

**DEPARTMENT OF HIGHER EDUCATION
FY 2013-14 JOINT BUDGET COMMITTEE HEARING AGENDA**

**Legislative Services Building, Hearing Room A
Tuesday, December 18, 2012
9:00 a.m. - 5:00 p.m.**

9:00 – 9:40 Department of Higher Education

Lt. Governor Joseph Garcia, Executive Director

Mr. Dick Kaufman, Colorado Commission on Higher Education Chair

Dr. Matt Gianneschi, Deputy Director

OPENING COMMENTS

FY 2013-14 budget priorities, long-term issues, and topics not covered in the hearing questions

QUESTIONS SPECIFIC TO THE DEPARTMENT OF HIGHER EDUCATION

1. Please discuss CCHE's role in encouraging students to attend Colorado institutions, how that works, and how that differs from the role of institutions in encouraging students to attend their institution.

The Department of Higher Education has a statutory responsibility to promote access to, affordability of, and success in higher education for Colorado students. This requirement was created by Senate Bill 04-189:

“[it is] the intent of the general assembly that the department and the commission inform students beginning in the eighth grade of the state's financial commitment to students to assist them in continuing their education by attending college and of the additional financial resources that may be available to the students in order to further their education.”

In response to this charge, the Department established College In Colorado, a division whose purpose is to assist all Coloradans search career and education pathways, address barriers to postsecondary attainment, and create a plan for postsecondary and workforce success. College In Colorado receives no state funding for its operations and is paid for through fees paid by the federal government for servicing student loans.

Unlike offices of admission at Colorado colleges and universities, information offered through College In Colorado is objective and is partial to no institution in particular. This allows students and their families to learn about appropriate academic and financial planning and explore postsecondary options across institutions without having to wade through the volumes of information presented by institutions. In short, like regional economic development corporations, College In Colorado enhances the free market of college information by equipping consumers with information about the advantages of college and requirements for

entry, but does not attempt to duplicate or compete with partners' specific strategic initiatives.

Senate Bill 09-256 further required that all sixth grade students create a career and college planning account, and that each "public school assist each student and his or her parent or legal guardian to develop and maintain the student's individual career and academic plan no later than the beginning of ninth grade." This work is conducted through the efforts of CollegeInColorado.org

College In Colorado uses a three part approach to meet its statutory role in a comprehensive and efficient statewide strategy: (1) a one-stop college and career planning Website; (2) Website training for students, families, school districts and education professionals for individual career and academic planning; and (3) in-person outreach. Access to these resources is provided to middle and high schools, colleges, non-profit pre-collegiate service providers, workforce centers and the public throughout the state free-of-charge.

The CollegeInColorado.org Website offers a unique, interactive platform to help students and parents plan apply and pay for college, but also explore career and workforce options. For statistics on the Website and account creation see the attachments. Some of the free resources featured on the Website include:

- Lifelong, online portfolio for career and academic planning,*
- Comprehensive financial aid information, calculators and scholarship search engine,*
- Exposure to available jobs in Colorado industries,*
- ACT/SAT/GRE test preparation,*
- Programs/majors and school profiles for thousands of post-secondary institutions nationwide,*
- High school academic planning based on career interests,*
- Online personal financial literacy courses used by many post-secondary institutions,*
- Interest and skills assessments,*
- Data, curriculum, lesson plans and professional development to assist educators with student performance and progress,*
- In partnership with the Division of Justice, targeted features and content is under development for ex-offenders,*
- In partnership with the Colorado Community College System, we are working on improving adult career study and credential attainment in Colorado's energy and healthcare industries.*

The majority of school districts across Colorado use and rely on CollegeInColorado.org. Many colleges and workforce centers also use the site in their work with career planning. More than 90% of the site is available in Spanish-language.

College In Colorado's also conducts direct outreach to students and families, including under-represented and at-risk populations in both English and Spanish. A small, eight-person statewide outreach team presents or meets in person one-on-one, in group settings, and at and events directly with students, family members, and advisors. Since the beginning of the 2011-

2012 school year, the College In Colorado outreach staff has spoken to over 135,000 people at over 1,500 events, from working with educators in trainings to tables at career fairs with over 4,000 middle school students, to financial aid nights with parents.

A key component of outreach is to promote the federal financial aid application (FAFSA) completion and financial literacy. Two research studies—by Chicago Public Schools and H&R Block—found that students that complete a FAFSA are more likely to enroll in college. Colorado is one of the first states in the nation to track FAFSA completion by high school, allowing local districts to better track college attendance. Promoting financial and digital literacy at an early age prepares students for success with better financial skill and less debt. The financial literacy module on the Website features interactive tools and calculators, courses on income, money management, spending, paying for college, credit, insurance, saving and investing, identity theft, and taxes.

2. What are the parameters for the College Opportunity Fund (COF) Program? What type of students can benefit from COF and what type cannot benefit from COF?

The College Opportunity Fund (COF) Program consists of two funding mechanisms for students and participating higher education institutions in the State: (1) COF stipends for eligible students, and (2) COF fee-for-service contracts. These programs are each described separately below.

COF Stipends:

Statute (C.R.S. 23-18-102 (5)(a)) provides the definition for an “eligible undergraduate student” that can receive the COF stipend. Generally speaking two types of students are eligible: (1) a student enrolled at a public state institution of higher education and who is classified as an in-state student for tuition purposes and (2) a student that has demonstrated financial need (federal Pell eligibility) and is enrolled at an eligible participating non-profit private institution of higher education which is classified as an in-state student for tuition purposes.

More specific eligibility criteria are identified through COF guidelines policies (based on state law) adopted by the Colorado Commission on Higher Education. Excerpts on student eligibility from these policies are provided below. Students who do not meet the following criteria are not eligible for the COF stipend.

Policy for Public Institutional Reporting College Opportunity Fund Student Credit Hour Stipend Enrollment, Effective July 1, 2005 (revised 1/7/2011)
(Link: <http://higher.ed.colorado.gov/Publications/Policies/Current/ii-partd.pdf>)

4.02 Student Eligibility Parameters

Students who meet the following qualifications may receive a stipend from the College Opportunity Fund if they are “enrolled at a state institution of higher education and ... classified as an in-state student for tuition purposes” (C.R.S. 23-18-102 (5) (a) (I)); have applied for and been accepted into the College Opportunity Fund program (C.R.S. 12-18-201 (4)); have requested that a payment from the College Opportunity Fund is made on their behalf to the institution(s) they are attending (C.R.S. 23-18-202 (5) (a)); are receiving undergraduate instruction and have not exceeded their lifetime-credit-hour limitation (145 credit hours) or have already completed their baccalaureate degree and are eligible to receive stipend payments for an additional thirty undergraduate credit hours” (C.R.S. 23-18-202 (5) (c) (I)).

Students who are receiving undergraduate instruction that exceeds their lifetime-credit-hour limitation (145 credit hours) after being granted a one-year waiver are also eligible as are undergraduate students attending eligible public institutions taking graduate level courses.

Military personnel or their dependents and Olympic trainees whose out-of-state tuition is waived under C.R.S. 23-7-103 (c) (I) are eligible for COF stipend payments. Students may not receive stipend payments for instruction that is funded under an institution’s fee-for-service contract.

Colorado law requires state agencies and institutions of higher education to verify the lawful presence in the United States of all persons 18 years of age or older for receipt of public benefits, such as financial aid, by requiring the applicant to produce one of the following forms of identification:

- (1) Valid Colorado Driver’s License or a Colorado Identification Card*
- (2) U.S. Military Card or a Military Dependent’s Identification Card*
- (3) U.S. Coast Guard Merchant Mariner Card*
- (4) Native American Tribal Document*
- (5) An alternative form of identification as listed in the Department of Revenue’s Rules for Evidence of Lawful Presence, 1 CCR 201-17.*

An applicant also must execute an affidavit stating that he or she is a U.S. citizen or legal permanent resident; or that he or she is otherwise lawfully present in the U.S. pursuant to federal law. (C.R.S. §24-76.5-103(4)).

All students over the age of 18 years will be required to produce one of the forms of identification set forth in C.R.S. §24-76.5-103(4) and complete the affidavit regarding lawful presence either on-line or by paper application. After August 1, 2006, students under the age of 18 years may apply for and receive the COF stipend but they will be required to meet the requirements of C.R.S. §24-76.5-103(4) when they reach the age of 18 years in order to continue to receive the COF stipend benefit. Students under the age of 18 years may provide information required by C.R.S. §24-76.5-103(4) and be verified at the time of application.

Each applicant for the COF stipend shall be verified by the Colorado Student Loan Program (CSLP) in accordance with C.R.S. §24-76.5-103(4). CCHE and CSLP shall establish official guidelines for the verification process and standards and shall notify applicants who do not pass the verification process. Applicants who are successfully verified as lawfully present in the United States through the COF Stipend process shall be eligible for all public benefits provided by the Department of Higher Education and the state institutions of higher education.

All applicants for state-funded financial aid must meet the identification requirements of C.R.S. §24-76.5-103(4) or the Department of Revenue's Rules for Evidence of Lawful Presence, 1 CCR 201-17, which are effective as of August 1, 2007. Institutions must satisfy the verification requirements of C.R.S. §24-76.5 103(4) in a manner consistent with statutory requirements, Attorney General Guidance and CCHE policy. CCHE shall audit institutions to ensure compliance.

Applicants for the COF stipend may also meet the requirements of C.R.S. §24 76.5-103(4) through any waivers granted by the Department of Revenue as provided for in the Department of Revenue's Rules for Evidence of Lawful Presence, 1 CCR 201-17, which are effective as of August 1, 2007.

Policy for Participating Private Institutional Reporting on College Opportunity Fund Student Stipend Enrollment, Effective July 1, 2005 (revised 9/6/2007)

Link: <http://higher.ed.colorado.gov/Publications/Policies/Current/ii-parte.pdf>

4.02 Student Eligibility Parameters

Students who meet the following qualifications may receive a stipend from the College Opportunity Fund if they are "enrolled at a participating private institution of higher education and ... classified as an in-state student for tuition purposes" (C.R.S. 23-18-102 (5) (a) (II) (A)); "is a graduate of a Colorado high school or has successfully completed a nonpublic home-based educational program as provided in section 22-33-104.5, C.R.S.", including have requested that a payment from the College Opportunity Fund is made on their behalf to the institution(s) they are attending (C.R.S. 23-18-201 (1)); "Demonstrate financial need through the student's eligibility for the Federal Pell program or its successor program" (C.R.S. 23-18-102 (5) (a) (II) (C)), are receiving undergraduate instruction and have not exceeded their lifetime-credit-hour limitation (145 credit hours) or have already completed their baccalaureate degree and are eligible to receive stipend payments for an additional thirty undergraduate credit hours" (C.R.S. 23-18-202 (5) (c) (I)).

Participating private institutions of higher education may choose to accept the GED test as equivalency for the high school diploma, basing its cut scores on Commission policy.

Students who are receiving undergraduate instruction that exceeds their lifetime-credit-hour limitation (145 credit hours) after being granted a one-year waiver are also eligible as are eligible undergraduate students attending participating private institutions of higher education taking graduate level courses.

A student attending a participating private institution is an Eligible Undergraduate Student if s/he demonstrates financial need by meeting the income qualifications for Pell Eligibility. A student who has received a bachelor's degree may still receive stipend payments for the additional 30 credit hours available under 23-18-202(5)(c)(1), by demonstrating that s/he continues to meet the income qualifications for Pell Eligibility.

Colorado law and CCHE COF Guidelines have the same requirements regarding verification of lawful presence for students enrolled at private institutions as for public institutions.

COF Fee-for-service Contracts:

The Department, on behalf of the Commission, is required to enter into fee-for service contracts with each participating governing board to fund educational services, such as services in rural areas or communities, graduate school services, and services that may increase economic development opportunities in the State (C.R.S. § 23-1-109.7).

COF fee-for-service contracts may be used to purchase services meeting one of the following criteria:

- Educational services in rural areas or communities in which the cost of delivering the services is not sustained by the amount received in student tuition.*
- Educational services required by the Commission to meet its obligations under reciprocal agreements with other states to waive nonresident tuition.*
- Graduate school services.*
- Educational services that may increase economic development opportunities in the State, including courses to assist students in career development and retraining.*
- Specialized education and professional degrees including, but not limited to, the areas of dentistry, medicine, veterinary medicine, nursing, law, forestry, and engineering.*

The Department executes fee-for-service contracts with each of the public governing boards participating in the COF Program; the contracts took effect in Fiscal Year 2006 and were amended on an annual basis to reflect changes in fee-for-service funding allocations.

COF stipends and fee-for-service contracts were both implemented in Fiscal Year 2006.

3. How does the trend in tuition and General Fund support in Colorado compare with the trends in other states?

Before tuition and state funding data can be reviewed and compared across states, it is important to consider several variables that have a material impact on such comparisons. For example, enrollment increases over recent years have had the impact of “watering down” the purchasing power of flat or reduced state funding while simultaneously increasing both costs and tuition revenue for Colorado’s state-funded colleges and universities. Likewise, it is important to consider the wide variance in “cost of living” across the states as well as what proportion of students in a state attend relatively high cost institutions vs. lower cost institutions such as community colleges.

*To assist in comparing state funding, as well as enrollment and tuition trends we have provided a handful of charts at the end of this packet labeled “**Appendix A.**” These are excerpted from an annual report prepared by the State Higher Education Executive Officers (SHEEO); known as the State Higher Education Finance or “SHEF Report.” Note that the SHEF Report makes some adjustments to account for the cost of living and the complexion of the institutions attended in different states.*

*In the illustration titled **Figure 5**, we see that the national average for enrollment increases between FY 2006 – 2011 is about 17 percent. It shows that Colorado enrollment has grown by over 25 percent in this time period and that only five states have grown more rapidly. This means that in Colorado, decreases in state funding have been felt more sharply by our fast growing public institutions. Likewise, the tuition increases that accompany higher enrollment have come with both costs and increased tuition revenue for the institutions.*

***Figure 7** shows that net tuition as a percent of total educational revenue by state has gone up more rapidly in Colorado than in all but four states. Keep in mind, that this is not just a result of tuition increases, but of the simultaneous reduction in other fund sources – especially state funding.*

*Perhaps the best illustration of how Colorado’s appropriations compare with the rest of the country over time is demonstrated by **Figure 9**. This chart shows education appropriations for the states as a difference from the national average for the past year and the past 25 years (and has been adjusted for inflation). Colorado is joined by New Hampshire and Vermont as having the deepest hole when compared to the national average for educational appropriations.*

***Figure 11** considers both the change in tuition revenue and the change in state appropriations on a grid. On the grid, Colorado resides just above the horizontal axis indicating about average net tuition revenue from FY 2006 – 2011 but we have seen a more rapid reduction in state appropriations than the average across the states.*

Finally, it is illustrative to compare Colorado to the United States on what is known as the “wave chart.” The wave chart shows the proportion of tuition revenue to state appropriations per FTE from FY 1986 to 2011 with a red line superimposed indicating enrollment growth. In FY 2008 and 2009, we see the impact of efforts to restore some state appropriations combined with the assistance of federal American Reinvestment and Recovery Act (ARRA) followed by reductions necessary for statewide budget balancing. While the United States wave chart indicates an increase in the proportion of tuition revenue relative to state appropriations over the past 26 years it is clear that Colorado’s reliance on tuition revenue and the reduction in state appropriations over time has been much more dramatic.

4. How is the COF stipend amount per credit hour impacted by institutions on semester hours versus quarterly hours?

The University of Denver is the only institution that operates on a quarterly system and that participates in the College Opportunity Fund (COF) program. For the most part, the parameters of the COF stipend are based on a semester system. In order to compensate for the differences in these systems, the University of Denver converts its quarterly hours into semester hours before submitting a request for stipend payment. The following equation is used for this conversion:

$$\text{(Quarter hours eligible for COF)} / 1.5 = \text{(Semester hours eligible for payment)}$$

For example, if a student attending the University of Denver took 19 quarterly credit hours that are eligible for the COF stipend, they would receive a COF stipend payment based on 12.67 semester credit hours.

$$19 \text{ Quarter hours} / 1.5 = 12.67 \text{ Semester hours eligible for payment}$$

COF recipients at the University of Denver are eligible for a lifetime limit of 217.5 quarter hours (i.e., 145 semester hours), which is, once converted, a benefit that is identical to that received by students in a semester environment.

5. What is causing the increase in the Dependent Tuition Assistance Program, and is there a way to constrain this growth?

The Dependent Tuition Assistance Program is an entitlement program for the dependents of deceased or permanently disabled national guardsmen, law enforcement officers, or firefighters. A dependent is a born child, a child conceived, or a child adopted (or one for whom the formal adoption procedures were started) before the period of time either of said child’s parent served and was permanently disabled or killed while acting to preserve the public peace, health, and safety in the capacity of police officer, sheriff, or other law enforcement officer or firefighter. Qualified dependents are eligible to pursue an undergraduate studies leading to a first baccalaureate degree or a certificate of completion.

DTAP benefits vary depending on the type of institution the beneficiary chooses to attend. Students attending a public in-state institution of higher education receive free tuition; additionally, if the institution has on-campus living, room and board (double-occupancy) costs are also covered by the DTAP benefit. Students attending private institutions in Colorado receive the average cost of undergraduate instruction for a student at a comparable public in-state institution during the previous year. Students attending an out-of-state four-year institution of higher education receive tuition assistance only; benefits cannot exceed the average cost of undergraduate instruction at a comparable Colorado state institution for the previous year. To maintain the scholarship, the students must maintain a cumulative grade point average of 2.5 after one year in the program.

New applications are submitted to the Department each year. In the current year (academic year 2012-13), 49 students are receiving the benefit—a one-year increase approximately 25%. The Department expects additional students seek the benefit in the spring term.

In addition to growing numbers of eligible students, rising costs of tuition and housing contribute to the DTAP program's escalating costs. Constraining growth of the program would likely require changes to statute, specifically those that govern the benefits available to eligible students. For example, the General Assembly could moderate the benefit to include tuition only (i.e., exclude on-campus housing) or limit the award to students with demonstrated financial need. Additionally, the General Assembly could more precisely specify the parameters of a qualifying "permanent disability" to distinguish it from a "permanent injury."

6. Does Colorado import more students through the WICHE program than it exports to other states? If so, should the funding for participation in WICHE be reexamined in light of the recent reductions in higher education funding?

The Western Interstate Commission for Higher Education (WICHE) is a regional organization comprised of 15 member states to facilitate resource sharing among the higher education systems of the west. WICHE was created to expand educational opportunities for the citizens of member states, and to provide educational programs, research and policy analysis to augment the capabilities of individual member states. WICHE also develops other interstate initiatives to improve higher education, and convenes policy-makers to address issues of concern to member states. State dues support the WICHE administrative structure to operate the student exchange programs. Colorado dues are covered by indirect cost recoveries collected from the institutions.

Membership and participation in the WICHE exchange programs is entirely at the discretion of individual institutions. These include the Western Undergraduate Exchange (WUE) the Western Regional Graduate Program (WRGP) and the Professional Student Exchange Program (PSEP). The following table details Colorado participation levels in each of these programs for the past five years.

	2007		2008		2009		2010		2011	
	Received	Sent								
Western Undergraduate Exchange (WUE)	1,486	2,632	1,562	2,491	1,734	2,457	2,074	2,345	2,912	2,312
Western Regional Graduate Program (WRGP)	125	43	107	47	134	45	199	56	210	67
Professional Student Exchange Program (PSEP)*	N/A	N/A	N/A	N/A	N/A	N/A	194	25	177	26

*PSEP data was not available for 2007, 2008, and 2009.

The Western Undergraduate Exchange (WUE) program allows member states students to pay 150 percent of resident tuition to attend the out-of- state institution. The WUE program helps institutions build enrollment base, fill excess capacity, provide student diversity and (for border institutions) better serve communities in the local vicinity. As seen in the table above, up until 2011, Colorado was sending more students to other states through WUE than it was receiving. In 2011, that trend reversed. Currently, Colorado has 22 institutions participating in the WUE program, the second highest participation rate of any of the WICHE member states.

The Western Regional Graduate Program (WRGP) allows masters, graduate certificate, and Ph.D. students who are residents of participating states to enroll in participating institutions graduate programs and pay resident tuition through a reciprocity agreement. It consistently pulls more students into Colorado than it sends out. This is due, in part, to the fact that Colorado has 71 graduate programs participating in the WRGP program, the most of any of the member states.

The Professional Student Exchange Program (PSEP) has also received more students on exchange over the past two years than were sent to other member states. This is due almost entirely to the participation of the Colorado State University veterinary program, which accounts for the majority of incoming students (68 percent in 2011). The dentistry and medical programs at the University of Colorado at Denver account for another 28 percent of the total 2011 program enrollment. All of the students sent from Colorado to other states through PSEP are sent for optometry programs.

Again, participation in all of the exchange programs described herein is at the discretion of each institution. The high participation levels indicates that these programs are financially and programmatically beneficial to the participating colleges and universities.

7. Please provide additional information regarding the request for funding data and research positions. Should each institution do this type of research and report to the General Assembly rather than having these positions funded through CCHE?

The Department of Higher Education (DHE) has requested funding in FY 2013-14 for two positions that will fulfill emerging data collection, analytical support, and communication needs in the Department. The new positions will provide significantly enhanced use of new sources of data and improved analyses and communications to stakeholders including campus

faculty and administrative staff at public and private higher education institutions, members of elected and appointed governing boards, school districts and boards, K12 instructors, the General Assembly and the general public. Importantly, throughout the recent master planning process, one of the themes that emerged from conversations with campus colleagues was the hope that new information about promising practices that improve student progress and completion would be made available to all campuses. As one CFO put it, "This process should not be focused on simple accountability, but rather about sharing information and improving outcomes. We hope the Department will be able to help us understand how our efforts are improving performance."

The Department is in a unique position to access and prepare comparative reports based on data from a wide variety of sources that were unavailable a few years ago. While individual institutions are able to gather and process their own, discrete data, only DHE is able to compile and present this data on a statewide basis for comparison purposes. More important, DHE is the only entity that has access to P-20 longitudinal data from other state agencies. Public institutions of higher education cannot link their student records to K12 or workforce data without support from the DHE. Additionally, the Department is the only entity able to prepare comprehensive statewide analyses on public and private institutions of higher education in the state to account for the various student pathways as the collection of data from private institutions and area vocational schools will begin early 2013.

The request will provide funding for a Research Analyst to process the substantial amounts of new data in strategic and meaningful ways, such as researching the effectiveness of remedial education strategies or linking educator preparation programs to employment records. The request will also allow the Department to invest in a Research Communications Analyst position that will focus on presenting and interpreting analyses conducted by the Department for administrators, educators, and the general public. This position will provide the critical link between data and stakeholders by translating the often technical and complicated data into readable, meaningful and useable information.

The role of the Colorado Commission on Higher Education (CCHE) and the Department is evolving. Institutions of higher education, non-profit organizations, researchers, and educators regularly look to the Department for data that will inform best practices, improve student achievement, and assist with the implementation of recent legislation and statewide policies. This type of data will play a critical role in allowing the institutions to meet the performance goals as presented in the statewide Master Plan and the individual institutional performance contracts. The institutions are looking to the Department to conduct consistent, statewide analyses of the performance contract indicators.

For the first time, the Department is receiving significant new data from various sources. Until recently, the Department has only received data from the 28 public institutions of higher education and three private colleges who participate in the College Opportunity Fund program. Within the next year, the Department will begin collecting data from the three Area Vocational Schools and, with the passing of H.B. 12-1155, from an additional 52 Private Postsecondary Institutions. Additionally, the Department has expanded data collections to

include course level information for every student enrolled from the public institutions. Individual student level data from these 55 new institutions presents a wonderful opportunity for a wealth of new information regarding Colorado students for which the Department needs additional resources to effectively utilize.

The Department has been actively working with the Colorado Department of Education (CDE) to link postsecondary records to K12 records and has been working with the Colorado Department of Labor and Employment (CDLE) to link postsecondary data records to wage/employment records. These kinds of continuous or “longitudinal” data can produce powerful information concerning students’ participation across education systems and later labor market outcomes—critical information for educators and policy makers alike. Again, these powerful new data sources require additionally time, expertise, and resources to be beneficial.

Colorado is perfectly aligned with the national themes of big data and transparency in government. While the last few years have seen the mass influx of data, the next step for the Department is to turn this data into meaningful information that can be shared to better educate Colorado citizens about the value of postsecondary education in the state. These two positions would allow the Department to move from being data rich and analytically poor to data rich and analytically strong. Our public institutions of higher education do not possess the data, means, or resources to perform the tasks of these two critical positions and look to the Department to be the lead source of information and expertise.

8. Has the unanimous voting of institutions for past funding formulas been a cause for why the performance audit found that the Department is not in compliance with COF requests?

The unanimous agreement of Colorado’s public institution governing boards regarding the allocation of recommended state General Fund support is unrelated to the findings of the performance audit on the implementation of the College Opportunity Fund (COF) program.

Budget requests for the last two fiscal years for the system of higher education have included a letter from the governing boards unanimously agreeing to support the allocation formula included in the request for the level of state funding (General Fund) requested by the Governor’s Office.

The agreement in the governing board letter pertains to the allocation of the total amount of General Fund requested for the institutions. The total amount of General Fund requested is based upon the budget decision made by the Governor’s Office following months of deliberation and review. This decision is based on a variety of factors and needs in the total state budget as well as the higher education systems. Factors such as inflation were considered by the Governor’s Office as part of the budget deliberations, as were financial aid, funding for controlled maintenance to benefit the institutions, the long-term viability of the request given out-year budget projections, and other state funding needs (such as Medicaid, mental health and funding for persons with developmental disabilities, economic development, state infrastructure, K-12 and early intervention, funding for seniors, affordable

housing, funding for state employees, and critical IT systems, among others.)

In effect, the governing boards have agreed to support a method for allocating the total amount of General Fund requested for the upcoming fiscal year, but this is unrelated to the Office of the State Auditor’s finding concerning the Commission on Higher Education’s noncompliance with the provision of SB 04-189 requiring the CCHE to request full funding for stipends at a level that would reflect inflation and enrollment growth.

In response to the audit finding, the Commission provided a letter notifying the General Assembly of the amount that would be needed to “fully” fund COF for inflation and enrollment as part of the Department’s FY 2013-14 request.

9. How much would it cost to bring the COF stipend amount to \$72, \$80, and \$133 respectively?

The following table identifies the costs associated with the requested COF stipend credit hour amounts at \$72, \$80, and \$133 per credit hour respectively.

