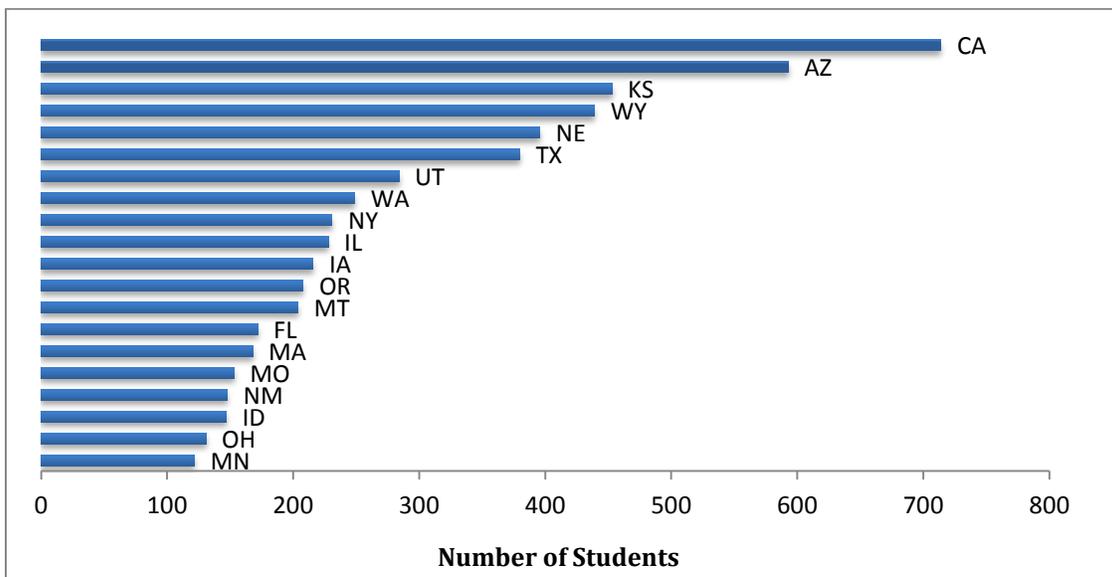


Figure 7. Enrollment In-State and Out-of-State (2014)

■ In-State ■ Out-of-State

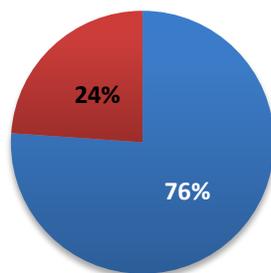
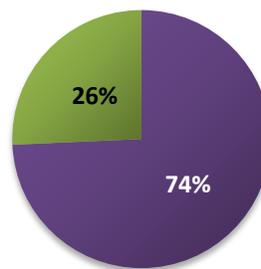


Figure 8. Enrollment 2 and 4 Year Institutions (2014)

■ 4 Year ■ 2 Year



Enrollment by Institution Name

To conclude the discussion of where Colorado high school graduates attend college, Table 7 provides several lists of the most attended institutions. Over half (52%) of the 2014 high school graduates attended one of the institutions on the “Top 10 Most Attended Institutions—2 & 4 Years” list. Colorado State University tops the lists of the most attended institutions when looking at both two- and four-year institutions and when looking at only four-year institutions. Front Range Community College, Pikes Peak Community College and Community College of Denver were the highest attended two-year institutions for 2014 high school graduates. Students leaving Colorado for college were most likely to attend the University of Wyoming, Arizona State University and Montana State University – Bozeman.

Table 7. Enrollment by Most Attended Institutions for High School Class of 2014

Top 10 Most Attended Institutions, 2 & 4 Years	# Students	% College Going Students
Colorado State University	2,913	9.7%
University of Colorado Boulder	2,752	9.2%
Metropolitan State University of Denver	1,574	5.2%
University of Northern Colorado	1,569	5.2%
Front Range Community College	1,419	4.7%
Colorado Mesa University	1,299	4.3%
University of Colorado Colorado Springs	1,282	4.3%
University of Colorado Denver	1,063	3.5%
Pikes Peak Community College	998	3.3%
Community College of Denver	751	2.5%
Top 10 Most Attended Institutions, 2 Years	# Students	% College Going Students
Front Range Community College	1,419	4.7%
Pikes Peak Community College	998	3.3%
Community College of Denver	751	2.5%
Red Rocks Community College	745	2.5%
Arapahoe Community College	629	2.1%
Pueblo Community College	452	1.5%
Community College of Aurora	426	1.4%
Aims Community College	423	1.4%
Northeastern Junior College	380	1.3%
Otero Junior College	188	0.6%
Top 10 Most Attended Institutions, 4 Years	# Students	% College Going Students
Colorado State University	2,913	9.7%
University of Colorado Boulder	2,752	9.2%
Metropolitan State University of Denver	1,574	5.2%
University of Northern Colorado	1,569	5.2%
Colorado Mesa University	1,299	4.3%
University of Colorado Colorado Springs	1,282	4.3%
University of Colorado Denver	1,063	3.5%
Colorado State University - Pueblo	650	2.2%
Colorado School of Mines	527	1.8%
Colorado Mountain College	361	1.2%
Top 10 Most Attended Institutions, Out of State, 2 & 4 Years	# Students	% College Going Students
University of Wyoming	305	1.0%
Arizona State University	171	0.6%
Montana State University - Bozeman	155	0.5%
University of Arizona	132	0.4%
Brigham Young University	131	0.4%
Grand Canyon University - Traditional	122	0.4%
Fort Hays State University	105	0.3%
University of Kansas	95	0.3%
California Polytechnic State University	89	0.3%
University of Nebraska - Lincoln	85	0.3%

Part II. First-Year College Students

In this section, information about first-year college students, including financial aid status, GPA, credit accumulation and degree level, is provided. This level of detail is only available from the Colorado Department of Higher Education's Student Unit Record Data System (SURDS), which includes information from all public colleges and universities in the state and the following private institutions: University of Denver, Regis University, and Colorado Christian University.

Financial Aid Recipients

As the tables below show, 33.8 percent of first-year college students received a Federal Pell Grant in 2014. Thirty-six percent of females received a Pell grant, compared to about 31 percent of males. Within racial/ethnic groups, 68.7 percent of African-American college students and 51.9 percent of Hispanic students received a Pell grant, compared to 24.0 percent of white students. The overall percentage of students receiving a Pell grant continued a decline first observed in 2012; this is a significant change in direction compared to the steady increases seen from 2009 to 2011.