\$72 per credit hour requires an additional \$42.7 million General Fund

\$80 per credit hour requires an additional \$76.9 million General Fund

\$133 per credit hour requires an additional \$133 million General Fund

Question # 9 Response					
	College Opportunity Fund Components	FY 2012-13 Appropriation	\$72 per credit hour	\$80 per credit hour	\$133 per credit hour
1	Public COF Stipend Eligible FTE	141,905	141,905	141,905	141,905
2	Public COF Stipend rate per credit hour	\$ 62	\$ 72	\$ 80	\$ 133
3	Public COF Stipend rate per FTE (30 credit hours)	\$ 1,860	\$ 2,160	\$ 2,400	\$ 3,990
4	Public COF Stipend Total	\$ 263,943,300	\$ 306,514,800	\$ 340,572,000	\$ 566,200,950
5	Public COF Fee-for-service contracts	\$ 229,722,572	\$ 229,722,572	\$ 229,722,572	\$ 229,722,572
6	Sub-total Public COF Program	\$ 493,665,872	\$ 536,237,372	\$ 570,294,572	\$ 795,923,522
7	Private COF Stipend Eligible FTE	1,160	1,160	1,160	1,160
8	Private COF Stipend rate per credit hour	\$ 31	\$ 36	\$ 40	\$ 67
9	Private COF Stipend rate per FTE (30 credit hours)	\$ 930	\$ 1,080	\$ 1,200	\$ 1,995
10	Sub-total Private COF Stipend	\$ 1,078,800	\$ 1,252,800	\$ 1,392,000	\$ 2,314,200
11	Total COF Program	\$ 494,744,672	\$ 537,490,172	\$ 571,686,572	\$ 798,237,722
12	Additional Cost based on Requested COF Stipend rates		\$ 42,745,500	\$ 76,941,900	\$ 303,493,050

Please note:

- *The calculations on the previous page are based off the current FY 2012-13 appropriation and COF eligible FTE.*

Calculations assume NO growth or increase in the COF fee-for-service contracts with public institutions of higher education.

10. Do any public higher education institutions provide degrees or courses in theology?

To answer this question, it is helpful to clearly distinguish the terms "Theology" and "Religious Studies." Based on National Center for Education Statistics (<http://nces.ed.gov>) standard definitions, "theology" is "a program that focuses on the beliefs and doctrine of a particular religious faith from the intramural point of view of that faith" and prepares someone for practice of religious outreach, such as ministry. "Religious Studies" is defined as "a program that focuses on the nature of religious belief and specific religious and quasi-religious systems. Includes instruction in phenomenology; the sociology, psychology, philosophy, anthropology, literature and art of religion; mythology; scriptural and textual studies; religious history and politics; and specific studies of particular faith communities and their behavior."

There are no public Colorado institutions that provide courses or degrees in theology. All Colorado public institutions do offer courses, and in some cases degrees, in religious studies. However, several of the private institutions that participate in the COF program do provide instruction in theology. Statute regarding the use of the COF stipend excludes degree programs in theology or programs that train students for professions in the clergy.

11. Please provide the economic data behind the 66 percent goal for postsecondary credential attainment, and please provide a breakdown of the type of degrees that are being sought.

The leading center for research on future labor market needs is housed at Georgetown University. The Center for Education and the Economy, headed by Dr. Anthony Carnevale, professor of labor economics in the Georgetown Public Policy Institute. In their recent report, Help Wanted: Projections of Jobs and Education Requirements Through 2018 (2010), Dr. Carnevale and others determined that, as a nation:

America is...on a collision course with the future: not enough Americans are completing college . . . By 2018, we will need 22 million new workers with college degrees—but will fall short of that number by at least 3 million postsecondary degrees . . . At a time when every job is precious, this shortfall will mean lost economic opportunity for millions of American workers.

The Georgetown Center estimates that, for Colorado, between 2008 and 2018, new jobs in Colorado requiring postsecondary education and training will grow by 411,000 while jobs for high school graduates and dropouts will grow by only 217,000. These changes place Colorado fifth overall in the United States regarding the demand for postsecondary trained

workers (see the figure on the last page of this section for a state by state comparison of workforce demand; figure available at:

<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/colorado.pdf>). Sixty-seven percent (67%) of all jobs in Colorado (2.1 million jobs) will require some postsecondary training beyond high school in 2018. Moreover,

- Between 2008 and 2018, Colorado will create 924,000 job vacancies both from new jobs and from job openings due to retirement.
- 609,000 of these job vacancies will be for those with postsecondary credentials, 220,000 for high school graduates and 94,000 for high school dropouts.
- Colorado ranks 3rd in terms of the proportion of its 2018 jobs that will require a Bachelor’s degree, and is 25th in jobs for high school dropouts.

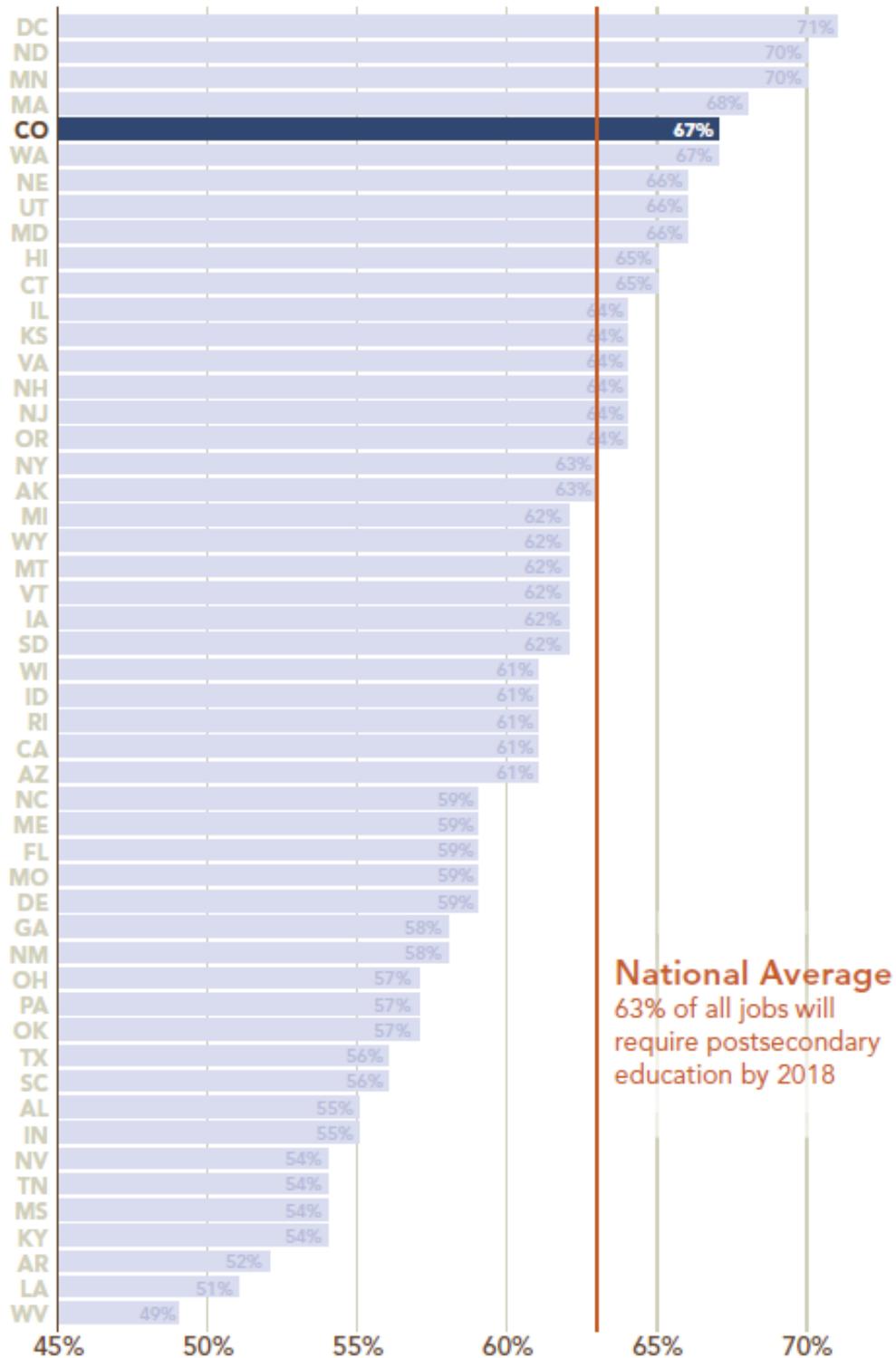
According to the Georgetown Center, by 2018, Colorado’s economy will require 281,000 workers trained at the associate degree level, 768,000 workers at the bachelor degree level, and 346,000 workers at the graduate level (see the table below from the Georgetown Center for Education and the Economy).

COLORADO’S RANK IN JOBS FORECASTED FOR 2018, BY EDUCATION LEVEL.		
Education level	2018 Jobs	Rank
High school dropouts	324,000	25
High school graduates	761,000	49
Some college, no degree	708,000	25
Associate’s degree	281,000	32
Bachelor’s degree	768,000	3
Graduate degree	346,000	10

After sharing and discussing this information with senior administrators from campuses throughout Colorado, Department staff recommended that the principal goal of the state’s master plan should be to increase the number Coloradans aged 25-34 that hold high-quality postsecondary credentials—certificates and degrees—to 66 percent, a goal that is in synch with the requirements of state law (23-1-108 [1.5][c][I]). The goal is also in agreement with the opinion of the Lumina Foundation for Education, which argues that “The United States risks an unprecedented shortage of college-educated workers in coming years. With the global economy demanding more and more highly skilled workers, economists and labor experts say increasing college attainment is a national imperative.”

Because colleges and universities in the state operate in a dynamic, ultra-competitive marketplace, one in that offers students hundreds of options, attempts to specify or prioritize credentials by program type or discipline were discouraged, with the exception of those in STEM fields—science (including health and medicine), technology, engineering, and mathematics. In light of this market environment and the facts that consumer demand drive many programmatic decisions made by campuses and that Colorado is a net importer of postsecondary trained talent, the Commission recommended increasing degree productivity across all levels—certificate, associates, and bachelors—by 1% per year. Doing so, according to estimates from the National Center for Higher Education management Systems (NCHEMS), consultants to the Colorado planning process, will allow Colorado to reach the 66% attainment target for 24-35 year olds by 2025.

Percentage of jobs in 2018 that will require a postsecondary education, by state.



12. Does the goal for postsecondary credential attainment include technical training and GED/high school completion as well as four-year degree programs?

The Colorado Commission on Higher Education's goal of 66% postsecondary credential attainment includes postsecondary programs only—certificates, two-year degrees (e.g., A.A., A.S., & A.A.S.), and four-year degrees (e.g., B.A., B.S., B.S.N., etc). Many of these programs, in particular those at the certificate level, include technical training (Career and Technical Education or "CTE"). However, the target does not include high school level credentials or high school-level equivalents such as the GED, as the CCHE's authorities, as defined in statute, are limited to the postsecondary sector only.

13. Please provide a definition of high-quality postsecondary credentials.

Throughout the 2011-12 academic year, the Colorado Commission on Higher Education attempted to define "high-quality postsecondary credentials." Initially, the CCHE employed the definition used by the Lumina Foundation for Education, the nation's leading philanthropic foundation for postsecondary access. The Lumina Foundation defines such credentials as those with high labor market value, minimally ones with 30 or more semester credit hours (i.e., one-year in length or longer). This definition was shared with campuses. Most representatives from the two-year sector disagreed with this definition, citing that many certificate programs, including those in the skilled trades, require fewer than 30 credit hours. Additionally, several institutions stated concern that a focus on degree production, without considering the steps necessary to maintain academic integrity or quality, would lead to less than optimal results. As a result of the foregoing, the CCHE decided to drop the 30 credit hour threshold, but maintain an emphasis on the concept of quality.

Importantly, attempts by government agencies to influence student demand in postsecondary education have had mixed results. It is not uncommon for students with very high math and science abilities to pursue degrees in history or music. Likewise, aside from general market trends, it is difficult to identify with precision the kinds of programs employers will demand and the near- and longer-term. For example, during the '80s and '90s growth of degrees in business disciplines outpaced all others. Today, business is far and away the largest major on college campuses. Recently, however, the Wall Street Journal ("Wealth or Waste: Rethinking the Value of a Business Major," April 5, 2012) reported that employers now often prefer graduates with talents in creative fields, such as fine arts and literature. In its article, the WSJ stated that a common criticism of undergraduate degrees in business is that they train students to "focus too much on the nuts and bolts of finance and accounting and don't develop enough critical thinking and problem-solving skills through long essays, in-class debates and other hallmarks of liberal-arts courses." As a result, more and more employers are seeking students with broader talents and creativity, regardless of the discipline in which they earned their degree.

In 2012, pursuant of the provisions of HB 08-1364 and with the assistance of the state's "longitudinal data system," the Colorado Department of Higher Education the Colorado Department of Labor and Employment were able to match the records of recent college

graduates with employers' unemployment insurance dataset. The result, which will be released in early 2013, will allow stakeholders to see a view a snapshot of income/wage outcomes—often referred to as “returns to degree”—of recent college graduates, by institution and major field, initial evidence of the value of different degree types and fields among Colorado employers.

14. How do CCHE's roles and missions compare with those of the institutions? Do they overlap? Is there duplication or are they complimentary?

By legislative design, the CCHE serves as the statewide coordinating body for Colorado's higher education system, a system that includes the 31 public institutions of higher education with widely varying roles and missions serving over 240,000 students, as well as an additional 100 private institutions of higher education, which collectively serve upwards of 75,000 students. The CCHE coordinates state-level policies across institutions of higher education and, as directed by the General Assembly, carries out systemwide initiatives. Unlike campus-level governing boards, the CCHE has no responsibility for the delivery of instruction, developing academic programs, or maintaining facilities. The purpose of the CCHE is to coordinate the implementation of state-level policies across all institutions. In this capacity, the CCHE is complementary to, but does not overlap with, campus governing board responsibilities.

Importantly, no single campus governing board in Colorado, aside from the CCHE, is responsible for all students and all institutions. This responsibility rests with the CCHE alone. As was described by the CCHE in its master plan, Colorado Competes, “Since its founding in 1965, the Colorado Commission on Higher Education has been the only official body charged with the responsibility to examine the postsecondary needs of the entire state and coordinate policies that benefit students enrolled at all institutions.” To accomplish this, according to Colorado statute, the Commission must, among other things, identify in the master plan the “needs of the state with regard to higher education” and the priorities for meeting those needs [C.R.S. 23-1-108(1.5)(b)(1)].

The organization of Colorado's postsecondary governance structure is not unique. Most states operate state-level higher education coordinating or governing boards.

Some examples of the ways in which CCHE policies intersect with campuses will help illustrate the board's complementarity. Regarding campus finances, institutional governing boards are accountable for campus-specific operating budgets, which include personnel, capital development, debt servicing, plant and maintenance, auxiliary, and other operating responsibilities. These governing boards are neither responsible for monitoring budget activities at other campuses nor engaging in state-level budget development activities, such as preparing a statewide financial aid allocation method. The CCHE complements governing board activities by coordinating state-level budget functions across all institutions, including requesting state funding, managing the COF stipend program, disbursing state financial aid revenues, developing campus-specific fee for service contracts, and establishing common budget reporting procedures for all governing boards.

Turning to academic activities, campus governing boards are responsible for managing the integrity of the academic enterprise on campus, including the hiring and promotion/tenure of faculty, approving academic programs, and ensuring compliance with national and regional accrediting bodies. The CCHE is not involved in these activities, save the review of academic programs regarding their fit with institutions' roles and missions (per statutory directive), but rather is charged with developing policies that ensure the transferability of credits across all campuses, developing state-level articulation agreements between two-year degree programs and four-year degree programs, and developing common academic procedures according to statutory requirements, such as those related to credit hour limits and teacher preparation program compliance. In this role, the CCHE is impartial and attempts to build consensus among faculty members and academic administrators for the implementation of state-level policies that benefit all students.

Finally, regarding data and research, institutional governing boards are responsible for the collection and maintenance of student academic and financial records. These responsibilities include student enrollment and registration records, accounts payable, financial aid disbursements, academic progress and degree auditing, and so on. The CCHE is the sole administrative agency in the state responsible for creating common state-level data collection procedures and preparing state-level reports required by the General Assembly, such as the state teacher preparation report, statewide transfer reports, the state remedial education report, and the high school progress and success report. In this role, the CCHE complements campus data collection efforts. Campus-level data collection procedures ensure that student enrollment, academic, and financial activities are accurate and effectively managed. But these procedures do not, for example, provide institutions with capacities to monitor similar activities at other campuses. The CCHE's data collection policies complement campus efforts by providing an environment through which faculty and administrators can look beyond their campuses to better understand the entire higher education landscape in the state.

Importantly, the CCHE is the only board in the state with the responsibility to review, authorize, monitor, and, if necessary, enforce state laws on and manage the closure of private colleges and universities in Colorado.

15. Is the Department aware of a study that indicates that the calculation of which students require remediation may not have been done correctly? If so, please discuss how those findings affect the Department's success in this area.

There are two potential dimensions to this question. The first regards recent research on the accuracy of remedial placement policies; the second, the accuracy of the state's remedial report. Regarding the former, numerous recent studies have identified policies and instructional practices that have resulted in less than optimal student outcomes in remedial education. Specifically, Thomas Bailey (2009) found that remedial courses are not very effective in overcoming students' academic weaknesses. Jenkins et al (2009) studied a cohort of remedial students and the intensity of a student's remedial needs affected his or her enrollment in a credit-bearing course (that is, those with greater remedial needs were less likely to attempt credit-bearing courses). However, the authors also found pass rates in

credit-bearing courses among students with no remedial needs, those who completed remedial courses, and those students who decided to skip remedial support before enrolling in the credit-bearing course were similar. Cho et al. (2012) found that “mainstreaming” remedial students into credit-bearing courses significantly improved the incidence of passing credit-bearing courses in English composition. Finally, recent reports from Complete College America and the Community College Research Center have called into question the validity of using a single “cut score” for placing students in remedial courses. These reports suggest that using a single cut score to determine remedial needs often results in inappropriate course placements.

In 2012, the Department of Higher Education developed legislation (HB 12-1155) carried by Rep. Tom Massey and Sen. Bob Bacon, which allowed the department to modify state-level remedial placement and instructional practices. Specifically, the legislation expanded the determinants of remediation to include course rigor, academic progress, and student performance in addition to a student’s performance on college placement assessments. In addition, this legislation permitted the creation of “multiple pathways” into credit bearing mathematics courses, which would allow institutions to differentiate placement policies for students entering STEM programs and those entering less quantitatively intensive programs in the liberal arts and social sciences. Finally, this legislation allowed certain four-year institutions to offer “supplemental academic instruction” support to admitted students with modest academic deficiencies. The Department is in the process of fully implementing HB 12-1155. Recently, the Education Commission of the States (ECS) highlighted HB 12-1155 as model legislation for the development of state-level policies intended to accelerate student progress.

Turning to the DHE’s annual remedial report, calculations in the remedial report used the best available data at the time, though these data suffered from certain limitations. Specifically, high school graduation data were not “matched” with college enrollment (and remedial placement) data. This limitation has been addressed with the full implementation of a “P-20” data structure at the state level. Specifically, through an interagency data agreement with the Colorado Department of Education, the Department of Higher Education now has access to K-12 data records and can calculate remedial rates based upon a specific high school graduate cohort. This new method will be used to determine the remedial rates of recent high school graduates in the 2013 remedial report and should prove more accurate than previous reports. The older, unmatched method will still be used to capture adult, transfer, and other populations of students requiring developmental education as this is still appropriate for these populations.

16. What is the baseline (i.e., how are institutions doing now) with relation to the goals shown in the draft master plan?

At the time of the writing of the answer to this question, the performance contract process between the CCHE and the institutional governing boards is nearly—but not entirely—completed. As a result, it is not currently possible to provide precise baseline data for each institution, as performance metrics are currently under active consideration by the campus

governing boards and the CCHE. In fall 2012, each campus governing board was asked to consider the performance metrics found in the CCHE's "Draft Performance Metric Worksheet" (see Appendix B). This worksheet includes indicators of performance discussed in the CCHE's Master Plan (Colorado Competes), each with corresponding state-level statistics. Preliminary examples of these metrics were shared with campus governing boards and chief executive officers at a "governing board summit" in June 2012. See:

<http://highered.colorado.gov/Publications/General/StrategicPlanning/MasterPlan2012/default.html>

for a copy of the "Colorado Dashboard" prepared by the National Governor's Association and provided to participants at the summit.) In September, each campus governing board was invited to select the performance metrics most closely related to the role and mission of their institution(s) or system. This process is nearing completion now. Once completed, the Department will be able to produce accurate baseline information for each institution's performance metrics.

17. Are there specific metrics for student loans or debt with relation to the goal of financial stewardship in the draft master plan?

During the development of the CCHE's master plan, the concept of student loan debt was discussed at length. Though student loan debt is mentioned in "Colorado Competes," the CCHE's master plan, as a challenge related to rising college costs, it was decided that it was not necessarily an appropriate indicator for all institutions. This is because student loans are, in many ways, elective and related to conditions outside of the institution's influence. Moreover, planning related to student borrowing and debt are addressed at the governing board level through institution strategic plans and "financial accountability plans" or FAPs created pursuant to the requirements of SB 10-003, which detail institutional measures to control student debt among low and middle income students.

The choices students make can have a profound impact on student loan debt. For example, some students may elect to live at home while attending college, thus diminishing the need for debt. Others may elect to live off-campus and not work, again potentially affecting a student's indebtedness. Finally, it is important to consider the fact that the state has limited capacities to determine how students incur debt over their lifetime. The DHE can monitor individual student loan debt for a particular student in a particular year, and the Department has access to lifetime debt at the time of graduation, but it can be difficult to monitor student debt across states and institutions. For example, if a student attended a very high cost private residential college in her first two years of college, then transferred to a low-costs college in Colorado where she accepted minimal loans and eventually completed her degree, her annual debt in Colorado would appear low but her total (lifetime) loan debt could be very high.

In the development of their performance metrics, institutions were invited to create "institution specific" metrics, indicators of performance that relate closely to their roles and

missions. In a few instances, institutions developed indicators related to student loan debt. The CCHE supports but did not mandate the use of these indicators.

18. How is the enterprise status of institutions impacted by changes in General Fund support?

In order to qualify for enterprise status, the amount of governmental support, including grants from state and local governments, to an institution must be less than ten percent (10%) of its total revenues. With Senate Bill 04-189, General Fund monies were no longer directly appropriated to participating higher education governing boards. The bill created the College Opportunity Fund stipend and Fee-For-Service Contract programs, which have become the primary mechanisms for disbursing funding to public institutions of higher education. Because revenues from COF stipends and fee-for-service contracts are not considered direct appropriations, all participating public institutions qualify as state “enterprises.” As long as state funds are routed to public colleges and universities by way of the COF stipend and fee-for-service programs, changes in General Fund support will not affect institutions’ enterprise statuses.

Colorado Public Institutions of Higher Education Enterprise Status: State Support as a Percent of Total Revenue							
	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Adams State University	3.20%	4.60%	8.00%	16.8% ²	0.80%	0.03%	0.04%
Colorado Mesa University	0.00%	0.70%	15.8% ¹	20.3% ²	5.90%	0.85%	0.91%
Metropolitan State University of Denver	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Western State Colorado University	7.20%	5.00%	11.2% ¹	7.40%	4.90%	2.24%	3.74%
Colorado State University System	0.20%	1.50%	3.60%	3.90%	1.40%	2.03%	0.50%
Ft. Lewis College	4.90%	7.60%	1.50%	13.8% ²	11.5% ³	1.48%	0.29%
University of Colorado System	0.40%	1.00%	1.90%	2.40%	1.60%	1.04%	1.11%
Colorado School of Mines	1.40%	4.20%	2.30%	3.10%	0.70%	0.55%	0.91%
University of Northern Colorado	0.90%	3.60%	1.10%	1.20%	0.90%	0.35%	0.36%
Colorado Community College System	5.90%	6.80%	2.50%	3.90%	2.00%	1.35%	1.67%
Source: Office of the State Auditor - Higher Education Enterprise Status 2006-2012							
1 Due to Capital Fund Contributions, CMU and WSCU went over the 10% threshold for FY 08							
2 Due to Capital Fund Contributions, ASU, CMU and FLC went over the 10% threshold for FY 09							
3 Due to Capital Fund Contributions, FLC went over the 10% threshold for FY10							

19. Are there different certificates for nursing? If so, is it appropriate to have different certification processes for nursing programs around the State?

Yes, public and private institutions throughout Colorado offer different programs of study for nursing.

Nursing programs found at many two-year colleges include the following:

- *Practical Nursing Certificate: to prepare the nursing student to take the practical nursing licensure examination and to practice as a licensed practical nurse;*
- *Nursing Aide Certificate: programs prepare the student for employment as a nurse aide in a hospital, skilled care or hospice facility; and*
- *Associate of Applied Science Nursing Degree: designed to prepare graduates for employment as registered nurses. These programs are popular with students who do not want to spend the time and money necessary to obtain a bachelor's degree in nursing.*

Several four-year institutions offer the following degrees:

- *Bachelor of Science in Nursing (BSN): Upon successful completion of the degree, students are eligible to take the R.N. license exam.*
- *Master of Science in Nursing (MSN): provides graduates for practice as educators and leaders in health care systems or academic settings.*
- *Doctor of Nursing Practice (DNP): for nurses interested in advanced practice as Family Nurse Practitioners who can provide primary care.*
- *Ph.D. Nursing: for nurses who want to teach at universities, perform lab research and publish in journals.*

The Colorado Board of Nursing, housed in the Department of Regulatory Agencies, oversees licensing requirements for nurses. Certificated professions managed the Board of Nursing include Nurse Midwife, Certified Nurse Aide, Nurse Specialist, Nurse Anesthetist, Nurse Practitioner, and Clinical Nurse Specialist.

20. To what extent can the State determine the eligibility for federal funding?

The state has no direct influence on Congressional determinations of eligibility for federal student aid programs. In certain cases, institutions are permitted to make “professional judgments” regarding a student’s eligibility for federal aid programs, but even these decisions must be made in compliance with guidelines issued by the U.S. Department of Education.