Table 8. Summary of Pell Recipients, by High School Graduation Year

High School Graduation Year	Number of College Students	Students Receiving Pell Grants	
		#	%
2014	19,377	6,558	33.8%
2013	20,865	7,178	34.4%
2012	20,903	7,334	35.1%
2011	22,458	8,265	36.8%
2010	22,972	7,955	34.6%
2009	23,182	6,634	28.6%

Table 9. Pell Grant Recipients, by Gender and Race/Ethnicity (2014)

	2014 Number of Students	2014 Number Receiving Pell Grant	2014 Percentage Receiving Pell Grant	2013-2014 Change in Percent Receiving Pell
Female	10,401	3,786	36.4%	-0.7%
Male	8,976	2,772	30.9%	-0.5%
American Indian or Alaskan Native	83	34	41.0%	-9.8%
Asian	947	440	46.5%	+4.1%
African-American	817	561	68.7%	+3.8%
Hawaiian/Pacific Islander	40	16	40.0%	-5.2%
Hispanic	4,401	2,285	51.9%	-1.5%

Two or More Races	602	222	36.9%	+1.0%
White	12,487	3,000	24.0%	-1.5%

Grade Point Averages

At the end of the 2014-2015 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.78. This continues the upward trend in academic performance observed in previous years (see Table 10). As shown in Table 11, female students had a higher average GPA (2.87) than male students (2.66). Across racial/ethnic groups, average GPA's ranged from 2.28 for African-American students to 2.87 for white students.

Table 10. Summary of Grade Point Averages, by High School Graduation Year

High School Graduation Year	Number of College Students	First Year Average GPA	25th Percentile	75th Percentile
2014	19,377	2.78	2.30	3.40
2013	20,865	2.76	2.30	3.40
2012	20,903	2.72	2.20	3.40
2011	22,458	2.67	2.10	3.40
2010	22,972	2.66	2.10	3.40
2009	23,182	2.66	2.10	3.30

Table 11. Grade Point Averages, by Gender and Race/Ethnicity (2014)

	2014 Number of Students	First Year Average GPA	25th Percentile	75th Percentile
Female	10,401	2.87	2.40	3.50
Male	8,976	2.66	2.10	3.30
American Indian or Alaskan Native	83	2.37	1.70	3.20
Asian	947	2.86	2.40	3.50
African-American	817	2.28	1.70	3.00
Hawaiian/Pacific Islander	40	2.64	2.00	3.30
Hispanic	4,401	2.58	2.00	3.30
Two or More Races	602	2.73	2.30	3.40
White (not Hispanic)	12,487	2.87	2.40	3.50

Credit Hour Accumulation

Research suggests that the number of credit hours earned in a student's first year of college influences the likelihood of completion. It has been noted that completing at least 20 credit hours in the first year increases the chances of degree attainment.³ As Table 12 shows, for students who graduated from high school in 2014 and went on to immediately enroll in college, approximately 75 percent had completed at least 20 credit hours and 25 percent had completed more than 36 credit hours by the end of their first year (spring 2015). The average number of credits completed for the 2014 first-year students was 30.0 credits. This is slightly above the average number of completed credits by students from the previous high school graduating classes (see Table 12), and meets the increasingly popular standard that full-time status is defined by 15 hours per semester. The credit hour accumulations may include concurrent enrollment credits earned.

Table 12. Summary of Credit Hour Accumulation, by High School Graduation Year

High School Graduation Year	Number of College Students	First Year Avg. # Completed Credits	25 th Percentile	75 th Percentile
2014	19,377	30.0	20.0	36.0
2013	20,865	29.1	19.0	35.0
2012	20,903	28.8	19.0	35.0
2011	22,458	28.3	18.0	34.0
2010	22,972	27.9	18.0	34.0
2009	23,182	28.1	18.0	35.0

Table 13 displays credit hour accumulation by gender and race/ethnicity. In 2014, female students had a slightly higher credit accumulation average (30.4) than male students (29.6). Asian students had the highest average number of credits completed in their first year of college (32.9 credits). Hispanic students, on average, completed almost 6 fewer credits in their first year than Asian students, and African-American students completed more than 10 fewer credits.

³ Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education. Particularly, Adelman (2006) found a 40 percentage point gap in bachelor's degree attainment between students who had completed over 20 credits in their first year (77% degree completion) and those who had not (35% degree completion).

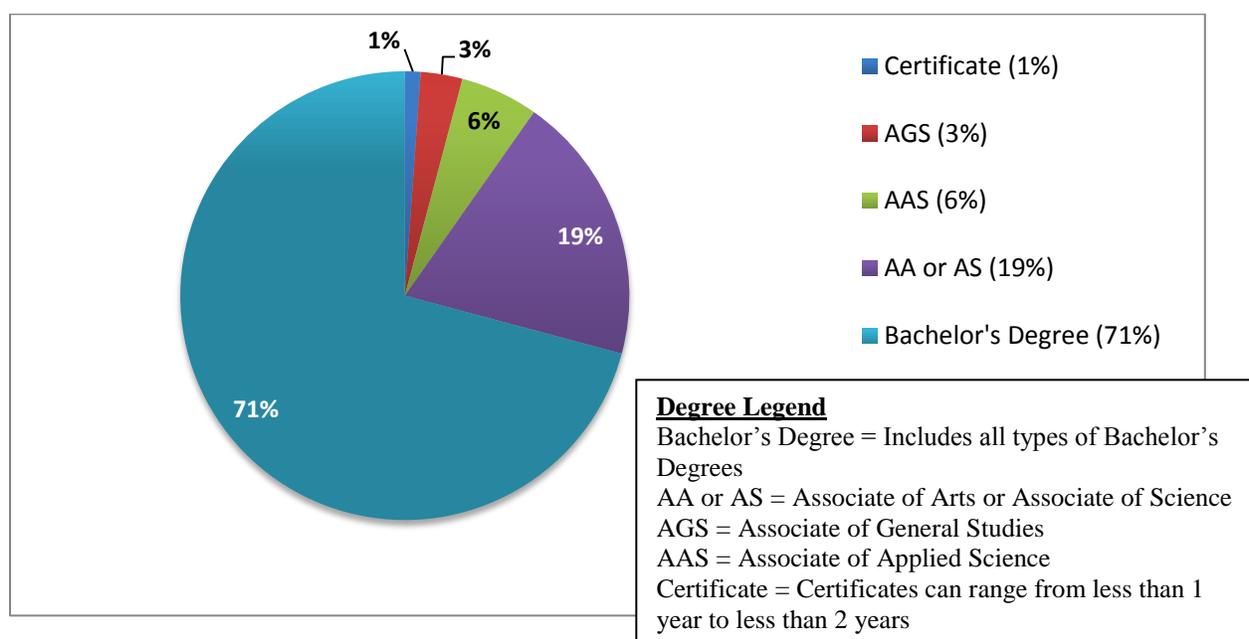
Table 13. Credit Hour Accumulation, by Gender and Race/Ethnicity (2014)

	2014 Number of Students	First Year Avg. # Completed Credits	25 th Percentile	75 th Percentile
Female	10,401	30.4	21.0	37.0
Male	8,976	29.6	19.0	36.0
American Indian or Alaskan Native	83	24.8	12.0	31.5
Asian	947	32.9	22.0	40.0
African-American	817	22.4	13.0	29.0
Hawaiian/Pacific Islander	40	28.2	16.50	36.5
Hispanic	4,401	26.7	15.0	34.0
Two or More Races	602	29.9	21.0	36.0
White (not Hispanic)	12,487	31.5	22.0	38.0

Degree Level

In their first year of college, degree-seeking students specify what type of degree they are pursuing. Of the 2014 high school graduates who enrolled in college to earn a degree, 71 percent indicated that they are pursuing a Bachelor’s degree and 19 percent indicated they are pursuing an Associate of Arts or Associate of Science degree. An Associate of Applied Science is the next most popular degree, with 6 percent of 2014 first-year college students pursuing this option.

Figure 9. Types of Degrees 2014 High School Graduates are Pursuing



Part III. Persistence Rates

Unlike the previous section, which is limited in scope to students enrolled at Colorado public institutions, part three encompasses all students. Using data from the National Student Clearinghouse, the Department of Higher Education is able to track persistence rates for all students, whether they are enrolled in Colorado, in another state, at a public institution or a private one.

First-year persistence rates are important to consider because students are most likely to drop out of college during or after their first year. The overall first-year persistence rate for the high school graduating class of 2013 was 79.4 percent.⁴ This means that for all students who graduated high school in spring 2013 and enrolled in college in fall 2013, 79.4 percent enrolled for a second year of college in fall 2014. This number includes transfer students; as long as students re-enrolled in college somewhere, they are included in the persistence rate. Colorado's persistence rates remain above national averages. The overall retention rate for the nation hovers around 70 percent.⁵

As Table 14 shows, the first-year retention rate at four-year institutions was 87.0 percent for 2013 students. Comparatively, the retention rate at two-year colleges was 60.3 percent for the same cohort of high school graduates. For all students from the 2012 graduating class seeking a bachelor's degree, the second-year retention rate was near 87 percent, which is slightly lower than previous cohorts.

Retention rates for female students from the high school class of 2013 were 5.3 percentage points higher than retention rates for male students (see Table 15). Compared to other ethnic populations, Hispanic students had the lowest retention rates overall. The largest gap in overall retention rates among racial/ethnic groups is between Asian and Hispanic students (nearly 17 percentage points).

⁴ Retention rates are not yet available for students who were in their first year of college in the 2014-2015 academic year.

⁵ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).

Table 14. Persistence Rates, by High School Graduation Year

High School Graduation Year	First-Year Persistence Rates				Second-Year Persistence Rate
	Overall	4 Year Institutions	2 Year Institutions	In-State Public Institutions Only ⁶	Bachelor's Degree Students Only ⁷
2013	79.4%	87.0%	60.3%	77.6%	N/A
2012	80.0%	87.3%	61.6%	77.8%	86.8%
2011	79.9%	87.8%	60.2%	75.6%	89.7%
2010	80.7%	88.3%	62.1%	76.9%	89.1%
2009	81.4%	88.5%	63.3%	77.9%	89.3%

Table 15. Persistence Rates, by Gender and Race/Ethnicity (High School Class of 2013)

Race/Ethnicity	First Year Retention Rate Overall	First Year Retention Rate 4 Year Institutions	First Year Retention Rate 2 Year Institutions
Female	81.8%	88.9%	62.3%
Male	76.5%	84.6%	57.3%
American Indian or Alaskan Native	68.9%	76.7%	55.7%
Asian	87.4%	91.8%	70.5%
African-American	73.2%	83.4%	52.0%
Hawaiian/Pacific Islander	75.0%	86.5%	56.5%
Hispanic	70.5%	81.4%	55.8%
Two or More Races	78.4%	85.5%	60.8%
White (not Hispanic)	82.0%	88.2%	62.1%

⁶ Includes all SURDS institutions (2- and 4-year institutions)

⁷ Limited to students who were enrolled fall year 2 and seeking a bachelor's degree

Part IV. Postsecondary Credential Attainment

In this section, information about postsecondary credential attainment is provided. This level of detail is only available from the Colorado Department of Higher Education’s Student Unit Record Data System (SURDS) dating back to the high school graduating class of 2009.

Table 16 provides credential attainment rates by assessing what percentage of the 2009, 2010 and 2011 graduates who immediately enrolled in college had earned any type of postsecondary credential (a certificate, associate degree or bachelor’s degree) within two, four, five and six years of entering college. Of all students in the 2011 cohort, 4.8 percent had earned a credential within two years of entering an institution of higher education. Approximately 59 percent of the credentials awarded during this cohort’s first two years in college were certificates and 41 percent were associate degrees.

Four years after enrolling in college, over 28 percent of the 2011 cohort had earned at least one certificate or degree. For previous cohorts, five year attainment rates are near 46 percent, and over 52 percent of the 2009 cohort earned a credential within 6 years. Returning to the 2011 cohort, approximately 64 percent of the credentials awarded during this cohort’s first four years in college were bachelor’s degrees, 20 percent were associate degrees, and 17 percent were certificates (See Figure 10).

Table 16. Credential Attainment Rates, by High School Graduation Year*

High School Graduation Year	Number HS Grads Enrolled in College**	Percent Earning Any Credential Within 2 Years	Percent Earning Any Credential Within 4 Years***	Percent Earning Any Credential Within 5 Years***	Percent Earning Any Credential Within 6 Years***
2011	22,463	4.8%	28.4%	N/A	N/A
2010	22,972	4.5%	29.4%	46.0%	N/A
2009	23,182	4.7%	29.5%	45.8%	52.6%

*Attainment rates are unduplicated. If a student earned two credentials, they are counted only once.