Current eligibility requirements for federal student aid (loans, Pell grants, other federal grants) are as follows:

- *Demonstrate financial need (using a Free Application for Federal Student Aid or FAFSA);*
- *Be a U.S. citizen or an eligible noncitizen;*
- *Have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);*
- *Be registered with Selective Service, if you’re a male (you must register between the ages of 18 and 25);*
- *Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;*

- *Be enrolled at least half-time to be eligible for Direct Loan Program funds;*
- *Maintain satisfactory academic progress in college or career school;*
- *Sign statements on the FAFSA stating that the student is not in default on a federal student loan and do not owe money on a federal student grant and student aid will only be used for educational purposes; and*
- *Provide evidence of having received a high school diploma or the equivalent.*

Importantly, Colorado's need-based grant and work-study programs employ the eligibility criteria developed by the U.S. Department of Education, and all institutions in the state that receive Title IV funds (U.S. Department of Education need-based aid) are required to use the Free Application for Federal Student Aid (FAFSA) to determine students' financial need and eligibility for federal funding programs.

21. Please provide data on the average Colorado student loan debt for resident students versus nonresident students.

Generally, speaking, the average student loan debt among graduates of Colorado's colleges and universities has risen in recent years, but the percentage of students graduating with debt has dropped. At Colorado public institutions, 58% of students graduate with debt and the average debt is \$24,850 for a bachelor's degree. Tables 1 and 2 show the average student loan debt for degree recipients who took loans by institution and type of degree granted (either baccalaureate or associates).

At the associate's degree level, total average student loan debt ranged between \$10,571 at Northeastern Junior College to \$17,418 at the Community College of Denver (Table 1). At the baccalaureate level, average student loan debt ranged from \$20,794 at Western State College to \$30,987 at the Colorado School of Mines (Table 2).

Table 1: Average Student Loans Debt at Graduation: Associates Degree, 2007 – 2012

Institution	2007	2008	2009	2010	2011	2012	% Change
Adams State University	14,259	9,334	8,945	11,782	17,692	16,502	15.73%
Aims Community College	9,056	10,324	9,936	9,918	11,053	11,596	28.05%
Arapahoe Community College	11,806	11,587	12,984	13,159	11,983	12,241	3.68%
Colorado Mesa University	11,481	11,181	13,232	14,112	14,876	17,291	50.61%
Colorado Mountain College	8,118	10,463	9,181	11,087	12,600	13,579	67.27%
Colorado Northwestern Community College	13,423	13,372	15,081	16,404	15,111	18,770	39.83%
Community College of Aurora	9,073	10,134	11,005	12,496	13,245	13,690	50.89%
Community College of Denver	10,462	10,877	12,051	13,847	15,067	17,418	66.49%
Front Range Community College	10,241	9,899	10,660	12,148	14,608	16,374	59.89%
Lamar Community College	6,333	9,704	11,538	13,423	12,083	13,895	119.41%
Morgan Community College	10,461	14,389	11,657	12,129	12,811	14,602	39.59%
Northeastern Junior College	6,480	6,919	9,179	9,660	10,862	10,571	63.13%
Otero Junior College	8,539	9,690	12,651	12,621	14,088	12,645	48.09%
Pikes Peak Community College	8,821	8,925	10,554	11,450	12,949	12,617	43.03%
Pueblo Community College	11,539	11,818	12,847	13,814	13,935	14,890	29.04%
Red Rocks Community College	9,687	10,529	12,102	11,734	13,154	13,999	44.51%
Trinidad State Junior College	8,392	8,217	10,475	11,984	14,136	13,546	61.42%

LOANS INCLUDED: Federal Stafford Loans Unsubsidized; Federal Perkins Loan; Federal Stafford Loans Subsidized; Federal Health Profession Loans; Other Loans

NOTE: In this table, Average Students Loan Debt is calculated as the average loan amount per student only for students that have debt upon graduation, not the average debt of all degree receiving students per institution. Interest accrued for unsubsidized loans or payments made while attending college are not reflected.

Table 2: Average Student Loans Debt at Graduation: Baccalaureate Degree, 2007 - 2012

Institution	2007	2008	2009	2010	2011	2012	% Change
Adams State University	17,832	18,634	20,013	20,804	21,462	23,636	32.55%
Colorado Mesa University	19,754	18,028	20,672	20,751	24,414	25,045	26.78%
Colorado School of Mines	18,653	22,453	21,503	26,013	29,213	30,987	66.12%
Colorado State University	18,536	18,948	19,854	21,370	22,857	23,902	28.95%
Colorado State University - Pueblo	21,750	21,855	22,393	21,955	23,414	24,060	10.62%
Fort Lewis College	16,496	17,891	18,039	17,081	19,729	20,948	26.99%
Metropolitan State University of Denver	20,480	21,475	22,650	23,858	25,493	26,640	30.08%
University of Colorado Boulder	18,887	21,642	19,961	20,662	23,125	24,485	29.64%
University of Colorado Colorado Springs	18,379	18,168	19,487	21,900	22,703	23,184	26.14%
University of Colorado Denver	23,945	23,327	24,224	25,974	26,170	26,948	12.54%
University of Northern Colorado	16,778	17,967	18,539	20,714	22,052	24,224	44.38%
Western State Colorado University	16,596	20,613	18,229	20,915	19,728	20,794	25.30%
LOANS INCLUDED: Federal Stafford Loans Unsubsidized; Federal Perkins Loan; Federal Stafford Loans Subsidized; Federal Health Profession Loans; Other Loans							
NOTE: In this table Average Students Loan Debt is calculated as the average loan amount per student only for students that have debt upon graduation, not the average debt of all degree receiving students per institution.							

Table 3: Percent of Graduates with Student Loan Debt and Average Loan Debt: Baccalaureate Degree

INSTITUTION NAME	% of Students with Loans	Average Loan Debt of Loan Recipients
Adams State University	71.7%	23,636
Colorado Mesa University	69.3%	25,045
Colorado School of Mines	57.5%	30,987
Colorado State University	56.3%	23,902
Colorado State University - Pueblo	71.9%	24,060
Fort Lewis College	59.3%	20,948
Metropolitan State University of Denver	65.4%	26,640
University of Colorado Boulder	46.5%	24,485
University of Colorado Colorado Springs	66.0%	23,184
University of Colorado Denver	62.0%	26,948
University of Northern Colorado	67.2%	24,224
Western State Colorado University	65.3%	20,794

Table 4: Percent of Graduates with Student Loan Debt and Average Loan Debt: Associate's Degree

INSTITUTION NAME	% of Students with Loans	Average Loan Debt of Loan Receptients
Adams State University	70.0%	16,502
Aims Community College	52.6%	11,596
Arapahoe Community College	52.3%	12,241
Colorado Mesa University	70.3%	17,291
Colorado Mountain College	44.2%	13,579
Colorado Northwestern Community College	63.1%	18,770
Community College of Aurora	51.7%	13,690
Community College of Denver	58.0%	17,418
Front Range Community College	56.0%	16,374
Lamar Community College	51.5%	13,895
Morgan Community College	49.3%	14,602
Northeastern Junior College	53.3%	10,571
Otero Junior College	41.8%	12,645
Pikes Peak Community College	47.7%	12,617
Pueblo Community College	62.5%	14,890
Red Rocks Community College	43.6%	13,999
Trinidad State Junior College	46.3%	13,546

The data for non-resident students includes both federal and private education loans, but excludes Plus loans. For baccalaureate students, the calculation looks back six year prior to graduation, the Associate's degree calculation looks back at three years prior to graduation.

Students can appeal for residency at any point after they have met the requirements in C.R.S. 23-7-101 et seq. Residency classification changes are the most frequent in the second, third and fourth year for the baccalaureate students. Below are the average loan amounts and the percentage of borrowers that the non-resident debt represent at graduation for students that were classified as non-resident for at least one term in their college career.

2012 - Bachelor Degree				
Students Classified as Non-Resident for Any Term				
Institution	Total # of Graduates with Loans	# of Non-Resident Graduates with Loans	Average Loans of Non-Residents	% of Non-Resident Graduate Borrowers
Adams State University	180	12	31,732	6.67%
Colorado Mesa University	438	19	32,597	4.34%
Colorado School of Mines	380	27	45,274	7.11%
Colorado State University	2261	127	33,953	5.62%
Colorado State University - Pueblo	434	22	24,266	5.07%
Fort Lewis College	316	30	21,402	9.49%
Metro State University of Denver	1704	88	28,430	5.16%
University of Colorado Boulder	2237	197	42,351	8.81%
University of Colorado Colorado Springs	852	56	25,358	6.57%
University of Colorado Denver	1065	96	34,977	9.01%
University of Northern Colorado	1038	43	27,362	4.14%
Western State Colorado University	216	14	24,709	6.48%

22. Please provide student loan debt data and student loan default rates for private for-profit institutions in the State. Are completion rates available for these private for-profit institutions?

Student loan and default information for for-profit colleges and universities operating in Colorado are presented below. These data were gathered from the most current FY 2011-2012 SURDS financial aid file and default rates are from the U.S. Department of Education, <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html>.

Institution Name	2010 Default Rate (%)	2009 Default Rate (%)	2008 Default Rate (%)
Art Institute of Colorado (The)	10.8	9.9	4.7
Colorado Technical University	13.2	16.4	12.4
Concorde Career College	8.2	8.2	10.2
Everest College	4.8	21.1	19.9
Heritage College	11.3	14	11.1
Institute of Business & Medical Careers	6.9	6.9	6.8
Intellitec College - Co. Springs	17.9	19.8	23.5
Intellitec College - Grand Junction	15.8	14.2	13.6
IntelliTec Medical Institute	17.8	17.9	10.2
International Salon and Spa Academy	12.9	13.2	9.3
Kaplan College	11.2	12.5	17.7
Rocky Mountain College of Art & Design	5.3	13.1	6.5
Westwood College - Denver North	12.6	15.6	10
Redstone College (Westwood College of Av	7.1	11.4	7.7
Colorado School of Healing Arts	4.4	6.2	5.8
Lincoln College of Technology	24.1	20.9	11.6
Colorado School of Trades	1.8	3.1	4.8
Prince Institute - Rocky Mountains	7.1	5.9	7.1
Academy of Natural Therapy	6.6	12.5	12.9
Bel - Rea Institute of Animal Technology	3.7	4.1	1.8
Everest College	3.7	27.3	26.2
CollegeAmerica Denver	26.2	27.9	18.5
Denver School of Nursing	0		
Platt College	5.4	12.5	16.3
Jones International University	8.5	4.9	2.4
Colorado School of Traditional Chinese Med	2.1	0	8.3
Aspen University	0		
University of the Rockies	4	3.3	2.5
Massage Therapy Institute of Colorado	10.4	7	9
Glenwood Beauty Academy	11.4	9.6	10.2
Auguste Escoffier School of Culinary Arts	0		
TONI&GUY Hairdressing Academy	6.5	2.5	2.3
Xenon International Academy III	5.3	5.6	2.3
Empire Beauty School - Thornton	12	10.3	7
Empire Beauty School - Arvada	16.2	13.2	12.3
Empire Beauty School-Littleton	12.4	15.1	7.1
Empire Beauty School-Lakewood	8.2	9.5	12
Summit Salon & Beauty School	50		
Hair Dynamics Education Center	6.9	11.9	3.8
Salon Professional Academy (The)	6.5	4.7	5.7
Aveda Institute Denver	0		

Completion data, specifically graduation rate data, are available for all colleges that participate in federal Title IV (student financial aid) programs. See the 2011 graduation rates data below, acquired from the National Center for Education Statistics (NCES).

Institution Name	Graduation Rate (2011)
National American University-Colorado Springs	0%
Colorado Technical University-Colorado Springs	7%
Prince Institute-Rocky Mountains	7%
Colorado Technical University-Greenwood Village	8%
Colorado Technical University-Online	10%
University of Phoenix-Colorado Campus	16%
University of Phoenix-Southern Colorado Campus	22%
National American University-Denver	25%
DeVry University-Colorado	28%
College America-Denver	29%
ITT Technical Institute-Westminster	29%
College America-Colorado Springs	31%
Empire Beauty School-Littleton	32%
College America-Fort Collins	32%
Empire Beauty School-Aurora	33%
Cuttin' Up Beauty Academy	34%
The Art Institute of Colorado	36%
Westwood College-Denver North	36%
Lincoln College of Technology-Denver	38%
Empire Beauty School-Lakewood	42%
Empire Beauty School-Thornton	42%
Empire Beauty School-Arvada	44%
Regency Beauty Institute-Lakewood	44%
Hair Dynamics Education Center	47%
Westwood College-Denver South	48%
Pima Medical Institute-Colorado Springs	50%
Everest College-Colorado Springs	52%
Intellitec College-Grand Junction	52%
Regency Beauty Institute-Westminster	52%
Everest College-Thornton	53%
Pima Medical Institute-Denver	53%
Everest College-Aurora	54%
Rocky Mountain College of Art and Design	56%
Regency Beauty Institute-Fort Collins	56%
Kaplan College-Denver	61%
Bel-Rea Institute of Animal Technology	62%
Redstone College	62%
The Salon Professional Academy-Colorado Springs	62%

Glenwood Beauty Academy	63%
Intellitec Medical Institute	64%
Platt College-Aurora	64%
Cheeks International Academy of Beauty Culture-Fort Collins	64%
National Personal Training Institute of Colorado	64%
Xenon International Academy-Denver	65%
Massage Therapy Institute of Colorado	65%
National Personal Training Institute of Colorado	65%
Heritage College-Denver	66%
Concorde Career College-Aurora	67%
Jones International University	67%
Colorado Academy of Veterinary Technology	67%
International Salon and Spa Academy	68%
Institute of Business and Medical Careers	68%
Anthem College-Denver	68%
Cheeks International Academy of Beauty Culture-Greeley	71%
Academy of Natural Therapy	71%
Paul Mitchell the School-Colorado Springs	71%
Utah College of Massage Therapy-Aurora	72%
The Salon Professional Academy-Grand Junction	73%
Toni & Guy Hairdressing Academy-Colorado Springs	77%
Intellitec College-Colorado Springs	78%
Colorado School of Trades	80%
Ohio Center for Broadcasting-Colorado	80%
National Beauty College	82%
Utah College of Massage Therapy-Westminster	82%
Aveda Institute Denver	86%
United Beauty College	87%
Healing Arts Institute	92%
Colorado School of Healing Arts	95%
Summit Salon & Beauty School	100%
American Sentinel University	No Data
Auguste Escoffier School of Culinary Arts	No Data
Southwest Acupuncture College-Boulder	No Data
Denver School of Nursing	No Data
DeVry University's Keller Graduate School of Management-Colorado	No Data
University of the Rockies	No Data
Ecotech Institute	No Data
Pima Medical Institute-South Denver	No Data
National American University-Centennial	No Data

Colorado School of Traditional Chinese Medicine	No Data
National American University-Colorado Springs South	No Data
Argosy University-Denver	No Data
ITT Technical Instituteâ€œAurora	No Data
Aspen University	No Data
<i>Data Source: National Center for Education Statistics (www.nces.ed.gov). Intergrated Postsecondary Education Data System (IPEDS) Data Center.</i>	

Importantly, graduation rates can be a misleading indicator, as they are traditionally based on the cohort completion rates. Graduation statistics traditionally include information on students who began at the institution as first time freshman and then later completed. According to recent research on the topic, the majority of college graduates have transferred at least once during their college careers. These students are not accurately captured in traditional graduation rate statistics. Nonetheless, to address this incongruity, the General Assembly passed HB 12-1155, which requires all private colleges and universities authorized by the CCHE to submit enrollment and completion data to the Department. Prior to HB 12-1155, only the University of Denver, Colorado Christian University, and Regis University supplied enrollment and completion data to the Department. With these new data, which will be provided in 2013, the Department will be able to provide very accurate completion information for private colleges and universities operating in the state.

23. Please provide an update on the legislation that changed the Department's interaction with private for-profit institutions in the State.

During the 2012 Session Senate Bill 12-164 (King, K. & Heath / Massey & Todd) originally contemplated modernizing the state's Degree Authorization Act statutes. The bill included provisions for creating consistency in the treatment of private institutions of higher education operating in Colorado and modernized statutes intended to develop better consumer protections for students attending these types of post-secondary institutions. While the legislation was originally developed through Senate Bill 12-164, it was amended into House Bill 12-1155 (Improvement in College Completion [Massey / Bacon]) and re-passed in the final days of the legislative session.

Following the legislations adoption, the Department held stakeholder meetings to discuss policy development pursuant to the new provisions in law. This included the drafting of policy as well as fee development. Specifically, meetings with representatives of effected institutions of higher education occurred on July 23, 2012, hosted by Rocky Vista University; August 29, 2012, hosted by Johnson and Wales University; and September 21, 2012, hosted by the University of Phoenix. All private, degree-granting institutions were invited to these meetings, and many such representatives participated.

A draft policy and proposed fee structure were shared with the private colleges and universities in August 2012. These documents were revised and resubmitted to the private

colleges and universities in September 2012. Pursuant to the provisions of HB 12-1155, the CCHE discussed the proposed policy and fee schedule at its October 4, 2012 meeting. All private, degree-granting institutions were invited to provide testimony regarding the policy. No institutions opposed the proposed rules, though one institution requested a modification to the fee structure. Following this meeting, Department staff revised the policy and fee schedule and submitted these to the private colleges and universities for comment.

On November 1, 2012, the Commission formally adopted the policy and fee schedule. Again, at this meeting no institutions affected by the proposed policy and fee schedule opposed it. The only testimony provided during the hearing was by a school executive who expressed his gratitude to the Department staff for the transparent and collegial ways they engaged the private colleges and universities throughout the development of the policy and fee schedule. The Commission's "Degree Authorization Act" policy and private college fee schedule are available at the following locations on the Department of Higher Education's website:

Policy: <http://higher.ed.colorado.gov/Publications/Policies/Current/i-partj.pdf>

Fee schedule: <http://higher.ed.colorado.gov/Publications/Policies/Current/i-partj-feeschedule.pdf>

In addition to the meetings described above, Department staff hosted numerous meetings with institutional research officers from private colleges and universities to apprise them of and assist them with the new data collection standards found in HB 12-1155. In addition, all private college and university institutional research officers have been invited to join the Department's existing "Data Advisory Group" or "DAG" in order to consult and collaborate with their counterparts in the public sector. Private colleges and universities will begin submitting enrollment and completion data in 2013.

24. What impact does student loan debt have on students' ability to purchase a home, start a family, etc. upon graduation?

The impact of student loan debt varies widely because it primarily depends on the individual spending habits and financial decisions made by a particular student and/or the family supporting the student.

Nevertheless, statistics and studies have recently emerged better documenting the aggregate impact of student loan debt. A September, 2012 study by the Pew Research Center found that about one out of five households owe student loan debt in 2010, more than double the number of households from 20 years ago.

As one would expect, the study further determined that student loan debt presents a greater burden for households with lower incomes. Nationally, student debt is growing, rising from 3% of outstanding total debt owed by households in 2007 to about 5% of all debt owed in 2010. Part of this is explained by the fact that since the recession, American households have worked to reduce other forms of debt. Not surprisingly, the impact of student debt is also greater on younger Americans.

Again, the impact of student loan debt will depend on the totality of a student's financial decisions, but a study by Susan Choy (published in 1997 in Student Loan Debt: Problems and Prospects) found that student borrowing for a bachelor's degree may decrease the likelihood of that student enrolling in graduate school or deferring other major life decisions.

Another factor that may be influencing the decisions of students with significant loan debt is that lenders of other forms of credit such as credit cards, auto loans and home mortgages have adopted tighter criteria for offering credit in the wake of the recession. The greater the role of student loan debt for a potential borrower, the less likely that person will meet the requirements to borrow money for other things.

In August, Dr. Sandy Baum (a nationally recognized expert on higher education funding from George Washington University) addressed the Colorado Commission on Higher Education (CCHE). As part of her presentation, she stated her belief that while debt has gone up nationally, there is not a student debt crisis. Dr. Baum cites the role of the recession in driving up enrollment across the country as the main reason that student debt has increased. A greater number of students enrolling in college simply equates to a greater number of students needing to borrow to do so (similar borrowing rate, but more borrowers).

For additional information about student debt see the following:

http://www.pewsocialtrends.org/files/2012/09/09-26-12-Student_Debt.pdf

<http://money.cnn.com/2012/03/30/news/economy/student-loans/index.htm>

QUESTIONS COMMON TO ALL DEPARTMENTS

25. The JBC occasionally hears complaints that base personal services reductions to capture vacancy savings result in more vacancy savings as managers reduce staff to absorb the reduction and then still experience turnover. Some departments refer to this as the "death spiral." Has your department experienced this problem? How does your department attempt to minimize and avoid the "death spiral?"

The Department of Higher Education and CCHE has not experienced a "death spiral", per say, but has had to adjust hiring times and practices to fully cover vacancy savings reductions. In some cases, the Department has held positions open longer than absolutely necessary in order to accommodate such reductions. However, it has not had to forego hiring those positions altogether as a result of additional savings being accrued and reduced. To minimize the impact of vacancy savings reductions, the Department has restructured and consolidated various positions in order to cover the same responsibilities with fewer staff members.

For Reference:

Each of the Governing Boards was asked to respond to historical questions on student FTE, headcount, General Fund support and student loan debt over the past 6 fiscal years. In an effort to provide some comparison and overview, the Department has prepared Appendix C which includes tables with these data presented for all the governing boards. This is intended as a supplement to the more detailed and individualized responses provided by the governing boards themselves.

9:40 – 10:00 Colorado Mesa University

QUESTIONS COMMON TO ALL DEPARTMENTS

The JBC occasionally hears complaints that base personal services reductions to capture vacancy savings result in more vacancy savings as managers reduce staff to absorb the reduction and then still experience turnover. Some departments refer to this as the "death spiral." Has your department experienced this problem? How does your department attempt to minimize and avoid the "death spiral?"

Colorado Mesa University has been very fortunate in that it has experienced very limited faculty and staff turnover, particularly in the administrative leadership positions. As the fastest growing public University in Colorado, the challenge has been to hire the best and brightest faculty and staff in time to keep up with our growing enrollments. The University does not rely on vacancy savings for operational purposes and any vacancy savings is institutionally protected as a contingency for unexpected challenges and/or opportunities. CMU remains opposed to Death Spirals.

26. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patients, etc.).

	FY07	FY08	FY09	FY10	FY11	FY12
Federal Financial Aid	\$5,329,709	\$5,482,995	\$6,003,169	\$10,234,749	\$13,954,250	\$15,815,473
ARRA	-	-	\$4,117,215	\$11,906,309	\$718,917	-
Build America Bond Rebates	-	-	-	\$370,475	\$1,358,957	1,358,957
Research and Other	\$535,588	\$1,329,215	\$905,746	\$1,531,434	\$1,147,268	\$833,721

Source: CMU Audited Financial Statements

27. Please provide a 6-year history of student headcount at your institution.

	FY07	FY08	FY09	FY10	FY11	FY12
Headcount	5,985	6,128	6,205	6,968	8,121	8,967

Source: CCHE http://higherred.colorado.gov/Publications/Reports/Enrollment/FY2012/20092011_Enrollment_Summary_byInst.pdf

28. Please provide a 6-year history of student FTE at your institution.

	FY07	FY08	FY09	FY10	FY11	FY12
FTE	4,849	4,967	5,058	5,893	6,719	7,290

Source: CCHE http://highered.colorado.gov/Publications/Reports/Budget/FY2012/201211_totalstudent.pdf

29. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

	FY07	FY08	FY09	FY10	FY11	FY12
Stipend	\$11,282,662	\$11,494,350	\$9,183,975	\$6,900,238	\$10,656,130	\$11,462,642
FFS	\$9,045,856	\$10,675,047	\$10,704,417	\$5,199,060	\$10,711,935	\$7,037,933
ARRA			\$4,117,215	\$11,906,309	\$718,917	
Total	\$20,328,518	\$22,169,397	\$24,005,607	\$24,005,607	\$22,087,052	\$18,500,575

Source: CMU Audited Financial Statements

30. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

The chart below reflects the average debt of students who graduated and borrowed under the Federal Student Loan program. CMU, like most institutions, is very concerned about student loan debt levels. Unfortunately, we cannot legally refuse a student who is entitled to borrow, only counsel them. In that regard, we have added a full time FTE Student Loan Counselor whose sole responsibility it to help students understand the long term implications of the debt they are assuming. Also unfortunate is the poor economy combined with the high need student population CMU serves resulting in some students electing to borrow for personal expenses they have beyond the accepted definition of "cost of attendance" i.e. they elect to borrow the maximum allowed.

FY07	FY08	FY09	FY10	FY11	FY12
\$19,754	\$18,028	\$20,672	\$20,751	\$24,414	\$25,045

Source: CCHE http://highered.colorado.gov/Publications/Reports/FinancialAid/FY2011/201011_FAReport_rel120211.pdf

31. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

The proposed \$30 million increase to Higher Education is sincerely appreciated. CMU's share of the increase represents a 1.8% increase in total Education and General (E&G) revenues. Yes, the increase will be an important factor when building next year's operating budget which includes setting tuition rates and finding ways to continually maintain the high quality instructional standards we have set to serve our ever growing enrollment. CMU is proud of the relatively low tuition and fee increases over the past two years - an average of 4.87% - the lowest two year average increase in the state. We sincerely hope to continue this trend (CU should also be recognized for being second at 4.95%).

32. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

Yes, the university has been negatively impacted by the COF funding formula, maybe more than most due to our growing enrollments. CMU has worked very hard in finding operating efficiencies and reducing expenses as reflected in our Financial Accountability Plan (FAP) leaving diluting quality as the only alternate to higher tuition – at this point, not an acceptable alternative. We have tried hard to mitigate this with very robust increases in institution financial aid (see chart below) but the net result clearly creates more challenges for CMU to continue to provide a quality education with declining marginal state support.