**Enrolled in a public, in-state college.

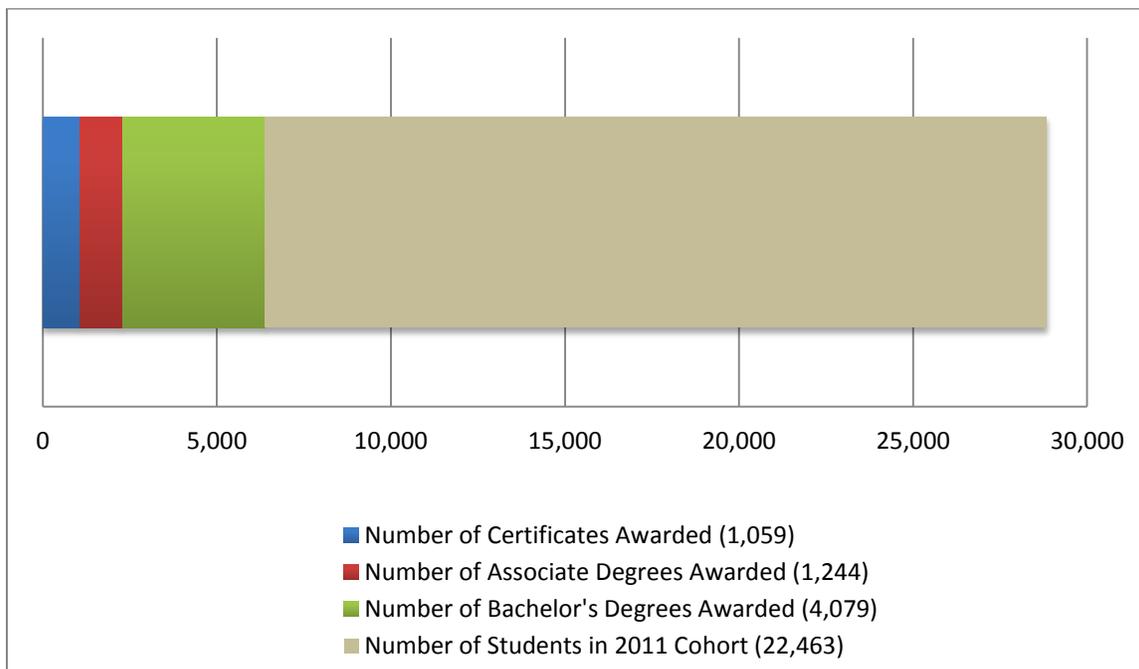
***The four, five and six year calculations are cumulative but unduplicated; they include students who earned credentials during the preceding years, but only counts them once.

As shown in Table 17 below, female and male students have similar credential attainment rates when reviewing the two year marker (5.2% and 4.3%, respectively). After four years in college, however, females outpace males in credential attainment significantly—by nearly 8 percent. Comparing racial/ethnic populations, 5.7 percent of the Hispanic students in this cohort earned a credential within two years of entering college compared to only 1.5 percent of African American students. Four years after entering college, 32 percent of white students had earned some type of certificate or degree compared to 14.5 percent of African-American students and 21.6 percent of American Indian or Alaskan Native students.

**Table 17. 2011 High School Graduates
Credential Attainment Rates, by Gender and Race/Ethnicity**

	Number HS Grads Enrolled in College (In Fall 2011)	Percent Earning Any Credential Within 2 Years (By Spring 2013)	Percent Earning Any Credential Within 4 Years (By Spring 2015)
Female	11,803	5.2%	32.2%
Male	10,660	4.3%	24.3%
<hr/>			
American Indian or Alaskan Native	194	2.6%	21.6%
Asian	988	1.9%	24.7%
African-American	1,207	1.5%	14.5%
Hispanic	4,470	5.7%	20.9%
White (not Hispanic)	15,601	5.0%	32.0%

**Figure 10. 2011 High School Graduates
Number of Credentials Awarded, by Credential Type after Four Years**



Conclusion

This report is intended to summarize and identify trends in postsecondary education for six cohorts of Colorado high school graduates, with particular attention paid to the most recent. The report tracks the 2009, 2010, 2011, 2012, 2013 and 2014 high school graduating classes and describes student enrollment and progress following graduation. The data are disaggregated by gender and race/ethnicity to further identify patterns.

This version of the Postsecondary Progress and Outcomes Report represents the first full version of the document in which six graduating classes are analyzed per the report's governing statute. Data availability had previously limited the number of graduating classes that could be included. In reviewing all six of these graduating classes, the most recent, 2014, is the first cohort whose enrollment rate increased from the previous year. Previously, all graduating classes included in this report had a lower enrollment rate than their previous year. This prolonged downward trend followed an all-time high for enrollment rates in 2009 at the peak of the most recent recession. While this positive change in the direction of enrollment rates is encouraging, it is imperative that efforts to raise enrollment continue. Individuals who enroll in a postsecondary institution, and ultimately earn a college credential, on average tend to earn higher salaries, lead healthier lives, and be more engaged in civil society.

In highlighting the positive turnaround of Colorado's enrollment trends and the long-term benefits of postsecondary education, it would be remiss to not acknowledge the educational disparities that exist across race/ethnicity groups. For example, postsecondary enrollment for Hispanic students is nearly 20 percentage points below white students, and, after their first year of college, African-American students, on average, earn nearly 10 fewer credits than white students. A significant portion of Colorado's Higher Education Master Plan is dedicated to addressing educational gaps such as these. As Colorado's demographics continue to change and labor markets increasingly demand quality postsecondary credentials, ensuring the state's future economic prosperity requires that these educational gaps be highlighted and strategically addressed.

About this Report

The Colorado Department of Higher Education and the Colorado Department of Education have collaborated to provide this information with the intent that high schools and colleges can use these data to better evaluate their programs and policies and so that the state can better align the K-12 and higher education systems. To make this information easily accessible to the public, CDHE created a searchable database and individualized district profiles. The project, known as District at a Glance, is housed on CDHE's website at <http://highered.colorado.gov/Data/DistrictHSSummary.aspx>.

This work is a part of the ongoing implementation of the Colorado Achievement Plan for

Kids (CAP4K), which includes a series of initiatives aimed at ensuring that all students are prepared to move seamlessly from high school into higher education and then into the workforce. Information on statewide P-20 initiatives, including District at a Glance, Graduation Guidelines, Concurrent Enrollment, Colorado Academic Standards, educator preparation and more, can be found on the CDHE website at <http://higherred.colorado.gov/Academics/P20/>.