Type	FY 2008	FY 2009	FY 2010	2011	2012
Institutional Aid	\$1,721,625	\$2,422,503	\$3,089,919	\$4,247,694	\$4,450,000
Change	55.36%	40.71%	27.55%	37.47%	4.76%

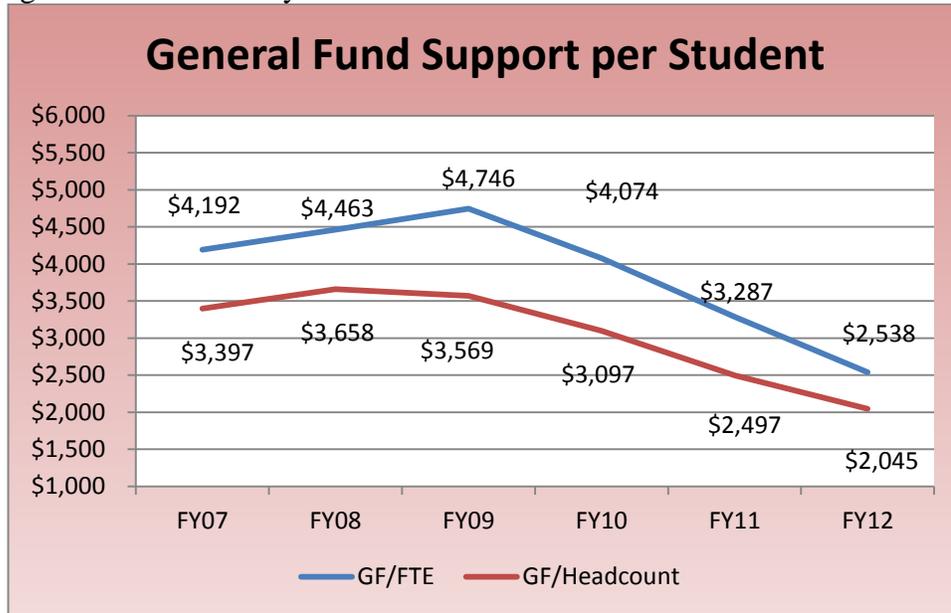
Source: SURDS

33. Please provide data, by degree, on job placement from your institution upon degree attainment.

Program	Placement Rate	Graduate School
Accounting	81.8%	18.2%
Music	75.0%	0.0%
Computer Science	62.5%	12.5%
Graphic Design	100.0%	0.0%
Culinary Arts - AAS	100.0%	N/A
Business Administration	81.8%	12.1%
MBA	100.0%	N/A
Teacher Education	92.3%	23.1%
Total	70.1%	20.3%

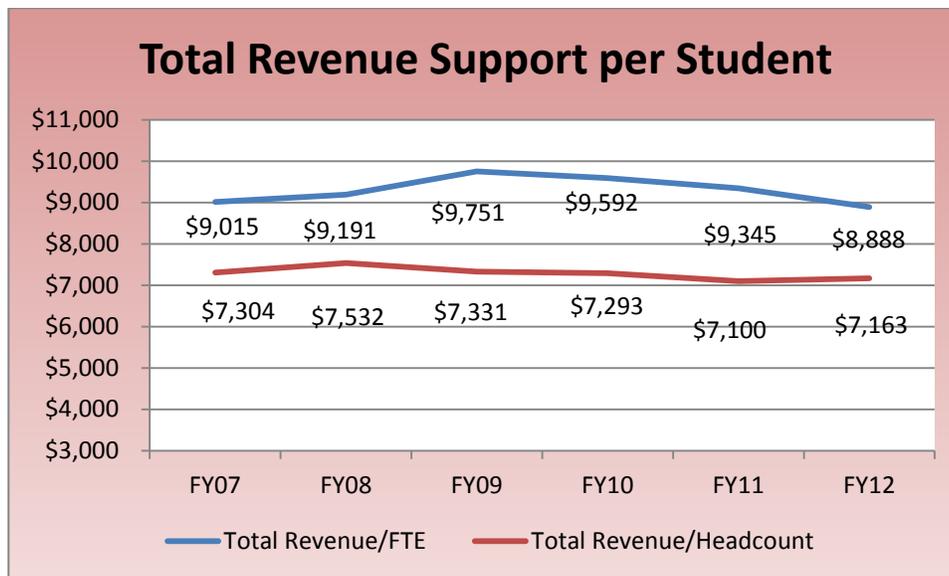
Source: CMU Office of Institutional Research

34. How have your General Fund support per student and total revenue support per student changed over the last six years?



	FY07	FY08	FY09	FY10	FY11	FY12
GF per FTE	\$4,192	\$4,463	\$4,746	\$4,074	\$3,287	\$2,358
GF per Headcount	\$3,397	\$3,658	\$3,569	\$3,097	\$2,497	\$2,045

Source: CMU Audited Financial Statements



	FY07	FY08	FY09	FY10	FY11	FY12
Revenue per FTE	\$9,015	\$9,191	\$9,751	\$9,592	\$9,345	\$8,888
Revenue per Headcount	\$7,304	\$7,532	\$7,331	\$7,293	\$7,100	\$7,163

Source: CMU Audited Financial Statements

35. How are funds raised through private fundraising spent by your institution?

Fundraising proceeds are primarily dedicated/restricted to student scholarships, campus capital improvements and growth and to academic departments for scholarly and programmatic enhancements. CMU raised \$8.4 million dollars in 2012 – a record amount. We believe this represents the confidence our Alums and our community have in Higher Education in general and Colorado Mesa University in particular.

36. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

Colorado Mesa University is located in a remarkably generous community which has been willing to make extraordinary contributions to the University. However, it is not a particularly financially wealthy community with the resources to supplant the decline in state capital dollars and assist in expanding the university's physical campus to meet growing enrollments. As a result the University has been very active in the debt financing markets. It is important to point out that the majority of the debt the University has taken on has been for self-supporting projects i.e. four new student residence halls, a University Center where our Bookstore and student Dining venue is located and two Parking Structures. The university has also borrowed to renovate Houston Hall our largest classroom building, provided a 20% match on the Science Center expansion and, acquired and renovated the entire Mechanical Engineering complex. It is also important to point out that the University' credit rating has improved from an "A3" with a stable outlook in 2005 to an "A2" with a positive outlook in 2012 – somewhat remarkable in a time where credit rating agencies have renewed diligence as a result of recent collapses in the financial markets. On a side note, the State's Intercept program has been very beneficial to Higher Education in general - an estimated \$55 million in avoided interest expense collectively and \$11 million alone to CMU.

The University's debt, both current and long term, is \$165,900,419 as of December 13, 2012 and includes revenue bonds payable of \$159,853,635, capital leases payable of \$4,985,104 and notes payable of \$1,061,680. The University reported in its most recent Financial and Performance Audit a 2.48% Debt Service Coverage Ratio i.e. the relationship between available dollars to pay debt service relative to annual debt service.

10:00 – 10:20 Fort Lewis College

37. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patients, etc.).

As shown in the table below, Fort Lewis College receives federal funding primarily in the form of Pell grants directed toward students and research/program grants. The college receives TRIO program funding for Upward Bound, Academic Readiness and the Program for Academic Advancement, as well as STEM student support services. In FY 2009-10, the

college also received funding directed towards Native American-Serving, Non-Tribal Institutions for the enhancement of services for Native American students.

Fort Lewis College Federal Funds Received						
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Pell	2,695,654	3,046,785	3,271,202	4,620,631	5,704,525	5,658,077
SEOG/Work Study	299,063	336,596	286,986	344,337	273,634	256,936
Federal Grants – Research/Program	2,624,126	2,283,135	2,446,354	3,091,708	3,323,396	2,960,782
Total	5,618,843	5,666,516	6,004,542	8,056,676	9,301,555	8,875,795

38. Please provide a 6-year history of student headcount at your institution.

Fort Lewis College – Final Fall Headcount						
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Resident	2,781	2,781	2,559	2,527	2,528	2,424
Non Resident	1,124	1,124	1,187	1,146	1,215	1,314
Total	3,905	3,905	3,746	3,673	3,743	3,738

39. Please provide a 6-year history of student FTE at your institution.

Fort Lewis College – Fiscal Year Student FTE						
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Resident	2,644	2,621	2,426	2,407	2,398	2,289
Non Resident	1,075	1,081	1,104	1,100	1,180	1,256
Total	3,719	3,702	3,530	3,507	3,578	3,545

40. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

Fort Lewis College – History of State Support						
Fiscal Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
COF	6,607,166	6,774,911	4,790,249	3,045,240	4,183,514	3,975,626
Fee for Service	4,138,713	4,878,134	3,967,573	1,855,916	6,421,964	5,347,491
ARRA	0	0	3,978,508	7,836,102	897,793	0
Total	10,745,879	11,653,045	12,736,330	12,737,258	11,503,271	9,323,117

41. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

<i>Fort Lewis College – Student Load Debt upon Graduation</i>						
<i>Fiscal Year</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>
<i>Student Debt Upon Graduation</i>	17,431	16,224	15,962	17,371	21,949	19,588

42. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

The college has not yet determined resident tuition increases for FY 2013-14. A number of factors must be considered in determining annual tuition increases including enrollment projections, increases in non-discretionary expenses, and other revenue streams. The resident tuition increase for FY 2013-14 will be significantly less than it would have been at stable or decreased levels of state support.

43. Please provide an analysis of the treaty that initiated the Native American tuition waiver, and please discuss what is being done to shift this cost to the federal government.

On April 4, 1910, the Sixty-first Congress passed an Act which granted to the State of Colorado the property known as the Fort Lewis School.

On January 25, 1911, Governor John P. Shafroth of Colorado signed the Executive Order which accepted the Fort Lewis School under the conditions named in the 1910 Act of Congress. The Act stipulated “that said lands and buildings shall be held and maintained by the State of Colorado as an institute of learning and that Indian pupils shall at all times be admitted to such school free of charge for tuition and on terms of equality with white pupils.” (36 Stat. 273, chapter 140, p. 274)

Fort Lewis high school began its operations under the control of the State of Colorado in 1911. In 1927, the school was approved by the Colorado State legislature to become a junior college. In 1956 the college was moved to its present day location in Durango, Colorado.

Portions of Article 14 of Chapter 124 of the 1963 Colorado Revised Statutes are included here to further clarify the position of the State of Colorado regarding the tuition waivers. They are as follows:

- 124-14-2. Assigns control of the lands, buildings at Fort Lewis school to the State Board of Agriculture*
- 124-14-3. Creates an endowment from income derived from the property.*
- 124-14-12. Name of school changed from the Fort Lewis school to Fort Lewis College*

Increasing numbers of Indian students attending Fort Lewis College in the 1960s created a concern about the citizens of Colorado paying for their education. “The Colorado Commission on Higher Education in 1966 asked that the State Board of Agriculture initiate inquiries with appropriate state and federal agencies looking either to modifications of law to provide reimbursement for the education of non-resident Indian students or to permit strict limitation of non-resident Indian students’ at Fort Lewis.” (Kyle) The Colorado legislature in its 1971 session passed a bill which changed the tuition free language to include only qualified Indian pupils who were Colorado residents and qualified for in-state tuition. (124-14-5)

The United States of America then brought action against the State of Colorado in United State District Court seeking a judgment, which declared the 1971 legislation a breach of contract created by acts of Congress and the Colorado legislature in 1910 and 1911. The Court decided that the State of Colorado had an obligation to admit Indian students to Fort Lewis College free of charge for tuition.

An appeal was filed by the State of Colorado to the United States Court of Appeals, Tenth Circuit. The decision of the Court of Appeals affirmed the decision made by the US District Court. The decision thus affirmed by the United States Court of Appeals has held the State of Colorado to its obligation to provide a waiver of tuition to all qualified Native American students attending Fort Lewis College, regardless of where in the United States they reside.

In order to help ensure that the Native American Tuition Waiver will continue into the future, Fort Lewis College has been working with Congress to enact legislation that would pass the cost of non-resident Native American students to the federal government. Originally introduced late in the 111th Congress, the college again moved the federal legislation for the tuition waiver forward in the 112th Congress. College officials completed 39 appointments over the winter and spring of 2012. In February, meetings focused on Senate Health, Education, Labor, and Pension (HELP) committee members to gain support for the Senate bill. In addition, Chairman Harkin (D-IA) of the HELP committee granted a full committee hearing for the legislation. In March 2012, appointments focused on House members of the Education and Workforce Committee, in an effort to also secure a hearing on the House side for H.R. 3040. During that time, three additional co-sponsors for the House legislation were secured, which currently has a total of 15 co-sponsors, split evenly between Republicans and Democrats.

The Senate Hearing for S.3504 was held August 22, 2012 in the old Supreme Court Chambers at the Colorado capital building in Denver. It was well attended by alumni, Trustees (former and current), and American Indian advocacy groups. The hearing served to advance the legislation forward, but also to solidify support for it and communicate the importance of the legislation for all of Colorado. Prior to the hearing S.3504 was introduced by Senator Bennet, as such the hearing was on that bill as opposed to S.484. The major change between the two versions of the bill is that the language in the Senate bill was changed to coincide with the House bill to include the State of Minnesota and University of Minnesota, Morris, which also addressed earmark concerns. Congressional testimony on

the legislation was provided by the following supporters: John Echohawk, Executive Director of the Native American Rights Fund, Ben Nighthorse Campbell, U.S. Senator Retired, Joseph Garcia, Lieutenant Governor, State of Colorado, Jacqueline Johnson, Chancellor, University of Minnesota, Morris, William Mendoza, Director of the White House Initiative on American Indian and Alaska Native Education (Fort Lewis College alumnus), Dene Kay Thomas, President, Fort Lewis College, and Byron Tsabetsaye, President, Associated Students of Fort Lewis College. Copies of testimony can be found on the Senate HELP Committee website at: <http://www.help.senate.gov/hearings/hearing/?id=3439812c-5056-9502-5d6c-ba924bfa6f84>. Additionally, letters of support for S.3504 from Colorado Governor Hickenlooper, Hereford Percy, Chair of the Colorado Commission on Higher Education, Fort Lewis College Trustees, and Fort Lewis College students, including many former ASFLC student senators, were submitted for the official congressional record, as part of the hearing. Colorado House Joint Resolution 12-1016 was also submitted as part of the support for the legislation at the Senate HELP hearing. No opposition was presented at the hearing.

In December 2012, college officials met with Congresswoman Virginia Foxx, Chairwoman of the Higher Education subcommittee of the House Workforce and Education Committee in an effort to move the House legislation to a hearing early in the 113th Congress. Congressman Scott Tipton (R-CO3) attended the meeting with college officials to express his support for the legislation. Colorado Senators Bennet and Udall continue to strongly support the Native American tuition waiver legislative efforts. Senator Bennet and Congressman Tipton will reintroduce the legislation early in the 113th Congress. With a Senate HELP Committee hearing accomplished, the goal for the 113th Congress will be to move both bills to mark-up before Congress adjourns.

44. When was the treaty related to the Native American tuition waiver signed, and when did the Colorado General Assembly put the tuition waiver in statute?

As outlined above, the original act of congress was passed On April 4, 1910 and was accepted by Governor John P. Shafroth of Colorado on January 25, 2011. In 1985, the state legislature passed HB 1187, which incorporated the following language in C.R.S. 23-52-105(1)(b)(I): “The general assembly shall appropriate from the state general fund one hundred percent of the moneys required for tuition for such qualified Indian pupils,” This language was added in response to the action brought against the State of Colorado by the United States of American, as more fully described above.

45. How did the federal government determine that Colorado should fund the Native American tuition waiver?

The Colorado legislature in its 1971 session passed a bill which changed the tuition free language to include only qualified Indian pupils who were Colorado residents and qualified for in-state tuition. (124-14-5)

The United States of America then brought action against the State of Colorado in United

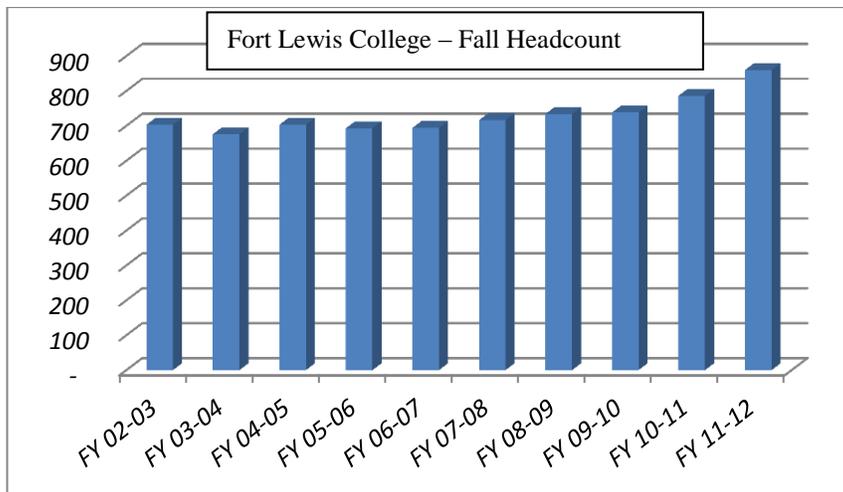
State District Court seeking a judgment, which declared the 1971 legislation a breach of contract created by acts of Congress and the Colorado legislature in 1910 and 1911. The Court decided that the State of Colorado had an obligation to admit Indian students to Fort Lewis College free of charge for tuition.

An appeal was filed by the State of Colorado to the United States Court of Appeals, Tenth Circuit. The decision of the Court of Appeals affirmed the decision made by the US District Court.

The decision thus affirmed by the United States Court of Appeals has held the State of Colorado to its obligation to provide a waiver of tuition to all qualified Native American students attending Fort Lewis College, regardless of where in the United States they reside.

46. How many students participate in the Native American tuition waiver program, how many of those students complete their degree, and from where do those students come?

The following chart provides information regarding Native American student enrollment at Fort Lewis College over the last ten years.



In the current semester (Fall 2012), there are 944 Native American students on the tuition waiver program. The chart on the following page identifies the number of students from each state.

<i>Fort Lewis College – Fall 2012 Native American Students Home State</i>	
<i>Colorado</i>	<i>143</i>
<i>New Mexico</i>	<i>243</i>
<i>Arizona</i>	<i>238</i>
<i>Alaska</i>	<i>80</i>
<i>Oklahoma</i>	<i>67</i>
<i>California</i>	<i>27</i>
<i>Texas</i>	<i>21</i>
<i>Utah</i>	<i>21</i>
<i>South Dakota</i>	<i>20</i>
<i>Washington</i>	<i>10</i>
<i>Nevada</i>	<i>8</i>
<i>Idaho</i>	<i>6</i>
<i>Kansas</i>	<i>6</i>
<i>Minnesota</i>	<i>6</i>
<i>Wisconsin</i>	<i>5</i>
<i>Wyoming</i>	<i>5</i>
<i>Oregon</i>	<i>5</i>
<i>23 Other States with less than 5 students per state</i>	<i>33</i>

As shown in the following table, Native American students have retained at a lower rate than the average first time freshman.

<i>Fort Lewis College – Native American Student Retention compared to All First Time Freshmen Retention</i>		
<i>Cohort Year</i>	<i>Native American students</i>	<i>All First Time Freshmen</i>
<i>2011</i>	<i>49*</i>	<i>62*</i>
<i>2010</i>	<i>54</i>	<i>65</i>
<i>2009</i>	<i>52</i>	<i>63</i>
<i>2008</i>	<i>58</i>	<i>60</i>
<i>2007</i>	<i>52</i>	<i>58</i>
<i>2006</i>	<i>41</i>	<i>56</i>
<i>2005</i>	<i>50</i>	<i>57</i>
<i>2004</i>	<i>50</i>	<i>58</i>

** 2011 cohort is preliminary*

A lower retention rate leads to a lower graduation rate, as there are fewer students continuing towards graduation. As shown below, the four-year graduation rate for the Native American student cohorts 2000 through 2007 is, on average, approximately 10% lower than the overall college four-year graduation rate.

<i>Fort Lewis College – Native American Student Graduation Rates compared to All First Time Freshmen Graduation Rates</i>				
<i>Cohort Year</i>	<i>Native American students</i>		<i>All First Time Freshmen</i>	
	<i>4 Year</i>	<i>6 Year</i>	<i>4 Year</i>	<i>6 Year</i>
<i>2007</i>	<i>8</i>		<i>17</i>	
<i>2006</i>	<i>8</i>		<i>19</i>	
<i>2005</i>	<i>7</i>	<i>20</i>	<i>19</i>	<i>37</i>
<i>2004</i>	<i>10</i>	<i>23</i>	<i>19</i>	<i>38</i>
<i>2003</i>	<i>5</i>	<i>21</i>	<i>15</i>	<i>34</i>
<i>2002</i>	<i>6</i>	<i>17</i>	<i>14</i>	<i>33</i>
<i>2001</i>	<i>8</i>	<i>24</i>	<i>14</i>	<i>30</i>
<i>2000</i>	<i>3</i>	<i>18</i>	<i>13</i>	<i>33</i>

There are a variety of academic, social, cultural, and financial problems that cause Native American students to retain and graduate at lower rates. For instance, many Native American students:

- **Face constant financial stress.** The Native American Tuition Waiver does not pay for fees, room, board, transportation, personal expenses or books (estimated to be about \$14,000 in 2012-13). In Fall 2012, the Office of Financial Aid reported that 56% of Native American students who had applied for need-based aid still had unmet need. Most Native American students cannot depend on family contributions to fund their education, because nationally, 30% of Native American families live below the poverty line, triple the national average (U.S. Census, 2005).
- **Enter college underprepared.** Strong academic preparation in high school is a major indicator of postsecondary success. Native American students are more likely than non-Native students to have attended a high school where a college preparatory curriculum was very limited or of poor quality. At Fort Lewis College, Native American students are over-represented in developmental courses, and succeed at lower rates. Most Fort Lewis professors conduct all or parts of their coursework via e-mail or the Internet and all expect papers to be typed on computers. Some professors assume students know how to build spreadsheets or create PowerPoint slides. However, many Native American students possess only a limited knowledge of computer applications.
- **Are first generation college students.** Nationwide, only 12.7% of Native Americans over the age of 25 hold baccalaureate degrees—less than half the national average – and

Native American students account for less than 1% of Bachelor's degrees awarded annually (American Council on Education, 2007). First generation students often come to college with unclear or unrealistic goals. They don't understand what is required to achieve their goals and sometimes discover that their strengths do not match the coursework that the discipline demands. Many first generation students are not aware of the career options available to them, nor are they knowledgeable of what major to select in order to become qualified for a particular career.

- **Live in “two worlds.”** *Native American students are very deeply connected to their families. Their community of parents, uncles, aunts, grandparents, cousins, and elders provide a social support network that is all encompassing. When a Native student leaves that network and goes to a non-Native institution of higher education, this social fabric is cut away and they have to find a substitute on campus. However, the support services on non-Native campuses are not clearly recognized by the students, because they look different from their traditional support system (parents, aunts, uncles, grandparents, and elders giving advice). On a majority-culture campus, Native American students must learn to live in “two worlds” with two sets of rules and expectations.*

In an effort to help Native American students succeed, Fort Lewis College offers many services. Some of these support services include:

Financial support

- *Low-income students often forego academic essentials, such as books, supplies, and equipment, in order to make ends meet. Initiatives focused on offering **lower-cost alternatives** include putting textbooks on reserve in the library for students who cannot afford to purchase books, as well as a textbook rental program offered by the Fort Lewis College Bookstore. The Freshman Math Program has implemented a calculator rental program to ensure that students who cannot afford the \$100 price tag still have the required calculator for their courses.*
- *Low-income students often have limited knowledge of **financial and economic literacy** and financial planning. They need help finding adequate financial resources and managing their money wisely, including understanding how college loans and credit cards work, understanding debt and indebtedness, and learning how to budget their money effectively. The Office of Financial Aid collaborates with Native American Center in providing this assistance.*
- *Low-income students sometimes need **social services** -- help meeting basic needs. Campus offices maintain up-to-date list of social services available in the community. Privately funded campus food banks provide an additional safety net.*

- *Low-income students typically have no reserve funds to cover emergencies. To help in these situations an **Emergency Loan** program is administered by the Office of Financial Aid.*

Academic support

- *Quality **remedial courses** help underprepared Native American students successfully transition to college. FLC's remedial programs in reading, writing, and math, offered through a contract with Southwest Colorado Community College, are staffed by Fort Lewis instructors to ensure close connections between the remedial and the college-level courses.*
- *The most effective success program for Native American students is a federally funded Student Support Services TRIO program that uses a case management model for approximately 200 Fort Lewis College students. Using a **case management model**, the program provides direct services in advising, tutoring, and financial counseling. During the recent competition, the college was also awarded funds to create a second Student Support Services TRIO program focused on first-generation, low-income and minority students in the STEM (science, technology, engineering, math) disciplines. This program will provide case management to 100 additional students when fully implemented in the next academic year.*
- *Satisfactory completion of coursework during the first attempt is the goal of the college's **learning support** services. While all students may access college-funded learning support services, the services are of critical importance to low-income students who must meet GPA and credit completion requirements each semester to continue receiving aid. Toward this end, the college hosts five tutorial centers, one of which is located in the Native American Center.*
- ***Advising** is mandatory each semester at Fort Lewis College. Each student is assigned a primary advisor (faculty member) and a secondary advisor (professional staff). Native American students also have access to specially trained tertiary advisors located in the Native American Center and the TRIO programs.*

Cultural support

*The **Native American Center** (NAC) staff takes the lead on helping Fort Lewis Native American students create a home away from home. The NAC sponsors social occasions to provide opportunities for Native American students to meet other Native American students, as well as Native American faculty and staff. They provide space and support to Native American-led student organizations such as Wanbli Ota, which organizes the annual Hozhoni Days pageant and powwow, as well as less formal groups of students, like the drum circle. It offers a full slate of cultural activities, including an Elder-in-Residence program, special issue discussions, an annual*

speaker series, and arts and crafts workshops.

47. How much federal aid does Ft. Lewis receive, and how will sequestration impact that funding?

The federal funding the college receives for Pell and federal grants is detailed in the response to Question #37. Because it is unknown how reductions resulting from sequestration would be taken, it is impossible to quantify the impact. The college does not receive any funding from the federal government related to the Native American Tuition Waiver. As such, there will be no impact from sequestration to the Native American Appropriation.

48. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

The chief benefit of the COF funding formula is that the college has achieved enterprise status, which provides flexibility in tuition setting. This flexibility has enabled the college to utilize tuition to backfill reductions in state support over that last six years.

Given Fort Lewis College's role as a liberal arts institution, federal funds play an insignificant role in the overall budget.

49. Please provide data, by degree, on job placement from your institution upon degree attainment.

Currently, post graduation employment and pay data is difficult to collect. The college conducts "cap and gown" studies, asking graduates about their plans.

Fort Lewis College's most recent information on job placement suggests that new FLC graduates earn approximately \$33,000/year. Specific outcomes depend on a graduate's area of study, as well as the graduate's preferred geographical location.

The college has a small number of career specific programs that track job attainment of their alumni. Information gathered indicates starting salaries in the following fields:

<i>Fort Lewis College – Starting Salaries – Selected Programs</i>		
<i>Academic Program</i>	<i>Earnings Range</i>	
	<i>Low</i>	<i>High</i>
<i>Physics/Engineering</i>	<i>48,000</i>	<i>52,000</i>
<i>Accounting</i>	<i>40,000</i>	<i>48,000</i>
<i>Earth Sciences/Geosciences</i>	<i>36,000</i>	<i>46,000</i>
<i>Business Administration</i>	<i>25,000</i>	<i>42,000</i>
<i>Math</i>	<i>36,000</i>	<i>40,000</i>
<i>Languages, Literatures, and Linguistics</i>	<i>20,000</i>	<i>30,000</i>
<i>Art</i>	<i>19,000</i>	<i>26,000</i>
<i>Philosophy</i>	<i>18,000</i>	<i>23,000</i>

To help address significant gaps in the data, the Department of Higher Education, with sponsorship from Lumina Foundation, has been collecting information in conjunction with College Measures.org and the State Department of Labor to assemble the state's first set of "Economic Success Metrics." This information should be released next month.

50. How have your General Fund support per student and total revenue support per student changed over the last six years?

<i>Fort Lewis College – Funding Levels per Student FTE</i>						
<i>Fiscal Year</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>
<i>State support per resident FTE</i>	<i>4,064</i>	<i>4,446</i>	<i>5,250</i>	<i>5,292</i>	<i>4,797</i>	<i>4,073</i>
<i>Total funds per total FTE (Tuition and State Support)</i>	<i>8,652</i>	<i>9,303</i>	<i>10,591</i>	<i>11,520</i>	<i>11,634</i>	<i>11,839</i>

51. How are funds raised through private fundraising spent by your institution?

Historically, funds from private donations and foundation grants are used to provide student scholarship assistance and help address capital needs.

The following table shows the amount of scholarship assistance students have received from the Fort Lewis College Foundation over the last six years.

<i>Fort Lewis College – Fort Lewis College Foundation Scholarships</i>						
<i>Fiscal Year</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>
<i>Scholarships</i>	<i>458,355</i>	<i>560,601</i>	<i>830,478</i>	<i>639,753</i>	<i>704,073</i>	<i>901,961</i>

The foundation and college together have been able to raise funds to support the building of the Community Concert Hall, Center for Southwest Studies and Student Union. The funds raised have helped to supplement funding from the state (Capital Construction) or to reduce the amount of debt undertaken by the college, which is often supported by student fees.

The college is embarking on an ambitious capital campaign to raise \$100M. The proceeds of this campaign will support the Physics, Engineering and Geosciences Building, the Exercise Science renovation, a Center for Teaching and Learning, student scholarships and student experience enrichment programs.

52. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

Fort Lewis College currently has \$55.1M in outstanding revenue bonds. These bonds were issued to finance the construction of the student union, new residence hall, student recreation center and part of our energy performance contract. All of the outstanding bonds are pledged with specific student fee or general revenues from our auxiliary operations (ex. housing, food service, and bookstore). Moody's Investors Service periodically reviews the college's finances to determine a rating. At last review, January, 2011, the college's rating of A2 was reaffirmed.

As all of the college's debt is related to buildings, the ability to raise private funds for capital projects has helped reduce the amount of debt needed to be issued. For example, the college recently renovated and built an addition to the Student Union at a total project cost of \$41.5M. Successful fundraising of slightly over 10% of the project budget enabled the college to reduce the amount of the fee imposed upon students for the facility.

10:20 – 10:40 Adams State University

The JBC occasionally hears complaints that base personal services reductions to capture vacancy savings result in more vacancy savings as managers reduce staff to absorb the reduction and then still experience turnover. Some departments refer to this as the "death spiral." Has your department experienced this problem? How does your department attempt to minimize and avoid the "death spiral"?

ASU Response: Adams has budgeted a 3% vacancy savings requirement over the last three fiscal years to help offset expense. In fiscal year YF13-14, Adams is once again budgeting 3% vacancy savings on top of freezing and eliminating positions. Areas hardest hit by this policy

are facilities services and student service departments like financial aid, records, and admissions. A vacancy savings policy has nominal effectiveness in academic departments as class schedules and sections offered in a given semester are driven by enrollment and degree completion requirements.

53. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patents, etc.).

ASU Response:

	PELL	PROGRAMATIC GRANTS
FY11-12	6,215,410	2,877,923
FY10-11	7,156,021	2,851,164
FY09-10	6,789,614	2,383,754
FY08-09	4,416,150	2,938,253
FY07-08	3,841,604	2,391,155
FY06-07	3,544,653	2,994,934

54. Please provide a 6-year history of student headcount at your institution.

ASU Response:

	STUDENT HEADCOUNT
FY11-12	7,248
FY10-11	6,893
FY09-10	6,360
FY08-09	5,510
FY07-08	5,655
FY06-07	5,961

55. Please provide a 6-year history of student FTE at your institution.

ASU Response:

	STUDENT FTE
FY11-12	2,460
FY10-11	2,321
FY09-10	2,165
FY08-09	1,919
FY07-08	1,978
FY06-07	2,050

56. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

ASU Response:

	FEE-FOR-SERVICE	STIPEND	TOTAL
FY11-12	8,394,711	2,795,704	11,190,415
FY10-11	10,262,730	2,760,549	13,023,279
FY09-10	5,332,164	1,944,835	7,276,999
FY08-09	9,389,116	2,760,206	12,149,322
FY07-08	9,956,155	3,667,925	13,624,080

57. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

ASU Response:

	Associate's Degree	Baccalaureate Degree
FY11-12		
FY10-11	17,692	21,462
FY09-10	11,782	20,804
FY08-09	8,945	20,013
FY07-08	9,334	18,634
FY06-07	14,259	17,832

58. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

ASU Response: Since 2007-2008, Adams State has been cut \$2.5 million in state support. We have used cash reserves to avoid larger tuition increases for the past two years. We have also made operating and personnel cuts, and continue to look for ways to cut costs. Our cash reserves have been depleted, so that is no longer an option for us. Our 2013-2014 budget will need to be balanced without the use of reserves. We are unable to do this through just cuts, and will be balancing with a combination of cuts, state support, and tuition increases. Our share of the \$30 million is \$648,000. This is the equivalent of an additional 9% tuition increase that we would need, were we not to receive this restoration of funding. However, for Adams State, this is only restoring 25% of our lost state support. Tuition increases will still be needed to balance the 2013-2014 budget.

59. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

ASU Response: The split between the amount of COF stipend and the fee-for-service contract has not been problematic for ASU. The amount received in fee-for-service more than adequately covers our debt capacity under the Intercept Program. Last year ASU was

negatively impacted by the distribution formula due to a reallocation of state support dollars based on unfunded enrollment growth.

60. Please provide data, by degree, on job placement from your institution upon degree attainment.

ASU Response: Approximately 36% of ASU's student enrollment comes out of the San Luis Valley. Currently 20% of our alumni tracked in our alumni association database live in the San Luis Valley. The table below illustrates their vocations. Alumni salary data is not available.

Occupation	Percent ASU Alumni
Education	52.4%
Business	20.6%
Retired	12.1%
Government/State/County	4.6%
Accounting/Banking	4.0%
Health Care	3.7%
Agriculture	2.4%
Other(including non profits)	0.3%

61. How have your General Fund support per student and total revenue support per student changed over the last six years?

ASU Response:

	<u>FY12</u>	<u>FY11</u>	<u>FY10</u>	<u>FY09</u>	<u>FY08</u>	<u>FY07</u>
FTE	2,460	2,321	2,165	1,919	1,978	2,050
State General Fund Support	11,190,415	13,023,280	7,276,999	12,149,322	13,624,596	12,475,285
Federal Stabilization (ARRA)	-	424,665	7,331,450	2,459,127	-	-
Total E&G Revenue	29,437,524	27,724,783	27,044,694	22,716,422	21,979,626	19,661,615
State General Fund Support per student	4,549	5,611	3,361	6,331	6,888	6,086
Federal Stabilization (ARRA) per student	-	183	3,386	1,281	-	-
Total Revenue per student	11,966	11,945	12,492	11,838	11,112	9,591

62. How are funds raised through private fundraising spent by your institution?

ASU Response: Nearly 100% of the funds raised by ASU's foundation are used for scholarships. On occasion a donation supports a capital construction project. Large gifts are

not common given the population ASU serves and the fact that the majority of our graduates enter the education field.

63. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

ASU Response: Yes. Three factors have contributed ASU's current debt picture. While our limited capacity to raise private funds contributes to our debt picture, the primary driver has been the loss of State capital construction dollars for both new construction and for controlled maintenance. ASU just completed \$25 million in renovations on our education and music buildings financed with student fee supported bonds. These two buildings were built in the mid 1960's and have had minimal State controlled maintenance dollars invested in them over the last 40 plus years. Life/safety and programmatic issues necessitate action. A student fee is the only alternative to address these issues with diminished state support and our very limited capacity to raise private funds.

10:40 – 11:00 Break

11:00 – 11:40 University of Colorado

64. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patients, etc.).

UCB

Six-Year History, Federal Expenditures	FY07	FY08	FY09	FY10	FY11	FY12
Research	\$196,174,206	\$199,057,819	\$256,784,357	\$300,585,285	\$326,888,982	\$339,402,414
Federal Financial Aid- No Loans	\$18,686,076	\$21,299,460	\$23,868,875	\$29,906,609	\$32,932,548	\$29,477,762

UCCS

Six-Year History, Federal Expenditures	FY07	FY08	FY09	FY10	FY11	FY12
Research	\$4,409,001	\$4,392,241	\$5,419,140	\$8,323,639	\$9,343,661	\$6,897,519
Federal Financial Aid- No Loans	\$6,998,293	\$6,181,417	\$6,622,791	\$10,792,616	\$11,672,920	\$11,450,645

UCD/AMC

Six-Year History, Federal Expenditures	FY07	FY08	FY09	FY10	FY11	FY12
Research	\$268,318,196	\$272,915,946	\$274,981,657	\$301,077,886	\$322,905,252	\$336,620,907
Federal Financial Aid- No Loans	\$9,294,578	\$10,328,745	\$11,907,445	\$19,168,024	\$23,241,948	\$17,955,778
Medicaid/Medicare	\$37,213,074	\$41,154,253	\$49,270,113	\$52,445,747	\$59,655,465	\$62,977,798
Portion that represents pediatric Medicaid	\$10,383,140	\$11,977,237	\$16,901,233	\$18,066,833	\$21,171,984	\$21,741,097

Note: Medicaid/Medicare totals include state match.

65. Please provide a 6-year history of student headcount at your institution.

Six-Year History, Headcount Enrollment	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
Boulder	29,869	29,982	30,623	31,143	30,877	30,788
Colorado Springs	7,574	7,715	8,010	8,493	8,900	9,339
Denver AMC	15,462	15,909	16,283	17,511	18,275	18,288
CU Total	52,905	53,606	54,916	57,147	58,052	58,415

66. Please provide a 6-year history of student FTE at your institution.

Six-Year History, Student FTE	FY07	FY08	FY09	FY10	FY11	FY12
Boulder	25,960	26,102	26,815	27,322	26,779	26,604
Colorado Springs	6,140	6,280	6,606	7,046	7,278	7,688
Denver AMC	12,178	12,763	13,304	14,142	14,756	14,817
CU Total	44,279	45,145	46,725	48,510	48,813	49,109

67. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

Six-Year History, COF and FFS	FY07	FY08	FY09	FY10	FY11	FY12
COF	\$ 70,053,572	\$ 73,634,092	\$ 57,163,715	\$ 38,072,993	\$ 50,617,012	\$ 50,245,973
FFS	\$ 108,782,112	\$ 121,334,100	\$ 101,940,268	\$ 50,138,099	\$ 130,938,905	\$ 95,529,759
Total	\$ 178,835,684	\$ 194,968,192	\$ 159,103,983	\$ 88,211,092	\$ 181,555,917	\$ 145,775,732

68. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

Six-Year History, Average Undergraduate Loan Debt upon Graduation	FY07	FY08	FY09	FY10	FY11	FY11 Resident Undergraduate only	FY12
Boulder	\$18,887	\$21,642	\$19,961	\$20,662	\$23,125	\$19,525	\$24,485
Colorado Springs	\$18,379	\$18,168	\$19,487	\$21,900	\$22,703	\$12,243	\$23,184
Denver AMC	\$23,945	\$23,327	\$24,224	\$25,974	\$26,170	\$19,525	\$26,948

Source: CCHE FY2012 Financial Aid Report

69. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

CU would receive approximately \$9 million of additional state support under the allocation formula recommended by the higher education institutions. While our campus budgets for FY 2013-14 are still being developed, we anticipate these funds will be used for critical investments such as academic building improvements, technology, and student support. All these expenses would be funded through higher tuition in the absence of the additional state funds. The additional funds will have a direct impact on the tuition proposals we will bring forward to the Board of Regents.

70. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

The COF stipend amount has declined from a high of \$89 per credit hour in FY 2007-08 to the current level of \$62 per credit hour. If the FY 2005-06 stipend kept up with inflation, it would be \$92 per credit hour today. At its height, the COF stipend covered only a fraction of the cost of undergraduate education at the CU campuses. In combination with Fee for Service and ARRA funds, COF stipends represent a small but important funding source. For the University of Colorado, state support in the form of fee for service and COF stipends has

been below the 10 percent threshold for enterprise status since the program's inception in FY 2005-06.

71. Please provide data, by degree, on job placement from your institution upon degree attainment.

Boulder

The Boulder campus periodically surveys alumni who are three to five years post-graduation. See <http://www.colorado.edu/pba/surveys/alumni/11/tables/deglvl.htm> for results by degree level from the most recent alumni survey (summer 2011).

Further detail by degree discipline or program is in http://www.colorado.edu/pba/surveys/alumni/11/stats_bysubgroups_FINAL.xlsx.

Based on the 2011 survey, 77% of bachelor's degree recipients were employed, 7% were seeking employment, and 15% were not employed but also not seeking employment. Many who were not seeking employment were furthering their education. Among master's degree recipients, 93% were employed and 7% were seeking employment. Most (94%) of doctorate degree recipients were employed; 3% were seeking employment.

In 2011, CU-Boulder's Career Services posted approximately 5,575 opportunities in diverse industries across Colorado, the US, and the world. The number of full-time positions posted increased by 24% over the year before. The Spring 2012 Career Fair maxed out space for employers with more than 141 companies attending.

Colorado Springs

Colorado Springs has surveyed alumni every one to two years, with the last alumni survey conducted in 2011. The survey was sent to students who completed a degree in Fall 2010 or Spring 2011. Results for undergraduates are available at <http://www.uccs.edu/Documents/ir/surveys/Baccalaureate%20Alumni%20Survey%20Report%202011.pdf> and results for graduate students are available at <http://www.uccs.edu/Documents/ir/surveys/Graduate%20Alumni%202011.pdf>.

Job placement data are not readily available by degree program, however, summary findings indicate that 74% of baccalaureate degree recipients were employed, and 15% were seeking employment. The remaining respondents were not actively seeking employment. Among graduate degree recipients, 93% were employed and 4% were seeking employment.

Denver

Based on the most recent alumni survey (2010), 87% of Denver Campus undergraduate respondents were employed (of those actively seeking employment and not enrolled in another degree program). Because the survey is anonymous, these data are not available by degree program. However, the overall figures are available to prospective students and the general

public. Additional detail is available from <http://www.ucdenver.edu/about/departments/InstitutionalResearch/Documents/HEOA/AlumniSurvey2010.pdf>.

Some additional information was available directly from programs, including professional programs at the Anschutz Medical Campus. Some examples of those data include:

- *Doctor of Physical Therapy: among the 45 graduates in 2011, 100% of survey respondents began work as a physical therapist within the first 6 months of obtaining post-graduation licensure.*
- *MD program: overall residency placement rates are well over 95% for a typical graduating class. Employment in a residency training program is the standard post-graduation path for MD recipients.*
- *Pharmacy Doctorate: of 149 graduates in 2012, on graduation day, 57% (85) reported having employment or a residency position (further specialized education). This is an underestimate of overall employment because post-graduation data are not currently available.*
- *The Child Health Associate/Physician’s Assistant program indicates that over 95% of the class of 2011 secured employment within 10 months following graduation.*

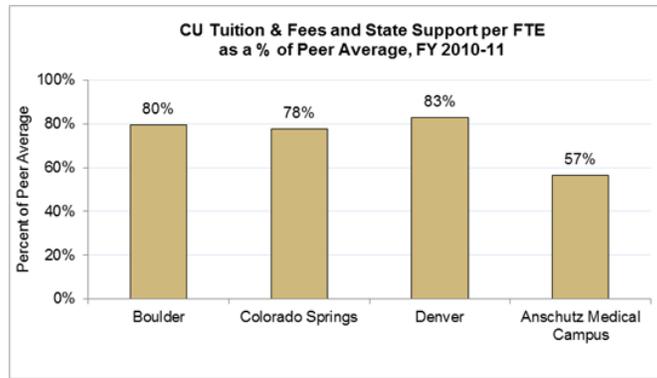
Information about the UCD Career Center (Denver Campus), including some additional placement rates by degree program, is available from <http://www.ucdenver.edu/life/services/CareerCenter/Faculty/Pages/AtaGlance.aspx>.

72. How have your General Fund support per student and total revenue support per student changed over the last six years?

Six-Year History, Total State Funding Per FTE	FY07	FY08	FY09	FY10	FY11	FY12
Boulder	\$2,772	\$3,043	\$3,218	\$3,158	\$2,966	\$2,103
Colorado Springs	\$2,982	\$3,460	\$3,473	\$3,256	\$2,901	\$2,253
Denver AMC	\$7,283	\$8,018	\$8,918	\$8,275	\$7,292	\$5,862
CU Total	\$4,042	\$4,507	\$4,869	\$4,664	\$4,264	\$3,261

includes ARRA funding

Six-Year History, Total E&G Funding Per FTE	FY07	FY08	FY09	FY10	FY11	FY12
Boulder	\$16,733	\$18,083	\$19,686	\$20,390	\$21,426	\$21,767
Colorado Springs	\$9,796	\$10,458	\$12,229	\$11,334	\$12,688	\$12,370
Denver AMC	\$21,835	\$22,763	\$23,957	\$24,088	\$24,020	\$24,027
CU Total	\$10,590	\$10,552	\$11,518	\$12,574	\$13,503	\$13,906



73. How are funds raised through private fundraising spent by your institution?

The CU foundation is charged with raising and managing funds on behalf of the University of Colorado. Each gift received by the Foundation—regardless of purpose or amount—is carefully processed to ensure that the donor’s wishes are honored and that the University receives the maximum benefit. CU’s campus leadership determine which proposed initiatives and projects become fundraising priorities in consultation with the university president, the Board of Regents, and the Foundation’s Board of Directors and Trustees. Foundation staff then develop a plan and strategies to seek funding for the priorities.

Under the direction of President Benson, the Creating Future’s campaign is a comprehensive, University of Colorado system-wide fundraising effort to enhance CU’s four campuses on all fronts, and advance the economy, culture, and health of Colorado and the nation. Throughout the campaign, we are celebrating the University of Colorado’s pillars of excellence and impact: four areas that collectively represent CU’s strength and breadth. The primary priority of Creating Futures is to generate private support for CU’s four areas of excellence and impact.

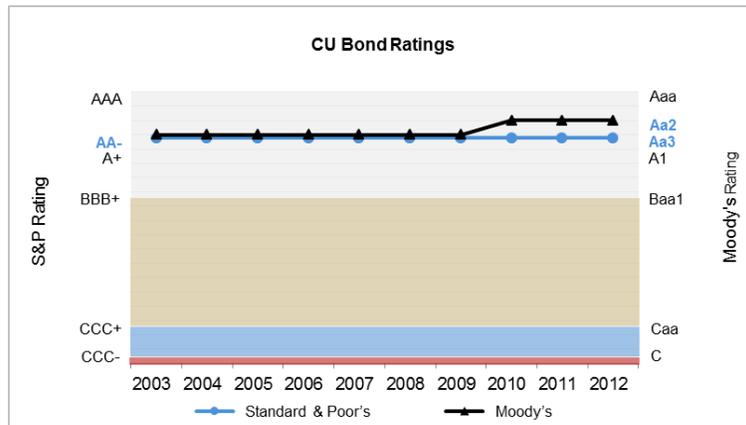
- *Learning and Teaching that educates our future workforce and enables thousands more students to receive a university education*
- *Discovery and Innovation that accelerates solutions in fields such as energy, aerospace, and education*
- *Community and Culture that enriches our surroundings and our quality of life*
- *Health and Wellness education, research, and clinical care that leads to longer and better lives*

Including private fundraising dollars in determining the state operating allocation formulas would significantly impact the University’s ability to fundraise in the future.

74. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

The University of Colorado has issued taxable and tax-exempt serial bonds, all with fixed interest rates. These bonds become callable at the university’s option after 10 years. The longest maturities for each series of bonds, depending on the capital projects supported, are

typically between 20 and 30 years after completion of construction. While the state allows for a debt ratio of 10%, the university strives to manage the amount and timing of its debt so its debt ratio remains under 7% in order to not adversely affect its credit rating. CU's bond rating outlined in the chart below shows that rating agencies continually view CU's bonds a safe investment for the market. The State's intercept program has never been necessary in order to sell bonds at competitive rates; consequently, the university has never used it. The amount of outstanding bonds as of today is \$1.3 billion.



11:40 – 12:00 Metropolitan State University of Denver

75. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patients, etc.).

The table below summarizes Federal Funds received by the MSU Denver; the figures for Fiscal year 2012-13 are estimated:

Metropolitan State University of Denver						
Six-Year Federal Funding History						
						Estimated
Federal Funding	FY2007-08	FY2008-09	FY2009-10	FY2010-11	FY2011-12	FY2012-13
Financial Aid- Pell	\$ 14,730,272	18,150,970	29,869,427	36,989,513	36,390,922	36,000,000
Financial Aid- Other than Pell	1,201,465	1,266,849	1,790,832	2,124,742	745,031	745,031
Federal Workstudy	522,982	697,717	627,972	641,348	529,522	529,522
Grants Scholarship	169,025	243,274	335,090	168,420	310,856	310,856
Federal Financial Aid	16,623,744	20,358,809	32,623,321	39,924,023	37,976,331	37,585,409
Grants and Contracts	4,920,097	4,900,781	3,988,287	4,856,530	3,785,701	3,785,701
Total Federal Funding	\$ 21,543,840	25,259,590	36,611,608	44,780,553	41,762,032	41,371,110

Source: Financial Statements Lead Schedules

Note: Grants are restricted funds; therefore, their use is limited to their external restriction proposed in their budget for specific projects and they cannot be used for daily operations.

76. Please provide a 6-year history of student headcount at your institution.

The chart below is based on undergraduate student headcount enrollment during the Fall term, because it's generally reflects the largest enrollment. Note that Spring is between 97 and 98 percent of Fall depending on the year. During Fall 2006 resident students accounted for 97.1% of total headcount enrollment but has been dropping slightly each year. Census Fall 2012 reflects the lowest percentage of resident headcount students of 95.6% because of the addition of the new tuition rate of Colorado HS/GED Non-Resident.

Residency Status	2006	2007	2008	2009	2010	2011	2012 Census
Total Headcount (State & Cash)							
Resident	20,541	20,745	20,898	22,038	23,075	22,693	21,962
Non-Resident	614	680	831	799	826	845	1,014
Total	21,155	21,425	21,729	22,837	23,901	23,538	22,976
Exclusively Cash Funded *							
Resident	481	424	415	342	466	416	324
Non-Resident	102	67	186	180	157	158	81
Total	583	491	601	522	623	574	405

SOURCE: OIR End-of-term Headcount Reconciliations.

** Includes only those students enrolled in cash funded (self-supporting) courses only.*

Beginning Fall 2010, we started offering Master degrees in Teaching, and Professional Accountancy. MSU Denver added Masters of Social Work during Fall 2011. Note: all Graduate programs at MSU Denver are cash-funded and receive no state support.

Residency Status	2010	2011	2012 Census
Total Headcount *			
Resident	59	247	339
Non-Resident	1	4	11
Total	60	251	350

SOURCE: OIR End-of-term Headcount Reconciliations.

77. Please provide a 6-year history of student FTE at your institution.

The state-funded FY Undergraduate FTES for the six years, with resident FY FTES representing about 97% each year of the total generated. We've seen a steady growth in FY FTES until FY 2011-12 when there is a decline of 2.6 percent.

FY FTES	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12
Resident	14,743.9	15,135.2	15,620.9	16,774.7	17,223.4	16,783.0
Non-Resident	431.5	502.2	543.7	546.4	566.0	550.4
Total	15,175.4	15,637.4	16,164.6	17,321.1	17,789.4	17,333.4

SOURCE: OIR End-of-term Credit Hour Production and FTES Reconciliations.

The cash-funded (self-supporting) FY Undergraduate FTES for the six years. Primarily Extended Studies and Accelerated Nursing.

FY FTES	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12
Resident	526.1	468.9	409.3	483.9	509.0	567.9
Non-Resident	62.5	60.2	151.5	154.1	127.5	115.3
Total	588.6	529.1	560.8	638.0	636.5	683.2

SOURCE: OIR End-of-term Credit Hour Production and FTES Reconciliations.

The graduate Master's program FY FTES for the six years (note cash-funded or self-supporting). We started our Master's program during Fall 2010 with two programs and added a third during Fall 2011.

FY FTES	FY 2010-11	FY 2011-12
Resident	30.5	170.4
Non-Resident	0.7	2.6
Total	31.2	173.0

SOURCE: OIR End-of-term Credit Hour Production and FTES Reconciliations.

78. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

Metropolitan State University of Denver						
Summary Six-Year State Support Comparison to Student FTE*						
General Fund	FY2007-08	FY2008-09	FY2009-10	FY2010-11	FY2011-12	Initial FY2012-13
College Opportunity Fund (COF Stipend)	40,886,980	32,764,054	22,864,020	31,995,820	30,327,163	31,220,100
Fee For Service	3,756,773	7,014,514	1,667,055	10,669,306	6,634,316	5,761,905
State Fiscal Stabilization Revenue (One-Time)**	-	9,934,844	25,182,337	1,402,605	-	-
Total State Support \$	44,643,753	49,713,412	49,713,412	44,067,731	36,961,479	36,982,005
Total Resident Students FTE	15,135	15,621	16,775	17,223	16,783	16,778
Funding Per Resident Student FTE	2,950	3,182	2,964	2,559	2,202	2,204

Notes:

* Student FTE equals a full time student taking 30 credit hours in one academic year.

** This funding was from the Federal Government. This funding was set to be paid in FY09, 10, and 11 but discontinued starting FY12.