Appendix A: District-Level Statistics

**Postsecondary Enrollment by District,
High School Graduating Class of 2014**

** is shown for districts with 10 or less graduates*

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
ACADEMY DISTRICT 20	1795	1230	68.5%	867	48.3%	363	20.2%	31.5%
ADAMS 12 FIVE STAR SCHOOLS	2425	1242	51.2%	1047	43.2%	195	8.0%	48.8%
ADAMS 14	399	108	27.1%	99	24.8%	9	2.3%	72.9%
ADAMS COUNTY SCHOOL DISTRICT 50	466	158	33.9%	149	32.0%	9	1.9%	66.1%
AGUILAR SCHOOL DISTRICT RE-6	7	*	*	*	*	*	*	*
AKRON R-1 SCHOOL DISTRICT	23	15	65.2%	11	47.8%	4	17.4%	34.8%
ALAMOSA SCHOOL DISTRICT RE-11J	111	66	59.5%	60	54.1%	6	5.4%	40.5%
ARCHULETA SCHOOL DISTRICT #50 JT	84	41	48.8%	31	36.9%	10	11.9%	51.2%
ARICKAREE SCHOOL DISTRICT NO. R-2	6	*	*	*	*	*	*	*
ARRIBA-FLAGLER CONSOLIDATED SCHOOL DISTRICT 20	8	*	*	*	*	*	*	*
ASPEN SCHOOL DISTRICT	156	107	68.6%	47	30.1%	60	38.5%	31.4%
AURORA PUBLIC SCHOOLS	2111	811	38.4%	703	33.3%	108	5.1%	61.6%
BAYFIELD SCHOOL DISTRICT	82	35	42.7%	18	22.0%	17	20.7%	57.3%
BENNETT SCHOOL DISTRICT	54	33	61.1%	28	51.9%	5	9.3%	38.9%
BETHUME SCHOOL DISTRICT R-5	18	9	50.0%	6	33.3%	3	16.7%	50.0%
BIG SANDY SCHOOLS 100J	20	11	55.0%	8	40.0%	3	15.0%	45.0%
BOULDER VALLEY SCHOOL DISTRICT	2358	1626	69.0%	1008	42.7%	618	26.2%	31.0%
BRANSON REORGANIZED SCHOOL DISTRICT NO.82	32	9	28.1%	9	28.1%	0	0.0%	71.9%
BRIGGSDALE SCHOOL DISTRICT RE-10J	12	10	83.3%	8	66.7%	2	16.7%	16.7%
Brighton 27J	841	434	51.6%	353	42.0%	81	9.6%	48.4%
BRUSH SCHOOL DISTRICT RE-2(J)	97	56	57.7%	49	50.5%	7	7.2%	42.3%
BUENA VISTA SCHOOL DISTRICT	56	29	51.8%	24	42.9%	5	8.9%	48.2%
BURLINGTON SCHOOL DISTRICT RE-6-J	50	26	52.0%	10	20.0%	16	32.0%	48.0%
BYERS SCHOOL	33	15	45.5%	12	36.4%	3	9.1%	54.5%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
DISTRICT								
CALHAN SCHOOL DISTRICT	35	16	45.7%	14	40.0%	2	5.7%	54.3%
CAMPO SCHOOL DISTRICT RE-6	2	*	*	*	*	*	*	*
CAÑON CITY SCHOOLS	258	112	43.4%	88	34.1%	24	9.3%	56.6%
CENTENNIAL BOCES	81	15	18.5%	13	16.0%	2	2.5%	81.5%
CENTENNIAL SCHOOL DISTRICT R-1	12	3	25.0%	3	25.0%	0	0.0%	75.0%
CENTER CONSOLIDATED SCHOOL DISTRICT 26 JT	35	24	68.6%	24	68.6%	0	0.0%	31.4%
CHARTER SCHOOL INSTITUTE	600	252	42.0%	201	33.5%	51	8.5%	58.0%
CHERAW SCHOOL DISTRICT #31	8	*	*	*	*	*	*	*
CHERRY CREEK SCHOOL DISTRICT	3663	2379	64.9%	1622	44.3%	757	20.7%	35.1%
CHEYENNE COUNTY SCHOOLS	10	*	*	*	*	*	*	*
CHEYENNE MOUNTAIN SCHOOL DISTRICT 12	357	258	72.3%	176	49.3%	82	23.0%	27.7%
CLEAR CREEK SCHOOL DISTRICT RE-1	46	27	58.7%	18	39.1%	9	19.6%	41.3%
Colorado School for the Deaf and Blind	25	7	28.0%	4	16.0%	3	12.0%	72.0%
COLORADO SPRINGS SCHOOL DISTRICT 11	1852	817	44.1%	647	34.9%	170	9.2%	55.9%
COTOPAXI SCHOOL DISTRICT FREMONT RE-3	11	8	72.7%	8	72.7%	0	0.0%	27.3%
CREEDE SCHOOL DISTRICT	6	*	*	*	*	*	*	*
CRIPPLE CREEK-VICTOR SCHOOL DISTRICT	26	6	23.1%	6	23.1%	0	0.0%	76.9%
CROWLEY COUNTY SCHOOL DISTRICT	20	14	70.0%	13	65.0%	1	5.0%	30.0%
CUSTER COUNTY SCHOOL DISTRICT C-1	37	20	54.1%	17	45.9%	3	8.1%	45.9%
DE BEQUE SCHOOL DISTRICT 49-JT	4	*	*	*	*	*	*	*
DEER TRAIL SCHOOL DISTRICT 26J	10	*	*	*	*	*	*	*
DEL NORTE SCHOOL DISTRICT C-7	21	9	42.9%	6	28.6%	3	14.3%	57.1%
DELTA COUNTY SCHOOL DISTRICT	343	157	45.8%	117	34.1%	40	11.7%	54.2%
DENVER PUBLIC SCHOOLS	4055	1889	46.6%	1505	37.1%	384	9.5%	53.4%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
DOLORES COUNTY SCHOOL DISTRICT	27	16	59.3%	7	25.9%	9	33.3%	40.7%
DOLORES RE-4A SCHOOLS	39	25	64.1%	17	43.6%	8	20.5%	35.9%
DOUGLAS COUNTY SCHOOL DISTRICT	4008	2837	70.8%	2039	50.9%	798	19.9%	29.2%
DURANGO SCHOOL DISTRICT 9-R	277	171	61.7%	110	39.7%	61	22.0%	38.3%
EADS SCHOOL DISTRICT RE-1	13	9	69.2%	7	53.8%	2	15.4%	30.8%
EAGLE COUNTY SCHOOLS	389	211	54.2%	136	35.0%	75	19.3%	45.8%
EAST GRAND SCHOOL DISTRICT	69	38	55.1%	28	40.6%	10	14.5%	44.9%
EAST OTERO SCHOOL DISTRICT	76	43	56.6%	37	48.7%	6	7.9%	43.4%
EATON SCHOOL DISTRICT	98	55	56.1%	49	50.0%	6	6.1%	43.9%
EDISON SCHOOL DISTRICT 54JT	28	16	57.1%	12	42.9%	4	14.3%	42.9%