Source: Budget Data Book

79. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

The following table shows a history of student debt upon graduation:

Metropolitan State University of Denver						
Average Student Debt at Graduation						
	2007	2008	2009	2010	2011	2012
Average Total Debt	20,480	21,475	22,650	23,858	25,493	26,640

It is critical to note that:

1. MSU Denver has a large number of transfer students. Many resident and non-resident students transfer to MSU Denver due to the affordable tuition rate and quality education. Almost 60% of undergraduates at MSU Denver are transfer students who bring any pre-existing loan debt they have incurred from their previous institutions with them, thus contributing to the data in the table above.
2. MSU Denver has the lowest tuition rate in the State of Colorado and nation for similar institutions. Over 50% of our students are low income or first generation. Therefore, students choosing MSU Denver use their loans not only for covering their educational expenses, but also to cover their living expenses and support their family.

MSU Denver's average student debt does not reflect our rate of tuition and fees.

The table below presents the percentage of transfer student graduates:

MSU Denver Bachelor Graduates

GRADUATES	2007-08 %	2008-09 %	2009-10 %	2010-11 %	2011-12 %
New Students *	29.7	31.1	31.5	29.5	31.7
Transfer	70.3	68.9	68.5	70.5	68.3
Total	100.0	100.0	100.0	100.0	100.0

SOURCE: OIR Graduate History File

* These students entered directly from High School or earned a GED or attended college while in high school their first term.

80. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

1. MSU Denver was one of two institutions who received five year approval for its Financial Accountability Plan (FAP). The first year, the plan increased tuition by 22.6%, year two was increased by 13%, and the proposal is to increase the tuition rate by 9% each year for the next three years. This increase will only maintain our funding at a level to operate efficiently.

- a. The University's goal has been to increase its retention and graduate rate by increasing the ratio of tenure and tenure track faculty CHP. The increase in state support will help the university achieve this goal. To improve the university's retention and graduate rates, MSU Denver has identified that credit hour production taught by tenure and tenure-track faculty as one of the factors affecting the retention rates at the institution. National data shows that retention of underclassmen increases with classroom contact and advising from tenured and tenured-track professors. For academic year 2011-12, credit hour production taught by tenure and tenure - track faculty is 44.7 percent. Ultimately tenure and tenure track faculty must teach at least 60 percent of the credit hours to effectively impact retention rates at the University. The University strives to protect the low and middle income students by providing sufficient institutional student scholarships.
- b. To increase students success and to enhance their educational experience by using smart classrooms.
- c. To increase efficiency by advancing technology across various departments.

2. The impact of the increase in the state need based grant will allow MSU Denver to slightly increase our state need based grant to those students whose EFC range does not allow them the higher amounts in the Federal Pell Grant. Currently our 1213 state need based grant packaging policy awards \$500/semester to students with an EFC of 0-1400. Students with an EFC range of 1401-7493 receive \$700/semester. We are looking at packaging changes of awarding \$500/semester to EFC range 0-1400 and increase the

EFC range of 1401-7493 to \$800/semester. The increase should also allow us to award the state need based grant for the entire academic year. We ran out of funding mid-November for new students this year. So not all transfer students have been able to be awarded yet.

81. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

The initial intent of the COF Stipend was to establish funding for each resident student at a level to support the cost of education. The implementation and necessary annual adjustments to the formula have not been consistent with the intent. Funds allocated do not reflect institutional enrollment increases or cost of education. The practice of funding enrollment increases by holding total appropriations for the COF Stipend flat has the biggest negative impact on institutions, which have the highest number of financially challenged students.

Federal funding is restricted and therefore use for specific initiatives. Indirect Cost Recoveries (ICRs) are limited for MSU Denver since we are not a research institution. We are now experiencing a large number of students reaching their COF stipend limit. Based on this we are noticing larger number of students seeking and receiving CCHE COF Stipend waiver or paying the full total tuition.

82. Please provide data, by degree, on job placement from your institution upon degree attainment.

MSU Denver surveyed our recent seniors to identify their future plans and found that the majority are employed or seeking graduate study.

	Fall 2008	Fall 2010	Spring 2011	Fall 2011
Employed	69.1%	66.5%	62.8%	63.3%
Graduate Study	22.9%	20.4%	25.9%	22.5%
Raising a Family	1.5%	1.2%	1.6%	2.5%
Military	0.6%	1.8%	0.8%	0.0%
Volunteer Service	1.0%	1.2%	1.2%	80.0%
Undergraduate Study	2.1%	3.0%	0.8%	1.7%
Other	2.9%	6.0%	6.1%	9.2%

SOURCE: Senior Survey

83. How have your General Fund support per student and total revenue support per student changed over the last six years?

The table below represents the decrease in state support to total E&G revenue from FY 2007-08 to the current fiscal year:

**Metropolitan State University of Denver
Summary Six-Year General Fund Support Per Student**

Revenue	FY2007-08	FY2008-09	FY2009-10	FY2010-11	FY2011-12	Initial FY2012-13
% State Support to total E&G Revenue	48.58%	48.64%	45.07%	39.20%	31.28%	28.82%
% of Tuition to total E&G Revenue	51.42%	51.36%	54.93%	60.80%	68.72%	71.18%
Total E&G Funding Per Total Student FTE*	6,071	6,543	6,575	6,528	7,041	7,648

Notes:

* Student FTE equals a full time student taking 30 credit hours in one Academic Year.

The table below includes grant and contracts revenue; please note that grants and contracts are restricted funds and their use is subject to their proposed budget and cannot be expended for institutional operations:

**Metropolitan State University of Denver
Summary Six-Year Total State Support to Total Revenue**

Revenue	FY2007-08	FY2008-09	FY2009-10	FY2010-11	FY2011-12	Initial FY2012-13
% State Support to Total Revenue	43.48%	43.74%	40.97%	35.35%	28.47%	26.26%
% of Tuition to Total Revenue	50.96%	51.12%	54.90%	60.15%	67.90%	70.39%
Total E&G Funding Per Total Student FTE	6,566	7,031	7,006	7,008	7,490	8,119

84. How are funds raised through private fundraising spent by your institution?

1. *MSU Denver Foundation - Funds are spent in satisfaction of donor wishes. Fundraising efforts include scholarships; community outreach programs such as Family Literacy, Summer Science, Center for Visual Art (CVA); other 'Centers of Excellence' such as the One World One Water Center, Center for Innovation, and Center for Advanced Visualization and Experiential Analysis (CAVEA); and capital projects such as the hotel/hospitality-learning-center.*
2. *Private Public Partnership - On August 3rd, 2012 Metropolitan State University of Denver opened its Hotel and Hospitality Learning Center (HLC). SpringHill Suites Denver Downtown is a joint endeavor between a separate non-profit entity created solely for the purpose of managing the project (HLC@Metro, Inc.) and Metropolitan State University of Denver. The HLC offers 150 suites, 5,000 ft² of meeting & event space, and more than 28,000 square feet of academic space, including classrooms, specialty learning labs and*

faculty offices. It was solely funded by bonds issued for the project and will be repaid through revenue from the hotel's operations. A significant portion of the revenue generated by the hotel's activities will go to the University's Foundation office to be used in the form of scholarships.

85. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

Metropolitan State University of Denver has issued a total of \$65,765,000 in Build America Bonds during fiscal year 2009 and 2010 for the new Student Success Building and backfill projects. The principal balance of the debt remaining as of the end of fiscal year 2012 is \$64,230,000. These debts are covered through a student approved fee.

The following is a summary of the bonds issued:

- 1. Series 2009 Build America Bonds issued at \$55,190,000 for Student Success Building (SSB). This new building has resolved classroom space issues raised due to the enrollment increases.*
- 2. Series 2010 Build America Bonds issued at \$10,575,000 for backfill projects, renovation, and expansion of the shared Auraria Campus Administration Building, Central Classroom, and the West Classroom.*
- 3. During fiscal year 2009, MSU Denver entered into a capital lease with AHEC in the amount of \$8,986,165 for financing of the new Science Building. This Science building was financed through Certificate Of Participations (COP) and the repayment of this debt has been divided among AHEC (50%), UCD (17%), MSU Denver (25%) and CCD (8%).*
- 4. Additionally, HLC@Metro, Inc. has issued a total amount of \$54,885,000 in bonds to finance the building of the new Hotel Learning Center. MSU Denver, under its bonds resolution, guaranteed these bonds under special, limited obligation against its pledged revenue.*

These capital financings have had a positive impact on the University's private fund raising ability. For example, for the repayment of the Hotel debt, the MSU Denver Foundation has raised nearly \$4 million in cash and in-kind contributions. The MSU Denver Foundation is in the middle of a campaign to raise a total \$12 million toward this debt.

12:00 – 1:00 Lunch

1:00– 1:40 Colorado State University

86. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patients, etc.).

Colorado State University - History of Federal Fund Expenditures (Reported in Millions of Dollars)						
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Federal Student Aid	\$110.4	\$117.3	\$136.5	\$159.7	\$177.8	\$188.7
Federal Research	\$217.1	\$214.9	\$217.0	\$211.7	\$236.6	\$252.3
Ag Experiment Station	\$2.8	\$4.7	\$3.3	\$3.5	\$3.8	\$3.6
Cooperative Extention	\$4.2	\$3.9	\$4.1	\$4.0	\$4.1	\$4.0
Colorado Forest Service	\$22.0	\$13.0	\$18.6	\$13.3	\$13.5	\$13.2
ARRA	\$0.0	\$0.0	\$33.3	\$81.2	\$6.0	\$0.0

87. Please provide a 6-year history of student headcount at your institution.

Student Fall Headcount History by Campus							
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Colorado State University	24,670	24,983	25,011	25,413	26,356	26,735	26,769
Colorado State University Pueblo	4,125	4,173	4,636	5,049	5,152	5,246	4,800
Colorado State University Global Campus				1,079	2,385	3,848	5,258
	28,795	29,156	29,647	31,541	33,893	35,829	36,827

88. Please provide a 6-year history of student FTE at your institution.

FTE Enrollment History by Campus						
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Colorado State University	22,127	22,179	22,312	22,813	23,001	23,270
Colorado State University Pueblo	3,387	3,408	3,806	4,214	4,431	4,437
Colorado State University Global Campus			213	832	1,747	2,590
	25,514	25,587	26,331	27,859	29,179	30,297

89. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

Colorado State University System - COF & Fee-for-Service Funding History						
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
College Opportunity Fund	\$49,577,280	\$50,951,610	\$39,813,388	\$27,107,520	\$38,634,060	\$39,089,760
Fee-for-Service	\$73,786,913	\$82,838,319	\$73,806,640	\$38,580,334	\$87,396,034	\$67,386,773
ARRA	\$0	\$0	\$33,271,484	\$81,203,358	\$6,030,166	\$0
	\$123,364,193	\$133,789,929	\$146,891,512	\$146,891,212	\$132,060,260	\$106,476,533

90. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

History Average Student Loan Debt at Graduation by Campus						
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Colorado State University	\$18,536	\$18,948	\$19,854	\$21,370	\$22,857	\$23,902
Colorado State University Pueblo	\$21,750	\$21,855	\$22,393	\$21,955	\$23,414	\$24,060

91. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

For FY 2014, the CSU System is operating under a CCHE approved five-year Financial Accountability Plan. That plan allows up to a 12% increase in tuition per year. Because of the additional support, for FY 2014, resident, undergraduate tuition will increase by only 9% at CSU. At CSU-Pueblo resident undergraduate tuition will not increase.

The CSU systems share of the \$30M increase in operating funds will be used to provide a small salary increase, improve several academic programs/departments, address some equity issues for adjunct faculty, and help pay mandatory price increases in utilities, insurances, and benefits.

92. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

A 28% reduction in state support for the CSU System since 2008 has created many challenges. Our share of the COF funding formula has been reduced slightly in this time slipping from 22% to 21%. This is true of all research institutions as the formula shifted this money to pay a portion of new enrollment in higher education. The overall impact of the funding reduction over the last 3 years has been to shift some expenses to students and to cut budgets across the CSU System and lay-off some staff as educational and general expense funding has decreased.

93. Please provide data, by degree, on job placement from your institution upon degree attainment.

In Colorado State University's spring 2012 survey of graduating students (with 2,651 students responding), 63% had secured their future plans by the time of graduation: 51% had found employment; 12% were attending graduate school.

CSU does better than the national average in terms of students who are employed on graduation. (National Association of Colleges and Employers, 2012 – 867 universities reporting) Nationally in 2012, 63% of graduating college seniors had secured their future plans by graduation: 42% had found employment; 21% were attending graduate school.

94. How have your General Fund support per student and total revenue support per student changed over the last six years?

Change in General Fund Support Per FTE versus Total Educational & General Revenues Per FTE						
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
State Support	\$123,364,193	\$133,789,929	\$146,891,512	\$146,891,212	\$132,060,260	\$106,476,533
State support Per FTE	\$4,835	\$5,229	\$5,579	\$5,273	\$4,526	\$3,514
% Change		8.1%	6.7%	-5.5%	-14.2%	-22.3%
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Total E&G Revenue	\$379,363,356	\$395,669,644	\$441,155,314	\$454,750,473	\$467,473,890	\$501,872,301
Total E&G Revenue/FTE	\$14,869	\$15,464	\$16,754	\$16,323	\$16,021	\$16,565
% Change		4.0%	8.3%	-2.6%	-1.9%	3.4%

95. How are funds raised through private fundraising spent by your institution?

Private funds donated to Colorado State University are typically designated for a specific purpose at the time of giving, primarily for scholarships, endowed faculty positions, and facilities. The \$537.3 million raised during the five-year Campaign for Colorado State University created 527 new endowed scholarships, 16 new endowed chairs and professorships, and funding construction or renovation of 41 facilities.

96. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

The CSU System has a total of \$616.5M in outstanding debt as of July 2012. This debt level is less than our annual operating revenues which is a key ratio test used by rating agencies. The Board and our institutions closely weigh the need for new or renovated facilities against our ability to make annual debt payments. To date, our system has been very conservative in comparison to other Colorado and national peer related institutions in taking on debt. However, the need for new and replacement facilities are a continuing issue within our system.

1:40 – 2:00 Western State Colorado University

97. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patients, etc.).

WSCU FEDERAL FUNDS HISTORY						
	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012
Research Grants	10,527	10,889	8,425	1,794	18,541	18,744
Non-Research Grants	936,196	725,311	1,131,705	472,281	176,617	88,570
Federal Workstudy	133,000	136,218	144,518	158,999	187,283	178,706
Tuition Assistance	1,512,525	1,620,575	1,577,280	2,211,580	2,703,992	2,623,803
Total	2,592,248	2,492,993	2,861,928	2,844,654	3,086,433	2,909,823

98. Please provide a 6-year history of student headcount at your institution.

WSCU STUDENT FALL HEADCOUNT HISTORY						
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012 Est.
Resident E&G	1,667	1,647	1,614	1,584	1,497	1,539
Non-Resident E&G	521	490	476	510	502	500
Cash Funded	178	177	171	227	243	260
Total	2,366	2,314	2,261	2,321	2,242	2,299

99. Please provide a 6-year history of student FTE at your institution.

WSCU STUDENT FTE HISTORY						
	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012
Resident E&G	1,451.7	1,428.4	1,453.3	1,422.4	1,396.6	1,343.2
Non-Resident E&G	466.2	447.9	421.6	429.2	457.8	455.3
Cash Funded	147.0	189.0	187.0	177.0	225.0	199.0
Total	2,064.9	2,065.3	2,061.9	2,028.6	2,079.4	1,997.5

100. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

WSCU COF STIPEND AND FFS FUNDING HISTORY						
	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012
COF Stipend	3,678,183	3,731,330	2,776,678	1,827,900	2,410,264	2,335,757
Fee for Services	6,694,357	7,624,361	6,977,661	4,048,852	8,368,030	7,008,490
Total	10,372,540	11,355,691	9,754,339	5,876,752	10,778,294	9,344,247

101. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

WSCU AVERAGE STUDENT LOAN DEBT HISTORY						
	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012
Average Loan Debt	16,596	20,613	18,229	20,915	19,728	20,794

102. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

The WSCU Board of Trustees is currently exploring tuition scenarios in the context of the projected increase in general fund support. With state appropriations estimated to increase by 4.5 percent in FY2013-14, WSCU will receive the smallest increase of all governing boards. In addition to this relatively small adjustment in state appropriations, WSCU has the 3rd lowest resident tuition rate among Colorado’s four-year public institutions and is among the lowest of its DHE-defined peer group. While it is expected that the appropriation increase will impact the size of the tuition increase needed, it will be important for WSCU to continue to lessen its reliance on state support through tuition increases.

103. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

As a small, regional University whose mission is centered on teaching and learning, WSCU relies heavily on state support for the delivery of quality undergraduate programs. Because the University does not have a research-based focus, it does not generate significant revenue from federal or other sources for such activities. The distribution of state support through fee-for-service contracts is important for small, regional universities as stipends and tuition alone would not cover the cost of our undergraduate programs. In addition, the State Intercept Program, which utilizes fee-for-service appropriations, has provided small universities with a mechanism to access dollars for capital construction projects at much lower interest rates.

While the WSCU Foundation has been a significant contributor, raising over \$50 million in the past 10 years, the vast majority of this money has supported capital construction and

program enhancements (e.g., endowed chairs and scholarships) and has not been intended to replace state appropriation reductions or cover base expenditures of the University.

104. Please provide data, by degree, on job placement from your institution upon degree attainment.

WSCU does not currently have reliable data on job placement by degree. The University is exploring ways to best gather and track that information.

105. How have your General Fund support per student and total revenue support per student changed over the last six years?

WSCU TOTAL E&G REVENUES PER TOTAL STUDENT FTE HISTORY						
	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012
Total E&G Student (TSFTE)	1,917.9	1,876.3	1,874.9	1,851.6	1,854.4	1,798.5
Total E&G Revenues (including ARRA)	22,118,790	23,557,772	20,702,108	21,274,057	20,361,432	20,934,580
Total Revenues per TSFTE	11,533	12,555	11,042	11,490	10,980	11,640
Annual Change in Revenue per TSFTE		1,023	(1,514)	448	(509)	660
WSCU STATE SUPPORT (INCLUDING ARRA) PER RESIDENT STUDENT FTE HISTORY						
	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012
Resident E&G Student FTE (RSFTE)	1,451.7	1,428.4	1,453.3	1,422.4	1,396.6	1,343.2
COF Stipend, FFS & ARRA	10,372,540	11,355,691	12,035,209	12,266,339	11,208,881	9,344,247
State Support per RSFTE	7,145	7,950	8,281	8,624	8,026	6,957
Annual Change in Support per RSFTE		805	331	342	(598)	(1,069)

106. How are funds raised through private fundraising spent by your institution?

The WSCU Foundation has fund-raised over \$50 million over the last 10 years for the University. The funds support a variety of programs and initiatives, including construction of the Borick Business Building, the University Center, and the Center for Environmental Studies, and program support for professional land and resource management, petroleum geology, biology and anthropology. Program support is typically in the form of endowed chairs.

The WSCU Foundation also provides approximately \$500,000 annually in scholarship support.

107. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

Over the past 10 years, the University has invested over \$128 million into its physical plant in both capital construction and controlled maintenance. This investment has been critical as it has helped upgrade the physical space of an aging campus and ensure our continued

competitiveness in recruiting and retaining a student population whose requirement for physical amenities is ever-growing. Of this amount, approximately \$84 million came from institutional sources (e.g., bonded debt and institutional allocations), \$29 million came from the state, and \$15 million came from private sources.

As impactful as the University's ability to raise private funds for construction has been the state's ability to provide the University funds for construction and controlled maintenance. In 2010, in recognition of the lack of state support for capital construction, the students at WSCU imposed upon themselves a facility fee that allowed the University to undertake some projects, one of which was eligible for state funding. This fee also included a component to support deferred maintenance, recognizing that the University could no longer consistently rely on state support to address the backlog of needs and ensure that our facilities and infrastructure remain in good repair.

2:00 – 2:20 Colorado School of Mines

108. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patients, etc.).

Federal funding received by the Colorado School of Mines is restricted for only the specific uses outlined in the table below.

Federal Funding for Mines		2007	2008	2009	2010	2011	2012
Research :	Restricted funds for specific federally funded research projects	18,251,000	20,076,000	25,255,000	29,746,000	34,265,000	34,077,000
Financial Aid:							
	Workstudy	165,000	122,000	124,000	168,000	195,000	154,000
	Supplemental Education Opportunity Grant (SEOG)	176,000	98,000	111,000	99,000	102,000	101,000
	Pell	1,330,000	1,437,000	1,640,000	2,649,000	3,070,000	2,938,000
	CLEAP	14,000	14,000	14,000	14,000	15,000	-
	Academic Competitiveness Grants	79,000	89,000	112,000	128,000	148,000	-
	SMART Grants	440,000	268,000	192,000	496,000	440,000	-
	NIST	182,000	120,000	148,000	-	68,000	
Loans:	Direct Lending						
	(pass through only - school administers payment, but does not record as revenue)	-	-	12,849,000	16,529,000	22,241,000	26,489,000
	Build America Bonds Subsidy	-	-	-	500,000	1,080,000	1,297,000
	Federal Fiscal Stabilization (ARRA)	-	-	4,444,000	12,643,000	870,000	-

109. Please provide a 6-year history of student headcount at your institution.

	2007	2008	2009	2010	2011	2012
Headcount Enrollment	4,483	4,704	5,124	5,085	5,350	5,549

Sources: i3, DHE Data Warehouse, <http://highered.colorado.gov/i3/DataSummary.aspx>
 2012 data is from Mines Enrollment Report, http://inside.mines.edu/Mines_Facts

110. Please provide a 6-year history of student FTE at your institution.

	2007	2008	2009	2010	2011	2012
FTE	3919	4,075	4,325	4,675	4,842	5058

Source: i3, DHE Data Warehouse,

http://highered.colorado.gov/Publications/Reports/Budget/FY2012/201211_totalstudent.pdf

111. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

	2007	2008	2009	2010	2011	2012
COF Stipend	\$6,850,535	\$7,079,258	\$5,525,943	\$3,746,454	\$5,038,650	\$5,066,485
FFS	\$13,194,321	\$14,658,014	\$13,267,682	\$6,847,859	\$15,546,888	\$11,187,757

112. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

According to the Department of Higher Education, the data listed in the table below includes average student loan debt at graduation for both residents and non-resident students at Mines. Please note that non-resident student tuition is unsubsidized, and for 15 credit hours, is more than double that of resident students. In addition, the non-resident population has grown 82% percent since 2007. The increases in the average student loan debt seen below may partially be explained by these factors. Also note that in 2007 and 2008, the average student loan debt was underreported by two to three thousand dollars. We believe this was due to our error in not including private sourced loans in the data provided to DHE.

Average Student Loan Debt at Graduation					
2007	2008	2009	2010	2011	2012
\$18,653	\$22,453	\$21,503	\$26,013	\$29,213	\$30,987

A discussion of student loan debt upon graduation must also take into account students' capacity to pay back loans given choice of major and the job market for employment. At Mines, almost all majors are science and engineering-oriented. High demand exists for these degrees in the market, which is evident in Mines' data on student outcomes and starting salaries (see table below). In fact, according to PayScale's annual salary survey (PayScale.com, 2012), Mines is ranked seventh among public and private universities for median starting salaries of graduates (\$64,200) and was noted as a top public university in PayScale's 2012 ROI rankings.

2011 - 2012 Graduates	Positive Outcomes*	Average Starting Salary Offers
BS	90%	\$66,032
MS	94%	\$72,317
PhD	95%	\$82,226

**Positive outcomes data includes: Students who have committed to jobs in industry, government, military, and those applying to graduate school.*

The student loan default rate of Mines graduates is low (2010 graduating class: 2.7%), which is consistent with their strong earning potential and positive outcomes. Furthermore, the Mines rates is low compared to the national average, which for public four-year institutions is 8.3% and for private four-year institutions is 5.2% (U.S. Department of Education, <http://www.ed.gov>, 2012).

113. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

The increase in state funding is greatly appreciated and will be one of the factors taken into consideration, as it has in the past, when the Board of Trustees meets to discuss tuition increases.

Mines' financial objective will continue to focus on building a strong and sustainable budget that fully enables the institution to achieve its goals for excellence. Because of the budgetary uncertainty in recent years, necessary investments in critical areas such as student services, faculty hires, building depreciation funding, and campus controlled maintenance had been delayed. We began making a dent in these deficiencies in this year's budget, and we anticipate recommending additional investments to the Board for next year.

It's important to note that most of the requested increase will be just enough to cover those personnel costs which are mandated, such as the state personnel system pay increases in the Governor's proposed budget.

114. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

Although there is some uncertainty about what this question is asking, some assumptions were made, and the following analysis was conducted. The table below shows actual COF funding received each year since 2006, when COF was implemented, compared to what COF funding might have been had the stipend amount been at least held constant at \$80 per credit hour. In the latter case, Mines would have received approximately \$1.8 million in additional revenue in Fiscal Year 2012 per the data provided on the next page.

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
COF/Credit Hour Actual	\$80	\$86	\$89	\$68	\$44	\$62	\$62
Actual	6,103,200	6,850,535	7,079,258	5,525,943	3,746,454	5,038,650	5,066,485
Estimate if COF remained at \$80/Credit Hour	6,103,200	6,446,160	6,438,960	6,585,600	6,878,520	6,879,768	6,894,960
Difference	\$0	\$404,375	\$640,298	(\$1,059,657)	(\$3,132,066)	(\$1,841,118)	(\$1,828,475)

115. Please provide data, by degree, on job placement from your institution upon degree attainment.

Data on job placement by degree for the 2011-12 academic year is included in the charts below in the following order:

- Bachelor of Science Degrees
- Master of Science Degrees
- Doctor of Philosophy Degrees

This data is from the 2011-12 Colorado School of Mines Career Center Annual Report, which can be found online here: <http://careers.mines.edu/>.

B.S. Degrees										
Major	# Graduates	Industry	Government	Military	Graduate School	International Returning	Not Looking	Outcomes %	2011-2012 Average Salary Offers	Average Mines Offer 2010-2011
Chemical Engineering (2 double majors)	61	41	2	0	5	3	2	87%	\$ 67,787	\$ 63,879
Chemical & BioChemical	41	27	0	0	9	1	1	93%	\$ 66,939	\$ 63,460
Chemistry (2 double majors)	18	5	0	1	9	0	0	83%	\$ 49,000	\$ 53,200
Chemistry - Biochemistry Specialty	8	2	0	0	3	0	1	75%	N/A	N/A
Computer Science (3 double majors)	37	27	0	0	8	0	1	97%	\$ 60,967	\$ 59,447
Economics & Business (3 double majors)	14	9	0	0	3	1	1	100%	\$ 48,813	\$ 70,000
Engineering - Civil (5 double majors)	69	48	0	0	12	0	3	91%	\$ 57,074	\$ 55,634
Engineering -Electrical (16 double majors)	60	47	0	1	4	0	0	87%	\$ 62,664	\$ 58,031
Engineering -Environmental	20	11	0	0	6	0	0	85%	\$ 64,042	\$ 63,050
Engineering - Mechanical (21 double majors)	147	107	2	4	17	0	2	90%	\$ 63,252	\$ 61,859
Geology & Geological Engineering	33	16	0	0	9	0	3	85%	\$ 56,370	\$ 57,193
Geophysics & Geophysical Engineering (1 double major)	20	11	1	0	7	0	0	95%	\$ 68,281	\$ 83,667
Mathematics (2 double majors)	15	4	0	1	6	0	1	80%	\$ 57,605	\$ 48,400
Metallurgy & Materials Engineering	33	20	1	0	7	0	3	94%	\$ 62,126	\$ 59,872
Mining (1 double major)	23	14	0	0	5	3	0	96%	\$ 63,490	\$ 62,742
Petroleum Engineering	110	77	0	0	6	21	0	95%	\$ 83,055	\$ 78,621
Physics Engineering (2 double majors)	51	5	0	2	32	0	1	78%	\$ 58,962	\$ 57,343
Sub-Totals (Double Majors included)	760	471	6	9	148	29	19	90%		
Total	731	448	6	9	145	29	19	90%	\$ 66,032	\$ 64,405

M.S. Degrees

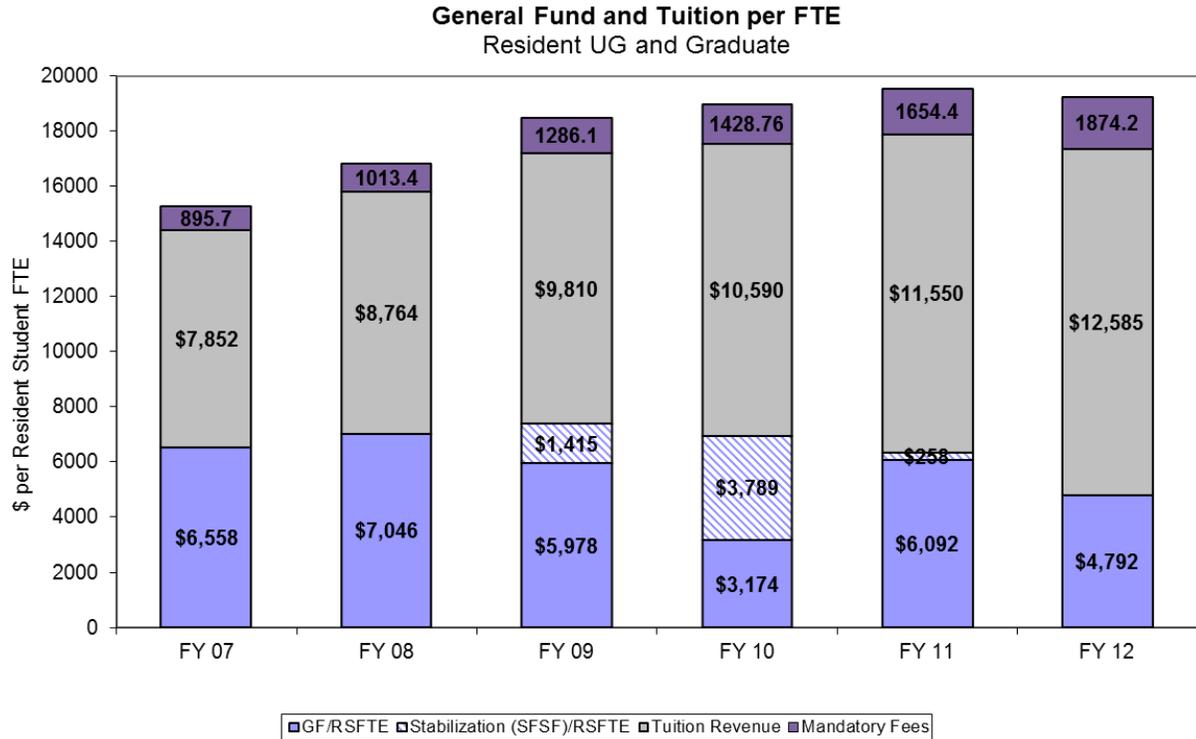
Major	# Graduates	Industry	Government	Military	Graduate School	International Returning	Not Looking	Outcomes %	2011-2012 Average Salary Offers	Average Mines Offer 2010-2011
Chemical Engineering	9	8	0	0	1	0	0	100%	\$ 72,467	\$ 84,567
Chemistry	2	0	1	0	1	0	0	100%	N/A	N/A
Computer Science	18	16	0	0	0	1	0	94%	\$ 72,390	\$ 69,333
Engineering - Civil	13	8	0	0	2	2	0	92%	\$ 55,072	\$ 60,760
Engineering - Electrical	22	15	1	0	3	2	0	95%	\$ 65,820	\$ 66,167
Engineering - Mechanical	36	20	2	0	6	1	0	81%	\$ 70,028	\$ 60,696
Engineering Systems	5	5	0	0	0	0	0	100%	\$ 77,938	N/A
Engineering Technology Management	19	13	0	4	0	0	2	100%	\$ 67,379	\$ 63,224
Environmental Science & Engineering	31	14	5	1	5	2	1	90%	\$ 58,727	\$ 53,765
Geochemistry	2	2	0	0	0	0	0	100%	N/A	N/A
Geology & Geological Eng.	31	22	0	0	0	4	1	87%	\$ 89,121	\$ 71,833
Geophysics & Geophysical Eng.	17	9	1	0	1	6	0	100%	\$ 90,636	\$ 99,500
Hydrologic Science & Engineering	10	6	2	0	2	0	0	100%	\$ 53,000	N/A
Int'l Political Econ. of Resources	12	4	0	0	4	1	2	92%	N/A	N/A
Materials Science	14	4	1	0	9	0	0	100%	\$ 68,755	N/A
Mathematics	10	7	0	0	2	0	0	90%	\$ 65,250	\$ 69,333
Metallurgy & Materials Engineering	21	11	0	0	7	3	0	100%	\$ 74,889	\$ 67,446
Mineral & Energy Economics	32	18	2	0	1	8	0	91%	\$ 72,850	\$ 70,933
Mining & Earth Systems	8	5	0	0	2	1	0	100%	N/A	N/A
Nuclear Engineering	3	0	1	2	0	0	0	100%	N/A	N/A
Petroleum Engineering	17	10	0	0	0	7	0	100%	\$ 84,500	\$ 89,600
Physics (Applied)	8	2	1	0	5	0	0	100%	N/A	N/A
Total	340	199	17	7	51	38	6	94%	\$ 72,317	\$ 67,494

Doctoral Degrees

Major	# Graduates	Industry	Government	Military	Graduate School	International Returning	Not Looking	Outcomes %	2011-2012 Average Salary Offers	Average Mines Offer 2010-2011
Chemical Engineering	3	3	0	0	0	0	0	100%	\$94,600	\$91,333
Chemistry	1	1	0	0	0	0	0	100%	N/A	N/A
Computer Science	2	1	1	0	0	0	0	100%	\$77,000	N/A
Engineering - Civil	0	0	0	0	0	0	0	N/A	N/A	N/A
Engineering - Electrical	2	1	0	0	0	1	0	100%	N/A	N/A
Engineering - Mechanical	3	1	0	0	0	2	0	100%	N/A	N/A
Engineering - Systems	2	1	1	0	0	0	0	100%	N/A	N/A
Environmental Science & Engineering	8	2	6	0	0	0	0	100%	\$65,000	\$74,117
Geochemistry	0	0	0	0	0	0	0	N/A	N/A	N/A
Geology & Geological Engineering	3	1	2	0	0	0	0	100%	N/A	\$86,667
Geophysics & Geophysical Engineering	3	1	1	0	0	1	0	100%	N/A	\$101,686
Hydrologic Science & Engineering	0	0	0	0	0	0	0	N/A	N/A	N/A
Materials Science	5	2	1	0	0	1	0	80%	\$81,667	N/A
Mathematics	1	1	0	0	0	0	0	100%	N/A	N/A
Metallurgical & Materials Engineering	6	4	1	0	0	1	0	100%	\$88,840	\$88,000
Mineral & Energy Economics	5	1	0	1	0	1	0	60%	N/A	N/A
Mining & Earth Systems	2	2	0	0	0	0	0	100%	N/A	N/A
Nuclear Engineering	1	1	0	0	0	0	0	100%	N/A	
Petroleum Engineering	9	5	2	0	0	2	0	100%	\$85,150	N/A
Physics (Applied)	3	1	2	0	0	0	0	100%	\$68,667	\$80,875
Totals	59	29	17	1	0	9	0	95%	\$82,226	\$87,267

116. How have your General Fund support per student and total revenue support per student changed over the last six years?

In general, tuition increases replaced reductions in state support per resident student, when adjusted for inflation. Mandatory student fees increased during this period as a result of student approved capital fee increases.



117. How are funds raised through private fundraising spent by your institution?

In Fiscal Year 2012, Colorado School of Mines and CSM Foundation raised \$32.6 million in private gifts and pledges. Of that amount, only 6.7 percent was given by a donor without restrictions on how the funds would be used. The remaining 93.7 percent was restricted by the donor for the following purposes:

- 48.4% financial aid
- 9.9% faculty support
- 6.1% academic department support
- 2.8% special campus-wide initiatives
- 1.2% capital projects

Another important aspect of philanthropic support in higher education is an institution's endowment. Of the \$32.6 million raised in FY12, \$10.5 million was given to an endowment fund. The use of nearly all of these endowed gifts have been restricted by the donor for a particular program or purpose at Mines.

Through the generosity of donors and prudent management, the CSM Foundation has increased its endowment to \$204 million as of June 30 2012. This places Mines' endowment 21st out of 278 public universities in the nation for endowment dollars per student FTE - an important measurement on the impact an endowment has at an institution.

Similar to overall giving, the Mines endowment is mostly restricted by donors for various purposes:

- 48% for financial aid
- 24% for faculty support /chairs
- 10% for academic programs

Only 18% of the endowment is unrestricted.

118. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

The Colorado School of Mines has worked to leverage debt with capital gifts. For example, new debt has been reduced by our ability to raise over \$30 million in gifts.

Current Outstanding Debt (in millions)	FY2012	%
Auxiliary Funded	104,949	62%
General Funded	56,216	33%
Gift Funded	7,240	4%
Total	168,405	100%

The gift funded debt listed in the table above is a short term obligation which will be fully funded after just one outstanding pledge is received. In addition, Mines and the CSM Foundation is working with donors to fund debt payments over longer time periods rather than requesting large capital gifts in advance. The School and the Foundation have also kicked off a major capital campaign where proceeds will be used for specific capital projects that would not otherwise be possible.

2:20 – 2:40 Break

2:40– 3:20 Colorado Community College System

119. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patents, etc.).

Given our mission, we do not receive research grants nor operate facilities that would generate federal Medicaid funds, etc. Our primary federal funding is in the form of student financial aid, which has grown commensurate with the increases in enrollment at our colleges and changes in eligibility requirements of federal financial aid programs like Pell. Please note that federal financial aid is used to pay for educational expenses but also is used by students for other expenses

(outside of our colleges) as allowed by the regulations of the particular financial aid program. As a result, the student financial aid funding reflected in the table below are the total federal financial aid funds that pass through our colleges, but do not reflect those applied exclusively to college-related expenses.

	FY 07	FY 08	FY 09*	FY 10*	FY 11*	FY 12
Financial Aid	\$111,298,102	\$139,124,084	\$164,887,928	\$275,026,506	\$365,284,600	\$373,686,874
Grants/Other	\$31,435,223	\$34,347,426	\$61,225,112	\$111,111,475	\$43,469,311	\$37,868,084
Total	\$142,733,325	\$173,471,510	\$226,113,040	\$386,137,981	\$408,753,911	\$411,554,958

*Please note that the Grants/Other category contains ARRA stabilization funds for FY 09 of \$25.3 million, FY 10 of \$71.2 million, and FY 11 of \$4.5 million.

120. Please provide a 6-year history of student headcount at your institution.

With the recession, student headcount increased dramatically over the last six fiscal years as the table below illustrates.

	FY07	FY08	FY09	FY10	FY11	FY12
Res SFTE	96,640	96,746	103,906	117,521	130,209	130,660
Non-Res SFTE	8,044	10,282	13,339	17,232	14,574	15,250
Total	104,684	107,028	117,245	134,753	144,783	145,910

121. Please provide a 6-year history of student FTE at your institution.

Along with our student headcounts, student FTE has also risen dramatically over the last six years as the table below illustrates.

	FY07	FY08	FY09	FY10	FY11	FY12
Res SFTE	40,876	41,928	44,920	53,405	58,994	58,796
Non-Res SFTE	2,570	2,842	3,084	3,648	3,946	3,544
Total	43,446	44,770	48,004	57,053	62,940	62,340

122. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

The table below outlines the FFS, COF stipend and ARRA funding (which the State used to backfill cuts in stipends and FFS from FY 09 to FY 11).

	FY08	FY09	FY10	FY11	FY12	FY13
FFS	\$24,133,793	\$26,900,272	\$3,541,152	\$22,860,288	\$10,906,349	\$15,297,745
COF (Stipend)	\$108,195,903	\$90,120,506	\$69,059,655	\$104,582,510	\$101,926,579	\$100,892,262
ARRA		\$25,300,055	\$71,186,393	\$4,523,158		
Total	\$132,329,696	\$142,320,833	\$143,787,200	\$137,326,495	\$112,832,928	\$116,190,007

123. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

Average Student Loans Debt at Graduation: Associates Degree, 2007-2012

Institution	2007	2008	2009	2010	2011	2012
Arapahoe Community College	11,806	11,587	12,984	13,159	11,983	12,241
Colo. Northwestern Community College	13,423	13,372	15,081	16,404	15,111	18,770
Community College of Aurora	9,073	10,134	11,005	12,496	13,245	13,690
Community College of Denver	10,462	10,877	12,051	13,847	15,067	17,418
Front Range Community College	10,241	9,899	10,660	12,148	14,608	16,374
Lamar Community College	6,333	9,704	11,538	13,423	12,083	13,895
Morgan Community College	10,461	14,389	11,657	12,129	12,811	14,602
Northeastern Junior College	6,480	6,919	9,179	9,660	10,862	10,571
Otero Junior College	8,539	9,690	12,651	12,621	14,088	12,645
Pikes Peak Community College	8,821	8,925	10,554	11,450	12,949	12,617
Pueblo Community College	11,539	11,818	12,847	13,814	13,935	14,890
Red Rocks Community College	9,687	10,529	12,102	11,734	13,154	13,999
Trinidad State Junior College	8,392	8,217	10,475	11,984	14,136	13,546
LOANS INCLUDED: Federal Stafford Loans Unsubsidized; Federal Perkins Loan; Federal Stafford Loans Subsidized; Federal Health Profession Loans; Other Loans						

124. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

Given our mission and demographics, CCCS is committed to maintaining affordable tuition for all of our students. The chart on page 9 of the JBC Higher Education briefing packet illustrates this philosophy. The additional funds from the Governor's request allocated to CCCS will allow our Board to continue our philosophy of moderating tuition increases while covering mandatory costs and making strategic investments to advance our mission and meet our strategic goals.

125. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

Historically, CCCS has had a relatively heavy reliance on COF stipend funding compared to FFS funding (see table under question 123 above). With the state funding reductions came reductions in the COF stipend rates from its full-year FY 08 peak of \$89 per credit hour to \$62 in FY 12. During the same time period, CCCS saw dramatic student enrollment increases due to the recession. In FY 08, CCCS received \$108.2 million in COF stipend revenue based on 40,316 eligible student FTE. In FY 12, CCCS received \$101.9 million in COF stipend revenue based on 54,900 eligible student FTE. If the COF stipend rate had remained at \$89 per credit hour in FY 12, CCCS would have been appropriated \$146.6 million in COF stipend revenue alone based on its eligible enrollment growth since FY 08. If the COF stipend rate had grown at inflation, as statute contemplated, from the FY 08 level, CCCS would have been appropriated \$156.6 million in FY 12. For comparison, in FY 12, CCCS was appropriated \$112.8 million in COF stipend AND FFS funding.

126. Please provide data, by degree, on job placement from your institution upon degree attainment.

Comprehensive data on employment for all of our students, in particular our transfer students, are difficult to obtain. However, for our career and technical students, we have the information below for FY 11 by career cluster. Please note that this data is based on surveys and that a completer can be both employed and in continuing education at the same time.

CTE Career Cluster	FY 10-11 Total CTE Program Completers	FY 10-11 Total Survey Respondents	FY 10-11 Total Employed	FY 10-11 Total Continuing Education
Agriculture, Food & Natural Resources Cluster	335	276	247	185
Architecture & Construction Cluster	326	151	112	88
Arts, A/V Technology and Communication Cluster	218	106	82	48
Education & Training Cluster	304	172	152	77
Energy Cluster	128	86	68	51
Finance Cluster	2	2	2	1
Government and Public Administration Cluster	172	74	55	24
Health Science Cluster	5006	2561	2009	1396
Hospitality & Tourism Cluster	64	44	37	11
Human Services Cluster	233	168	138	47
Information Technology Cluster	331	154	103	71
Law, Public Safety, Corrections, & Security Cluster	612	277	195	123
Management and Administration Cluster	753	430	292	213
Manufacturing Cluster	343	197	157	70
Marketing Cluster	44	23	20	10
STEM Cluster	13	7	5	3
Transportation, Distribution, & Logistics Cluster	455	317	213	175
Totals	9339	5045	3887	2593

127. How have your General Fund support per student and total revenue support per student changed over the last six years?

From FY 2008-09 (CCCS's most recent high water mark) to estimated FY 2012-13, General Fund (Stipend and FFS) and Amendment 50 support per student FTE has fallen from \$3,168 per resident student FTE to an estimated \$2,074. Total appropriated revenue support per resident FTE (Stipend, FFS, resident tuition, Amendment 50) has fallen from \$5,920 in FY 2008-09 to an estimated \$5,775 in FY 2012-13.

128. How are funds raised through private fundraising spent by your institution?

There are a number of activities supported by funds raised through private sources, including scholarships for students, capital construction/renovation, and targeted activities to improve student success. In addition to raising money, CCCS also engages in numerous partnerships with employers and industries that benefit our students while they attend college and after they graduate.

129. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

CCCS has, compared to the combined size of our operations, relatively low institutional debt. Across all of our colleges, we have outstanding bonds and capital leases totaling \$83.3 million as of the end of FY 2011-12. CCCS has a bond rating of AA3, which reflects, in part, our low institutional debt levels. Our overall debt obligations have not impacted our ability to raise private funds or go to the bond market when appropriate and necessary.

3:20 - 3:40 University of Northern Colorado

130. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patients, etc.).

Federal Funding (UNC Annual Reports)						
	2006	2007	2008	2009	2010	2011
Federal Financial Aid	\$ 5,926,843	\$ 6,115,046	\$ 6,356,046	\$ 6,768,050	\$ 11,110,966	\$ 14,368,472
Federal Grants	\$ 5,965,608	\$ 5,728,569	\$ 6,230,824	\$ 7,267,583	\$ 7,709,644	\$ 7,648,178
Total Federal Funding	\$ 11,892,451	\$ 11,843,615	\$ 12,586,870	\$ 14,035,633	\$ 18,820,610	\$ 22,016,650
Federal Stimulus	\$ -	\$ -	\$ -	\$ 8,909,433	\$ 23,570,532	\$ 1,781,300

131. Please provide a 6-year history of student headcount at your institution.

Fall Final Headcount						
	2006	2007	2008	2009	2010	2011
Undergraduate	10,823	10,416	10,109	10,290	10,464	10,414
Graduate	2,541	2,286	2,389	2,421	2,566	2,624
Total	13,364	12,702	12,498	12,711	13,030	13,038

132. Please provide a 6-year history of student FTE at your institution.

Fall Final FTE						
	2006	2007	2008	2009	2010	2011
Undergraduate	9,879	9,363	8,990	9,156	9,286	9,333
Graduate	1,108	1,021	1,061	1,108	1,216	1,191
Total	10,987	10,384	10,051	10,264	10,502	10,524

133. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

Stipend & Fee-For-Service						
	2006	2007	2008	2009	2010	2011
Stipend	\$ 22,603,916	\$ 22,126,286	\$ 16,007,646	\$ 10,561,318	\$ 15,033,165	\$ 14,935,800
Fee-For-Service	\$ 15,345,095	\$ 19,029,884	\$ 19,169,232	\$ 9,954,461	\$ 23,809,625	\$ 17,870,806
Total	\$ 37,949,011	\$ 41,156,170	\$ 35,176,878	\$ 20,515,779	\$ 38,842,790	\$ 32,806,606

134. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

Undergraduate Graduates Indebtedness						
	Academic Year					
	2006	2007	2008	2009	2010	2011
# Undergrad Graduates*	1,912	1,968	1,996	1,935	1,954	1,814
% of Graduates with Loans	n/a	67%	67%	69%	69%	73%
Average Loan Amount	\$ 16,744	\$ 16,778	\$ 17,967	\$ 18,539	\$ 20,714	\$ 22,052

*Source DHE i3 Data

135. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

The University of Northern Colorado takes an entrepreneurial, multiyear, systems-based approach to planning. External funding, which includes state funding, is one element that we consider in our promise to provide students with a transformative education. A student's cost of attendance, which includes tuition, is another element. While a single-year change in state funding is a consideration in that year's tuition rate, it is not the only, or even the primary, consideration. The other elements of the system must also be considered.

In setting tuition rates for 2013-14, UNC will consider each of the eight elements with reference to iterative, multiyear planning. Selected key planning issues that will affect our tuition include:

System Element	Planning Issues
UNC's Mission & Identity	UNC seeks out students with potential who might not find opportunities at other research universities and is committed to helping them succeed at rates greater than what would be predicted by traditional demographic "inputs". Academic and support services to help these students succeed can require more resources than for traditional university students.
Cost of Attendance	UNC's resident undergraduate tuition rate is currently the lowest of the research universities (CU-B, UCCS, CU-D, CSU, CSU-P, CSM)
Cost-saving Innovations	Over the last two fiscal years (FY12 and FY13) we have identified over \$6.5 million in sustainable cost savings. These savings allowed us to limit our FY13 resident undergraduate tuition increase to 3.1%.
Other Operating Costs	Non-personnel costs such as utilities, library materials, instructional technology, and chemical supplies are increasing, often at a rate greater than inflation
External Funding	UNC is appreciative of the expected \$1.7 million increase in state funding. This is roughly equivalent to a 2% tuition increase, net of the portion of tuition that would be directed to increased institutional aid.
Capital	Beginning in FY13, UNC is annually allocating \$ 4 million of tuition towards capital and deferred maintenance needs since the state is unable to sufficiently fund deferred maintenance. This \$ 4 million is approximately four percentage points of tuition.
Compensation	To fulfill the promise of transformative education to students, UNC must be competitive in the local and national markets for talented faculty and staff. UNC's Board of Trustees has discussed a "compensation identity" whereby UNC will take a multiyear approach to move UNC salaries to 90% of the average of our peer institutions (i.e., slightly below the mean). Including consideration of PERA and health insurance cost increases, we are projecting compensation increases of \$5.0 million per year for the three years beginning in FY12.
Reserves Strategy	As a result of temporary cost-cutting measures such as hiring, technology and capital freezes, UNC has set aside reserves that, in part, help us maintain a multiyear approach to tuition. Our objective is to provide students with a consistent, predictable level of tuition increases that is not overly reactive to single year changes in any of our system elements.

136. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

The University of Northern Colorado was very supportive of the original public-policy intention of the COF legislation which:

- *Provided a stipends to students (conceptually similar to putting limited state funding into financial aid)*
- *Addressed state and national needs – including graduate education and research and high cost programs – through the fee-for-service*

As discussed at the briefing, these original intentions have not been effectively realized in the implementation of COF due to the lack of adequate funding. The efficacy of the funding mechanism in meeting state higher education goals is unclear. The impact on UNC, and more importantly, its students includes:

- *Fundamentally, as total funding to UNC has decreased, there has been an upward pressure on tuition which is exacerbated by the corresponding need to increase institutional financial aid, which comes from tuition. The full impact of funding decreases has not been realized yet because UNC has taken temporary measures (e.g. hiring, capital and technology freezes) to delay tuition increases.*
- *UNC has increased out-of-state student recruitment for academic programs such as Performing Arts, Education, Business and Nursing where we have national draw-power. Nonetheless, our non-residents only represent about 10% of our student body.*
- *While UNC's federal grant funding is approaching \$8 million, these funds are restricted to specific purposes. In addition, UNC's indirect cost recovery (facilities and administrative cost) is relatively low in comparison to other research universities, because of both UNC's relatively low administrative costs and the 8% cap on recovery rates for the kinds of grants(Department of Education) that UNC receives.*

137. Please provide data, by degree, on job placement from your institution upon degree attainment.

College	% obtained full-time employment within 12-18
Education & Behavioral Sciences	70.7%
Humanities & Social Sciences	69.9%
Natural & Health Sciences	71.9%
Performing & Visual Arts	66.7%
Monfort College of Business	84.3%
University College	83.0%

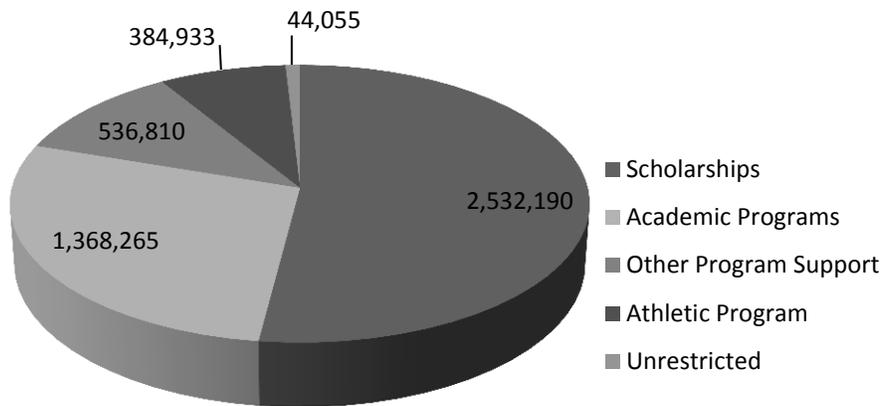
138. How have your General Fund support per student and total revenue support per student changed over the last six years?