ELBERT SCHOOL DISTRICT #200	10	*	*	*	*	*	*	*
ELIZABETH SCHOOL DISTRICT C-1	217	112	51.6%	88	40.6%	24	11.1%	48.4%
ELLCOTT SCHOOL DISTRICT 22	40	12	30.0%	9	22.5%	3	7.5%	70.0%
ENGLEWOOD SCHOOLS	187	58	31.0%	44	23.5%	14	7.5%	69.0%
ESTES PARK SCHOOL DISTRICT R-3	97	63	64.9%	40	41.2%	23	23.7%	35.1%
EXPEDITIONARY BOCES	18	11	61.1%	10	55.6%	1	5.6%	38.9%
FALCON SCHOOL DISTRICT 49	1512	586	38.8%	492	32.5%	94	6.2%	61.2%
FOUNTAIN-FORT CARSON SCHOOL DISTRICT 8	349	169	48.4%	119	34.1%	50	14.3%	51.6%
FOWLER SCHOOL DISTRICT R-4J	31	23	74.2%	21	67.7%	2	6.5%	25.8%
FREMONT RE-2 SCHOOL DISTRICT	121	51	42.1%	44	36.4%	7	5.8%	57.9%
FRENCHMAN SCHOOL DISTRICT RE-3	14	10	71.4%	7	50.0%	3	21.4%	28.6%
GARFIELD COUNTY SCHOOL DISTRICT NO. 16	70	29	41.4%	25	35.7%	4	5.7%	58.6%
GARFIELD SCHOOL DISTRICT RE-2	256	127	49.6%	92	35.9%	35	13.7%	50.4%
GENOA-HUGO SCHOOL	7	*	*	*	*	*	*	*
GILPIN COUNTY SCHOOL DISTRICT	18	11	61.1%	9	50.0%	2	11.1%	38.9%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
GRANADA SCHOOL DISTRICT RE-1	15	12	80.0%	11	73.3%	1	6.7%	20.0%
GUNNISON WATERSHED SCHOOL DISTRICT	122	79	64.8%	61	50.0%	18	14.8%	35.2%
HANOVER SCHOOL DISTRICT	12	5	41.7%	5	41.7%	0	0.0%	58.3%
HARRISON SCHOOL DISTRICT 2	384	179	46.6%	151	39.3%	28	7.3%	53.4%
HAXTUN SCHOOL DISTRICT RE-2J	24	17	70.8%	16	66.7%	1	4.2%	29.2%
HAYDEN SCHOOL DISTRICT	27	14	51.9%	12	44.4%	2	7.4%	48.1%
HINSDALE COUNTY SCHOOL DISTRICT RE-1	4	*	*	*	*	*	*	*
HI-PLAINS SCHOOL DISTRICT	11	7	63.6%	5	45.5%	2	18.2%	36.4%
HOEHNE SCHOOL DISTRICT	32	26	81.3%	23	71.9%	3	9.4%	18.8%
HOLLY SCHOOL DISTRICT RE-3	18	9	50.0%	4	22.2%	5	27.8%	50.0%
HOLYOKE SCHOOL DISTRICT RE-1J	38	27	71.1%	18	47.4%	9	23.7%	28.9%
HUERFANO SCHOOL DISTRICT RE-1	22	10	45.5%	9	40.9%	1	4.5%	54.5%
IDALIA SCHOOL DISTRICT RJ-3	6	*	*	*	*	*	*	*
IGNACIO SCHOOL DISTRICT 11 JT	52	19	36.5%	16	30.8%	3	5.8%	63.5%
JEFFCO PUBLIC SCHOOLS	5908	3684	62.4%	2985	50.5%	699	11.8%	37.6%
JULESBURG SCHOOL DISTRICT	139	34	24.5%	25	18.0%	9	6.5%	75.5%
KARVAL SCHOOL DISTRICT RE-23	8	*	*	*	*	*	*	*
KIM REORGANIZED SCHOOL DISTRICT 88	1	*	*	*	*	*	*	*
KIOWA SCHOOL DISTRICT	33	20	60.6%	11	33.3%	9	27.3%	39.4%
KIT CARSON SCHOOL DISTRICT R-1	5	*	*	*	*	*	*	*
LA VETA SCHOOL DISTRICT	10	*	*	*	*	*	*	*
LAKE COUNTY SCHOOL DISTRICT R-1	62	23	37.1%	22	35.5%	1	1.6%	62.9%
LAMAR SCHOOL DISTRICT RE-2	84	41	48.8%	32	38.1%	9	10.7%	51.2%
LAS ANIMAS SCHOOL DISTRICT	22	12	54.5%	8	36.4%	4	18.2%	45.5%
LEWIS-PALMER SCHOOL DISTRICT #38	521	388	74.5%	261	50.1%	127	24.4%	25.5%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
LIBERTY SCHOOL DISTRICT J4	6	*	*	*	*	*	*	*
LIMON PUBLIC SCHOOLS	32	27	84.4%	21	65.6%	6	18.8%	15.6%
LITTLETON PUBLIC SCHOOLS	1258	915	72.7%	607	48.3%	308	24.5%	27.3%
LONE STAR SCHOOL	11	8	72.7%	8	72.7%	0	0.0%	27.3%
MANCOS SCHOOL DISTRICT RE-6	24	17	70.8%	14	58.3%	3	12.5%	29.2%
MANITOU SPRINGS SCHOOL DISTRICT 14	123	72	58.5%	56	45.5%	16	13.0%	41.5%
MANZANOLA SCHOOL DISTRICT 3J	20	8	40.0%	8	40.0%	0	0.0%	60.0%
MAPLETON PUBLIC SCHOOLS	389	144	37.0%	125	32.1%	19	4.9%	63.0%
MCCLAVE SCHOOL DISTRICT	23	18	78.3%	17	73.9%	1	4.3%	21.7%
MEEKER SCHOOL DISTRICT	60	38	63.3%	28	46.7%	10	16.7%	36.7%
MERINO RE-4J SCHOOL DISTRICT	29	16	55.2%	12	41.4%	4	13.8%	44.8%
MESA COUNTY VALLEY SCHOOL DISTRICT 51	1347	731	54.3%	612	45.4%	119	8.8%	45.7%
MIAMI YODER SCHOOL DISTRICT 60-JT	12	3	25.0%	3	25.0%	0	0.0%	75.0%
MOFFAT CONSOLIDATED SCHOOL DISTRICT #2	10	*	*	*	*	*	*	*
MOFFAT COUNTY SCHOOL DISTRICT RE-1	103	48	46.6%	37	35.9%	11	10.7%	53.4%
MONTE VISTA SCHOOL DISTRICT	97	42	43.3%	39	40.2%	3	3.1%	56.7%
MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1	131	54	41.2%	44	33.6%	10	7.6%	58.8%
MONTROSE & OLATHE SCHOOLS	404	176	43.6%	126	31.2%	50	12.4%	56.4%
MORGAN COUNTY SCHOOL DISTRICT RE-3	184	89	48.4%	76	41.3%	13	7.1%	51.6%
MOUNTAIN BOCES	61	3	4.9%	1	1.6%	2	3.3%	95.1%
MOUNTAIN VALLEY SCHOOL DISTRICT	8	*	*	*	*	*	*	*
NORTH CONEJOS SCHOOL DISTRICT	74	38	51.4%	31	41.9%	7	9.5%	48.6%
NORTH PARK R-1	12	5	41.7%	4	33.3%	1	8.3%	58.3%
NORWOOD PUBLIC SCHOOLS	13	9	69.2%	3	23.1%	6	46.2%	30.8%
OTIS SCHOOL DISTRICT R-3	13	10	76.9%	9	69.2%	1	7.7%	23.1%
OURAY SCHOOL DISTRICT R-1	15	12	80.0%	11	73.3%	1	6.7%	20.0%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
PARK COUNTY SCHOOL DISTRICT RE-2	26	13	50.0%	11	42.3%	2	7.7%	50.0%
PAWNEE SCHOOL DISTRICT RE-12	8	*	*	*	*	*	*	*
PEETZ PLATEAU SCHOOL DISTRICT RE-5	18	13	72.2%	7	38.9%	6	33.3%	27.8%
PEYTON SCHOOL DISTRICT	54	25	46.3%	20	37.0%	5	9.3%	53.7%
PLAINVIEW SCHOOL DISTRICT RE-2	3	*	*	*	*	*	*	*
PLATEAU VALLEY SCHOOL DISTRICT 50	75	12	16.0%	10	13.3%	2	2.7%	84.0%
PLATTE CANYON SCHOOL DISTRICT #1	75	42	56.0%	34	45.3%	8	10.7%	44.0%
PLATTE VALLEY SCHOOL DISTRICT	59	33	55.9%	26	44.1%	7	11.9%	44.1%
POUDRE SCHOOL DISTRICT	1934	1163	60.1%	836	43.2%	327	16.9%	39.9%
PRAIRIE SCHOOL DISTRICT	13	12	92.3%	8	61.5%	4	30.8%	7.7%
PRIMERO RE-2 SCHOOL DISTRICT	12	7	58.3%	7	58.3%	0	0.0%	41.7%
PRITCHETT SCHOOL DISTRICT RE-3	1	*	*	*	*	*	*	*
PUEBLO CITY SCHOOLS	959	545	56.8%	489	51.0%	56	5.8%	43.2%
PUEBLO COUNTY SCHOOL DISTRICT 70	575	323	56.2%	292	50.8%	31	5.4%	43.8%
RANGELY SCHOOL DISTRICT RE-4	26	16	61.5%	13	50.0%	3	11.5%	38.5%
RE-1 VALLEY SCHOOL DISTRICT	139	98	70.5%	84	60.4%	14	10.1%	29.5%
Revere School District	5	*	*	*	*	*	*	*
RIDGWAY SCHOOL DISTRICT R-2	20	9	45.0%	6	30.0%	3	15.0%	55.0%
ROARING FORK SCHOOL DISTRICT	334	182	54.5%	143	42.8%	39	11.7%	45.5%
ROCKY FORD SCHOOL DISTRICT R-2	44	29	65.9%	27	61.4%	2	4.5%	34.1%
SALIDA SCHOOL DISTRICT R-32-J	67	41	61.2%	32	47.8%	9	13.4%	38.8%
SAN JUAN BOCES	9	*	*	*	*	*	*	*
SANFORD SCHOOL DISTRICT	20	11	55.0%	6	30.0%	5	25.0%	45.0%
SANGRE DE CRISTO SCHOOL DISTRICT	19	11	57.9%	11	57.9%	0	0.0%	42.1%
SARGENT SCHOOLS	22	20	90.9%	16	72.7%	4	18.2%	9.1%
SHERIDAN SCHOOL DISTRICT	178	55	30.9%	54	30.3%	1	0.6%	69.1%
SIERRA GRANDE SCHOOL	28	20	71.4%	19	67.9%	1	3.6%	28.6%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
SILVERTON PUBLIC SCHOOLS	4	*	*	*	*	*	*	*
SOUTH CONEJOS SCHOOL DISTRICT	24	14	58.3%	12	50.0%	2	8.3%	41.7%
SOUTH ROUTT SCHOOL DISTRICT RE-3	18	12	66.7%	7	38.9%	5	27.8%	33.3%
SPRINGFIELD SCHOOL DISTRICT RE-4	22	14	63.6%	8	36.4%	6	27.3%	36.4%
ST. VRAIN VALLEY SCHOOLS	1681	1001	59.5%	731	43.5%	270	16.1%	40.5%
STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2	167	117	70.1%	69	41.3%	48	28.7%	29.9%
STRASBURG SCHOOL DISTRICT 31J	75	47	62.7%	29	38.7%	18	24.0%	37.3%
STRATTON SCHOOL DISTRICT R-4	12	8	66.7%	7	58.3%	1	8.3%	33.3%
SUMMIT SCHOOL DISTRICT	189	128	67.7%	89	47.1%	39	20.6%	32.3%
SWINK SCHOOL DISTRICT	26	21	80.8%	19	73.1%	2	7.7%	19.2%
TELLURIDE SCHOOL DISTRICT R-1	64	40	62.5%	27	42.2%	13	20.3%	37.5%
THOMPSON R2-J	987	536	54.3%	412	41.7%	124	12.6%	45.7%
TRINIDAD SCHOOL DISTRICT #1	62	42	67.7%	39	62.9%	3	4.8%	32.3%
VILAS SCHOOLS	7	*	*	*	*	*	*	*
WALSH SCHOOL DISTRICT RE-1	15	12	80.0%	7	46.7%	5	33.3%	20.0%
WELD COUNTY SCHOOL DISTRICT 6	1150	516	44.9%	449	39.0%	67	5.8%	55.1%
WELD COUNTY SCHOOL DISTRICT RE-1	95	52	54.7%	48	50.5%	4	4.2%	45.3%
WELD COUNTY SCHOOL DISTRICT RE-3J	127	71	55.9%	59	46.5%	12	9.4%	44.1%
WELD COUNTY SCHOOL DISTRICT RE-8	118	47	39.8%	44	37.3%	3	2.5%	60.2%
WELD COUNTY SCHOOL DISTRICT RE-9	50	26	52.0%	21	42.0%	5	10.0%	48.0%
WELD RE-4	243	140	57.6%	104	42.8%	36	14.8%	42.4%
WELD RE5J SCHOOL DISTRICT	153	76	49.7%	64	41.8%	12	7.8%	50.3%
WELON VALLEY SCHOOL DISTRICT RE-20J	11	6	54.5%	4	36.4%	2	18.2%	45.5%
WEST END PUBLIC SCHOOLS RE-2	8	*	*	*	*	*	*	*
WEST GRAND SCHOOL DISTRICT 1-JT	33	19	57.6%	13	39.4%	6	18.2%	42.4%
WIDEFIELD SCHOOL	592	255	43.1%	203	34.3%	52	8.8%	56.9%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
DISTRICT 3								
WIGGINS SCHOOL DISTRICT RE-50J	35	18	51.4%	11	31.4%	7	20.0%	48.6%
WILEY SCHOOL DISTRICT RE-13-JT	12	9	75.0%	8	66.7%	1	8.3%	25.0%
WOODLAND PARK SCHOOL DISTRICT RE-2	197	95	48.2%	69	35.0%	26	13.2%	51.8%
WOODLIN SCHOOL DISTRICT	5	*	*	*	*	*	*	*
WRAY SCHOOL DISTRICT	45	28	62.2%	13	28.9%	15	33.3%	37.8%
YUMA SCHOOL DISTRICT-1	61	36	59.0%	24	39.3%	12	19.7%	41.0%

Appendix B: Technical Information

Methodology and Data

The nature of this report requires data from both the DHE and the Colorado Department of Education (CDE). Data between these two state agencies began to be connected with the introduction of the State Assigned Student ID (SASID). Because of this linkage requirement, data are currently available dating back to the 2009 high school graduating class. The academic years referred to in the report coincide with the following fall entry into college of the high school graduates. For example, the 2014 high school graduates tracked in this report enrolled in college in fall 2015. Please note that the report on the 2010 high school graduates (published in 2012) calculated college matriculation by considering high school graduates who enrolled in college within 18 months of graduating. This year's report continues the methodology that was used in last year's report and calculates college matriculation based upon those students who enrolled in college in the fall immediately following high school graduation.

Numerous national organizations, such as the National Center for Higher Education Management Statistics, and several states, including Tennessee, Texas, and West Virginia, follow a 6 month reporting period to define college-going rates. The majority of students who attend college do so immediately following high school graduation. The college going-rate, therefore, can be seen as an indicator of both the accessibility of and the value of college. Upon high school graduation, students are confronted with several choices including attending college, entering the workforce, or joining the military. Measuring how many students choose to enroll immediately in college reflects how attending college ranks among other post-high school options. Further, looking at college-going rates for different ethnic/racial groups and for low-income students can provide insight into college access issues.

Data Collection: Data were collected through the DHE Student Unit Record Data System (SURDS), and SASIDs were obtained from CDE. Additionally, data from the National Student Clearinghouse (NSC) were linked to provide out-of-state enrollment information, as well as information on private institutions in Colorado not included in SURDS.

- **Report Format:** The report presents information in four parts:
 1. Postsecondary enrollment trends, including information on in-state and out-of-state enrollment and institution type, disaggregated by ethnicity and gender.
 2. Information on first-year college students in Colorado, including financial aid status, average grade point average, credit accumulation and degree level, disaggregated by ethnicity and gender.
 3. First and second year retention rates.
 4. Postsecondary credential attainment information.

- **Data Limitations:** Data in part two of the report are limited to schools included in SURDS (i.e., all public Colorado colleges and universities, plus Colorado Christian University, Regis University, and the University of Denver). Future reports will be able to track college matriculation in Colorado into an additional 50 degree granting private institutions.

Contact Information

For more information, please contact:

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TOPIC: ONLINE ADMISSION STANDARDS TOOL PRESENTATION

PREPARED BY: CARL EINHAUS, DIRECTOR OF STUDENT AFFAIRS, AND DAWN TAYLOR OWENS, EXECUTIVE DIRECTOR COLLEGE IN COLORADO

I. SUMMARY

This presentation will provide brief demonstration of the live online admission standards tool:

www.coadmissionstool.org

II. BACKGROUND

CCHE's new Admission Policy will begin to be enacted starting in fall 2019. One of the key changes of the new policy is the elimination of the index and, as a result, a change to how admission standards are communicated. Because of this change, the need of a statewide method to clearly explain the new standards in an accessible format became evident. As such, an online admission standards tool was designed and is housed on the College In Colorado website. This presentation will provide a short demonstration of the online tool and how it works.

Relevant section from the new Admission Policy:

Section I, Part F, 7.00: Communicating with Prospective Students

To enable students to understand which institutions they are best suited for, beginning spring 2015 and every spring thereafter, each institution shall compile and publish a quantitative and qualitative description of the mid 50 percent of its most recently admitted class. The presentation shall use the institution's academic performance indicators approved by the Commission (including assessment scores, GPA and rigor) and any other indicators the institution uses to evaluate the admissibility of students. This information must be public and easily accessible to potential students. College in Colorado, a division of the Department of Higher Education, shall compile this information in an annual summary for statewide distribution.

III. STAFF ANALYSIS

The staff is excited about promoting this new admission standards communication resource.

IV. STAFF RECOMMENDATIONS

This is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

C.R.S. 23-1-113 authorizes the Colorado Commission on Higher Education (Commission) to establish academic admissions standards for first-time and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state.

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.





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

- 1) CSU-Ft Collins
- 2) CSU-Pueblo
- 3) CSU-Global Campus

Dr. Tony Frank, Chancellor
Dr. Tony Frank, President
Dr. Lesley DiMare, President
Dr. Becky Takeda-Tinker,
President

Denver
Fort Collins
Pueblo
Greenwood Village

CU System

- 1) CU – Boulder
- 2) UCCS

- 3) UCD

- 4) UC-Anschutz

Bruce Benson, President
Dr. Philip DiStefano, Chancellor
Dr. Pam Shockley-Zalabak,
Chancellor
Dr. Jerry Wartgow, Interim
Chancellor
Don Elliman, Chancellor

Denver
Boulder
Colorado Springs

Denver

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





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

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
Commissioner 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 Attendance; 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 Attendance) 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