General Fund & Total Revenue Support Per Student (UNC Annual Reports)						
	2006	2007	2008	2009	2010	2011
General Fund	\$ 37,949,011	\$ 41,156,170	\$ 35,176,878	\$ 20,515,779	\$ 38,842,790	\$ 32,806,606
Revenue	\$ 137,844,391	\$ 144,365,654	\$ 147,154,992	\$ 149,477,115	\$ 145,367,802	\$ 175,863,819
Total Support Per Student %	28%	29%	24%	14%	27%	19%

139. How are funds raised through private fundraising spent by your institution?

If a donor has designated a purpose for your gift, such as a scholarship or program, that is where the money is spent. If they have not indicated a purpose, the gift will be spent on the area of greatest need. In FY12 \$4.9 million was received.

UNC Foundation Gifts by Designation (Year Ended 6/30/12)



140. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

The University of Northern Colorado has a manageable debt burden of 5.5%, with no additional debt plans during the next two years.

The approximately \$87 million of outstanding prior obligations (series 2005 and series 2008) are secured by a senior lien on net revenues of the auxiliary facilities system, which include a broad mix of revenues from various auxiliary facilities and up to 10% of tuition revenue.

The approximately \$61 million series 2011A and 2011B bonds were issued on a subordinate basis to the prior obligations. The series 2011 bonds are secured by a subordinate lien on net revenues of the auxiliary facilities system, which includes a broad mix of revenues from various auxiliary facilities, and a subordinated lien on up to 10% of tuition revenue.- (Standard & Poor's July 2012)

3:40 – 4:00 Area Vocational Schools

141. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patients, etc.).

The Area Technical Colleges receive Federal funding via Pell, as well as a select group of Federally Funded Grants to assist in tuition and job readiness skills. The table below highlights the Federal sources over the past 6 years:

Federal Funding						
	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12
ATC TOTAL	2,632,630	3,028,881	3,780,580	5,475,543	6,355,638	5,860,560
Pell (Tuition Assistance)	852,436	947,418	1,431,436	2,736,493	3,047,155	3,098,669
Federal Grants*	1,780,194	2,163,767	2,349,144	2,739,050	3,308,483	2,761,891

Grants include TANF, AEFLA, Perkins & CRESL

142. Please provide a 6-year history of student headcount at your institution.

The table below highlights the 6-year history of student headcount for the ATC:

Student Headcount						
	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12
ATC TOTAL	10,374	10,670	13,058	11,655	9,992	9,170

143. Please provide a 6-year history of student FTE at your institution.

The table below highlights the 6-year history of the FTE for the three ATC's:

Student FTE						
	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12
ATS TOTAL	3,082	3,350	3,686	3,987	3,605	3,244
Resident FTE	2,718	3,155	3,336	3,649	3,444	3,047
Nonresident FTE	364	195	350	339	160	197
Delta Montrose	274	352	441	482	429	357
Resident FTE	264	341	368	410	384	343
Nonresident FTE	10	11	73	72	45	14
Emily Griffith	2,225	2,396	2,629	2,741	2,424	2,263
Resident FTE	1,885	2,214	2,366	2,498	2,326	2,092
Nonresident FTE	340	182	263	243	98	171
Pickens	583.56	601.63	615.55	764.24	751.8	624
Resident FTE	569.44	599.83	601.5	740.7	734.4	612
Nonresident FTE	14.12	1.8	14.05	23.58	17.38	12

144. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

The Area Technical Colleges do not participate in stipend or fee-for-service.

145. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

A primary mission of the Area Technical Colleges is to graduate students debt free and immediately put them to work in the local and state economy. As a result, we do not offer loans; therefore, our students do not graduate with student loan debt. In addition, our students do not receive a certificate upon graduation until there accounts are cleared.

146. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

The \$30M of funding will allocate an additional \$427k (5.6%) to the Area Technical Colleges based on our FY 12/13 baseline funding. The Area Technical Colleges have always taken pride in being able to offer the lowest tuition per credit in the state, which is grounded in very modest tuition increases on an annual basis. This additional allotment will assist in keeping tuition level increases at a level at or below the Consumer Price Index rates for the upcoming year.

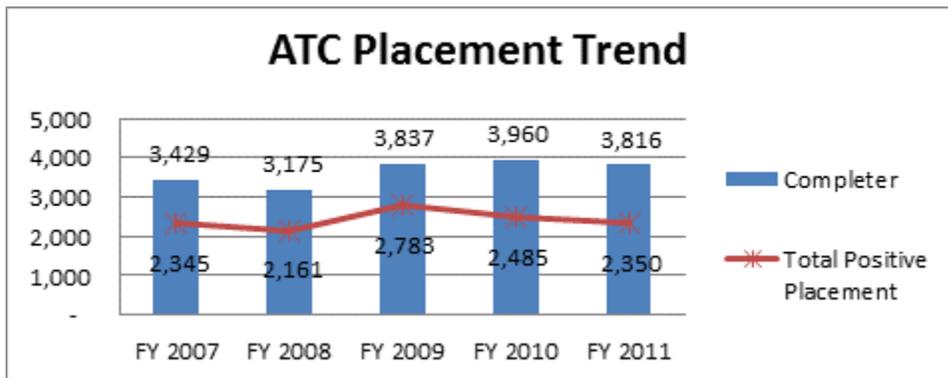
147. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

The Area Technical Colleges do not receive COF funding

148. Please provide data, by degree, on job placement from your institution upon degree attainment.

The Area Technical Colleges offer Certificate programs, of which span over 60 unique offerings. Given this, we are showing the overall placement information, for the past 5 years, for the ATC's in total. Individual placement data is available by individual certificate program if needed/requested.

ATC Placement Trends						
ATS TOTAL	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	5 Year Average
Completer	3,429	3,175	3,837	3,960	3,816	3,643
Total Positive Placement	2,345	2,161	2,783	2,485	2,350	2,425
Respondent	2,610	2,503	3,045	2,936	2,750	2,769
Placement % of Completers	68%	68%	73%	63%	62%	67%



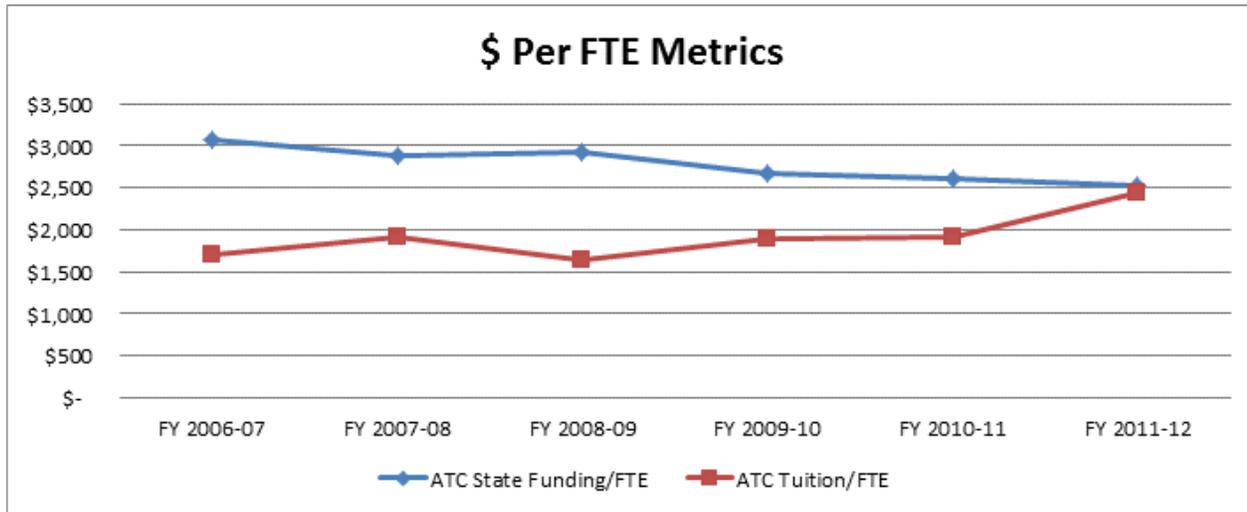
149. How have your General Fund support per student and total revenue support per student changed over the last six years?

As General Fund dollars have decreased on a per FTE basis, the tuition dollars per FTE have increased to backfill this funding shortfall. As of FY 11/12, the state revenue and tuition funding were roughly at a 50% split (\$7.7M total State Funding vs \$7.9M total Tuition revenue).

The table and accompanying chart below highlight the General Fund and Tuition support, per FTE, for the past 6 years:

FTE Metrics

	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12
ATC State Funding/FTE	\$ 3,081	\$ 2,879	\$ 2,919	\$ 2,668	\$ 2,603	\$ 2,516
ATC Tuition/FTE	\$ 1,713	\$ 1,909	\$ 1,635	\$ 1,892	\$ 1,914	\$ 2,441



150. How are funds raised through private fundraising spent by your institution?

Funds from private fundraising generally take the shape of scholarships for our students. Over the past 3 years, we have awarded around \$370k in Foundational scholarships, all of which provide tuition assistance for our student populations and allow qualified students a better chance to earn a certificate(s).

Foundation Scholarships

	FY 2009-10	FY 2010-11	FY 2011-12
ATC Total	\$ 99,876	\$ 146,886	\$ 123,488

151. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

The Area Technical Colleges do not have Institutional debt, as all instructional programs and general and administrative expenses are covered through our tuition revenue, state allocation dollars and grant funding.

In addition, our low instructional cost per FTE, coupled with positive placement and completion trends in relation to our peers makes it advantageous for us when working with private funders and those individuals/groups looking to donate to our foundation and/or institution.

4:00 – 4:30 Local District Junior Colleges

152. Please provide a 6-year history of federal funds that your institution has received by category (i.e., tuition assistance, research grants, moneys from patents, etc.).

Aims Community College:

Aims Junior College District SCHEDULE OF FEDERAL FUNDS FY07 through FY12

Federal Grantor / Pass-Through Grantor / Program or Cluster Title	Fiscal Year					
	07	08	09	10	11	12
U.S. Department of Education						
Pell Grant Program	2,825,506	3,019,711	3,959,206	7,200,897	8,408,079	9,153,018
Supplemental Educational Opportunity Grants	82,025	92,939	73,486	66,289	103,880	104,883
College Work-Study Program	53,211	87,884	102,423	82,227	79,089	78,820
Federal Direct Student Loans	5,692,854	5,225,296	6,443,719	8,489,028	9,120,124	9,804,212
Academic Competitiveness Grant	750	2,050	7,575	5,908	10,534	325
English Language Acquisition - Career Ladder	299,879	75,955				
English Language Acquisition Grant - Career Ladder						183,916
Child Care Access Means Parents In School	26,593	30,267	24,853	2,767		
Trio Cluster - Student Support Services	216,710	236,466	232,293	269,496	325,453	461,865
Title III - Strengthening Institutions	400,738	88,183				
Congressionally Directed Grants			42,249			
<i>Passed through Colorado Community Colleges:</i>						
Perkins Vocational Education - Basic Grants to States:	278,487	304,216	323,615	428,478	559,680	462,382
<i>Passed through State of Colorado:</i>						
ARRA - State Fiscal Stabilizaion Fund (SFSF)			1,894,692	4,920,360	382,265	
<i>Passed through Colorado Department of Higher Ed:</i>						
Leveraging Educational Assitance Partnership	10,153	10,180	10,182	10,528	10,105	
<i>Passed through the University of Colorado:</i>						
English Language Acquisition - CO-TOP*ELA	1,584	772				
Total U.S. Department of Education	9,888,490	9,173,919	13,114,293	21,475,978	18,999,209	20,249,421
U.S. Department of Health and Human Services						
Head Start Partnership	177,067	170,995	156,842	40,218		
<i>Passed through Community Development Institute Head Start:</i>						
Head Start				13,698		
<i>Passed through Weld County Dept of Human Services:</i>						
ARRA - Head Start				14,459		
<i>Passed through Colorado Department of Education:</i>						
Child Care & Development Block Grant	10,572		7,450			
Child Care Mandatory & Matching Funds of the Child Care & Development Fund			23,591			
<i>Passed through Weld County Dept. of Public Health & Environment:</i>						
Centers for Disease Control & Prevention	900					
<i>Passed through Weld County Dept. of Social Services - United Way:</i>						
Child Care & Development Block Grant	6,210					
<i>Passed through Colorado Department of Public Health & Environment</i>						
National Bioterrorism Hospital Preparedness Program				6,163		
<i>Passed through Pueblo Community College:</i>						
ARRA - Health Information Technology Professional in Health Care					25,850	17,224
Total Department of Health and Human Services	194,749	170,995	187,883	74,538	25,850	17,224
U.S. Department of Labor						
WIA Pilots, Demonstrations, & Research Projects	392,866	258,822	105,427			
Trade Adjustment Assistance Comm College & Career Training -TAACCCT						97,558
<i>Passed through Weld County Division of Human Services:</i>						
WIA Pilots, Demonstrations, & Research Projects			319			
Total Department of Labor	392,866	258,822	105,746	0	0	97,558
U.S. Department of Agriculture						
<i>Passed through Colorado Dept. of Public Health and Environment:</i>						
Child and Adult Care Food Program	18,878	20,310	19,873	23,497		
National Science Foundation						
<i>Passed through Arapahoe Community College:</i>						
Education and Human Resources			10,119	12,744	16,546	13,089
<i>Passed through Colorado State University:</i>						
Education and Human Resources	1,479		750	9,500	11,104	3,204
U.S. Department of Transportation						
<i>Passed through Colorado Department of Transportation:</i>						
Building Highways/Building Careers	161,025	121,190	206,531			
<i>Passed through Townsend Management Businesses:</i>						
Assistance to Small & Disadvantaged Businesses	5,343	33,581	15,494			
U.S. Small Business Administration						
<i>Passed through Colorado Office of Business Development:</i>						
Small Business Development Center	20,342					
Total Federal Funds	\$ 10,683,172	\$ 9,778,817	\$ 13,660,689	\$ 21,596,257	\$ 19,052,709	\$ 20,380,496

**Colorado Mountain College:
Federal Funds breakdown**

Colorado Mountain College	2007	2008	2009	2010	2011	2012
Grants	\$1,191,879	\$1,128,533	\$2,260,612	\$4,539,376	\$1,406,062	\$1,010,095
Pell	\$922,502	\$1,016,236	\$1,145,275	\$2,480,007	\$3,699,236	\$4,228,580
Loans	\$3,265,988	\$3,238,143	\$4,346,167	\$6,682,375	\$7,674,996	\$6,237,285
Title IV (SEOG, WS, Trio, ACG)	\$321,351	\$324,754	\$596,510	\$573,751	\$766,916	\$794,025
Total	\$5,701,720	\$5,707,666	\$8,348,564	\$14,275,509	\$13,547,210	\$12,269,985

153. Please provide a 6-year history of student headcount at your institution.

Aims Community College:

Aims Community College - 6-Year History of Student Headcount (Annual and Unduplicated)

<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
7,408	7,191	7,852	8,043	8,068	7,961

Source document - Aims Audited Financial Statements. Based on full year Unduplicated Headcount.

Colorado Mountain College:

Colorado Mountain College	2007	2008	2009	2010	2011	2012
Credit Headcount	11,551	11,125	10,307	10,934	11,115	10,566

154. Please provide a 6-year history of student FTE at your institution.

Aims Community College:

Aims Community College - 6-Year History of Student FTE

<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
3,068	3,117	3,240	3,600	3,677	3,724

Source document - Aims Audited Financial Statements. Based on full year FTE.

Colorado Mountain College:

Colorado Mountain College	2007	2008	2009	2010	2011	2012
Credit FTE	3,083	3,123	3,026	3,419	3,751	3,670

155. Please provide a 6-year history of the stipend and fee-for-service funding your institution has received.

Aims Community College:

Aims Community College (and Colorado Mountain College) receives a single line item appropriation in the State Long Bill. Aims does not receive any funding from the State for stipend or fee-for-service, although we do serve students within the definition of Fee-For-Service. In prior years, the College has seen a disparity in the amount of State funding it has been appropriated due to its ability to raise local property tax. We would request that the Joint Budget Committee continue the footnote in the Long Bill that states that Aims Community College and Colorado Mountain College should not have their funding supplanted due to their ability to raise property tax, but that the appropriations should be to supplement those funds.

Colorado Mountain College:

Colorado Mountain College and Aims Community College receive a single line item appropriation in the State Long Bill. Colorado Mountain College does not receive any funding from the State for stipend or fee-for-service. We would request that the Joint Budget Committee continue the footnote in the Long Bill that states that Colorado Mountain College and Aims Community College should not have their funding supplanted due to their ability to raise property tax, but that the appropriations should be to supplement those funds.

156. Please provide a 6-year history of student loan debt upon graduation for undergraduate students at your institution.

Aims Community College:

Aims Community College - Average Student Loan Debt at Graduation: Associates Degree
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<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
\$ 9,056	\$ 10,324	\$ 9,936	\$ 9,918	\$ 11,053	\$ 11,596

Colorado Mountain College:

Average student loan debt at graduation

Colorado Mountain College	2007	2008	2009	2010	2011	2012	% Change
Average student loan debt at graduation	8,118	10,463	9,181	11,087	12,600	13,579	67.27%

http://higher.ed.colorado.gov/CCHE/Meetings/2012/dec/dec12_ivaa.pdf

157. How will the requested \$30 million for the operations of public institutions impact tuition at your institution?

Aims Community College:

One of the strengths of Aims Community College is its ability to offer affordable tuition rates. Aims plans on proposing to its elected board to maintain our current tuition rates for 2013-14. A portion of the \$30 million will be used for institutional scholarships to further offset any additional cost to students. Over the past six years, \$221,600 in institutional aid has been distributed to Aims students. As a newly designated Hispanic Serving Institution (HSI), we anticipate that a large portion of the \$30 million may be earmarked for scholarships for minority students.

Colorado Mountain College:

Colorado Mountain College understands the importance of keeping tuition rates for students as low as possible in order to ensure access to all students. Receiving increased state support next year over last year is definitely a step in the right direction to help institutions keep tuition rates down. Colorado Mountain College is experiencing flat enrollment in the current year, thus is even more sensitive to price constraints. For all of these reasons, the College will not increase tuition for the 2013/14 fiscal year for the associate degree level programs which are supported by state funds. Increased state funding will be used to address the statewide goals as outlined in the state master plan and possibly increase institutional aid to students.

158. How has your institution been impacted by the COF funding formula (please take into consideration all levels of funding, state and federal, when determining the impact)?

Aims Community College:

Aims Community College does not participate in COF funding. The Local District Colleges (Aims Community College and Colorado Mountain College) receive a separate combined line

item appropriation in the State Long Bill apart from the other institutions of higher education within the State.

Colorado Mountain College:

Colorado Mountain College historically has not been part of the COF funding formula. The Local District Colleges (Colorado Mountain College and Aims Community College) receive a separate combined line item appropriation in the State Long Bill apart from the other institutions of higher education within the State.

159. Please provide data, by degree, on job placement from your institution upon degree attainment.

Aims Community College:

Placement Rates of Program Graduates					
Program	2011	2010	2009	2008	2007
Marketing / Management	100%	n/a	86%	n/a	100%
Early Childhood Education	n/a	n/a	n/a	n/a	100%
Accounting	78%	91%	92%	95%	75%
Computer Information Systems	100%	100%	89%	90%	100%
Aviation Technology	100%	100%	50%	100%	100%
Fire Science Technology	100%	100%	99%	91%	100%
Basic Peace Officer	70%	85%	63%	91%	89%
Collision Repair Technology	75%	100%	83%	100%	100%
Automotive Technology	98%	100%	91%	96%	92%
Welding Technology	90%	98%	100%	85%	100%
Radiologic Technology	75%	94%	100%	100%	100%
Nurse Aide	98%	97%	99%	97%	100%
Business Technologies	100%	94%	85%	88%	75%
Engineering Technology/CAD	100%	100%	89%	100%	60%
Early Childhood Certificate	100%	100%	100%	100%	100%
Mammography Technologies	100%	100%	90%	100%	n/a
Surgical Technology	91%	86%	57%	86%	100%
Building/Construction SITE Management	n/a	80%	100%	100%	100%
Associate Degree Nursing	100%	100%	93%	100%	100%
Graphic Technology	90%	100%	82%	100%	100%
Emergency Medical Services	100%	100%	100%	97%	93%
Medical Administrative Assistant	100%	100%	50%	86%	100%
Web Design Technologies	n/a	n/a	n/a	100%	n/a
Medical Prep	n/a	n/a	n/a	n/a	100%
Graphic Design	n/a	n/a	50%	100%	n/a
Phlebotomy Technician	75%	100%	94%	97%	n/a
Medical Office Technologies	67%	100%	67%	75%	n/a
Aviation Technologies Helicopter Pilot	100%	100%	n/a	n/a	n/a
Television and Video Production	100%	n/a	n/a	n/a	n/a
Radio Production	100%	n/a	n/a	n/a	n/a
Criminal Justice	89%	100%	86%	75%	67%

Note: The College only has job placement data covering the years listed in the chart.
(Date source – Colorado CTE reports on the CCCS site)

Colorado Mountain College:

Colorado Mountain College does not have a job placement department that collects this type of data, however via the VE-135 submission the College annually reports the following career and technical programs (only) data which is collected through direct contact with students.

For Jan – March of 2012:

530 completed an AAS or COP

291 were employed full or part time

19 unemployed and not seeking employment

13 unemployed and looking

204 we were unable to contact

160. How have your General Fund support per student and total revenue support per student changed over the last six years?

Aims Community College:

General Fund support has declined by 30% from the high in 2009-10 to the low in 2012-13. Total revenue during this period has fluctuated based on our funding from local property tax. Overall the College has seen an increase in Total Revenue funding during the past six years, due to the increase in local property tax revenue for oil and gas productions.

Colorado Mountain College:

The following tables show the General Fund (or State funding) support per in-state credit student FTE and then the total operating revenue support per credit student FTE, both in-state and out-of-state. As you can see the General Fund support from the State has decreased as our student population has increased, resulting in a lower state revenue per student FTE.

A large portion (71%) of the College’s total operating revenue comes from property tax. Over the past few years we have seen significant swings in the total revenue coming from oil and gas and from real property. Real property values are decreasing and the College is projecting further decline in revenue from real property for the next two years (13/14 and 14/15). As you know, oil and gas can be a boom and bust cycle; therefore, the College has designated a large portion of these revenues to capital projects over the years. The College does not receive any capital funding from the State and the oil and gas revenue has assisted the College with maintaining its facilities.

General Fund revenue per in-state credit student FTE (in-state only)

Colorado Mountain College	2007	2008	2009	2010	2011	2012
State Appropriation	\$5,949,140	\$6,443,316	\$6,727,570	\$6,734,484	\$6,060,121	\$5,038,178
In-State Student FTE	2,155	2,113	2,143	2,543	2,889	2,950
Per In-State Student FTE Funding	\$2,761	\$3,049	\$3,139	\$2,648	\$2,098	\$1,708

Total operating revenue per credit student FTE (both in-state and out-of-state)

Colorado Mountain College	2007	2008	2009	2010	2011	2012
Total Operating Revenue	\$43,550,000	\$51,085,500	\$54,974,600	\$55,763,700	\$57,249,300	\$60,531,016
Total Credit Student FTE	3,083	3,750	3,026	3,419	3,750	3,670
Total Revenue Support/ student	\$14,126	\$16,358	\$18,167	\$16,310	\$15,266	\$16,493

161. How are funds raised through private fundraising spent by your institution?

Aims Community College:

Fundraising is handled by the Aims Community College Foundation, a discretely different not-for-profit corporation under Article 40, Title 7 of the Colorado Revised Statutes of 1973. It was established to promote the welfare, development, growth, and well-being of Aims Community College, and also to permit the Foundation to engage in such activities as may be beyond the scope of the Trustees of the District. The Foundation is a separate legal entity from the District. The majority of the funds raised by the Foundation are for scholarships, programmatic operations, and specific capital campaigns. Based on the Michigan Kalamazoo Promise model, the Aims College Promise program was established in 2007. Since that time, local businesses and individuals have contributed over \$425,600 to fund scholarships for high school students with financial need. To date, the Aims College Promise program has graduated 35 students with associate degrees and 100 with certificates.

Colorado Mountain College:

The Colorado Mountain College Foundation raises funds to support the mission of Colorado Mountain College. The primary focus of the fundraising efforts is for student scholarships, new programs and capital funding. The College does not receive any capital funding from the State so fundraising for capital projects often determines whether or not the College can go ahead with a capital project. For fiscal year 12/13 the Foundation provided 305 individual student scholarships for a total amount of \$591,500.

162. Please discuss the institutional debt at your institution. Is your overall debt impacted by your ability to raise private funds?

Aims Community College:

Aims Community College does not receive any capital construction or maintenance funding from the State. All funding for capital construction projects are self-funded utilizing excess local property tax funds. Over the past six years, the College has embarked on one capital funding

campaign in which it solicited funds to help construct our Allied Health and Science building. Total funds raised were \$2.1 million; total construction cost was \$17.2 million. Our overall debt will always be impacted by our ability to raise private funds. Since the College does not receive support from the State for capital construction, any capital construction costs that the College is not able to raise through private donations must be covered either through excess local property tax funds or the issuance of debt.

Colorado Mountain College:

Colorado Mountain College has two outstanding debt issues. One is a revenue bond issued in 1996 for the construction of residence halls. The outstanding balance is \$8,538,030 at June 30, 2012. The second issue is a Certificate of Participation issued in 2007 in conjunction with the construction of two academic buildings. The outstanding balance at June 30, 2012 is \$16,515,468. The overall debt of the College is greatly impacted by our ability to raise private funds. Private funds have made the difference in allowing the College to update our buildings without having to issue debt each time. At times, private funds can make the difference as to whether a project is done or not.

4:30 – 4:50 History Colorado

No specific questions related to History Colorado.

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED

QUESTIONS COMMON TO ALL DEPARTMENTS

163. The Joint Budget Committee has recently reviewed the State Auditor's Office *Annual Report of Audit Recommendations Not Fully Implemented* (October 2012). If this report identifies any recommendations for the Department that have not yet been fully implemented and that fall within the following categories, please provide an update on the implementation status and the reason for any delay.

- a. Financial audit recommendations classified as material weaknesses or significant deficiencies;
- b. Financial, information technology, and performance audit recommendations that have been outstanding for three or more years.

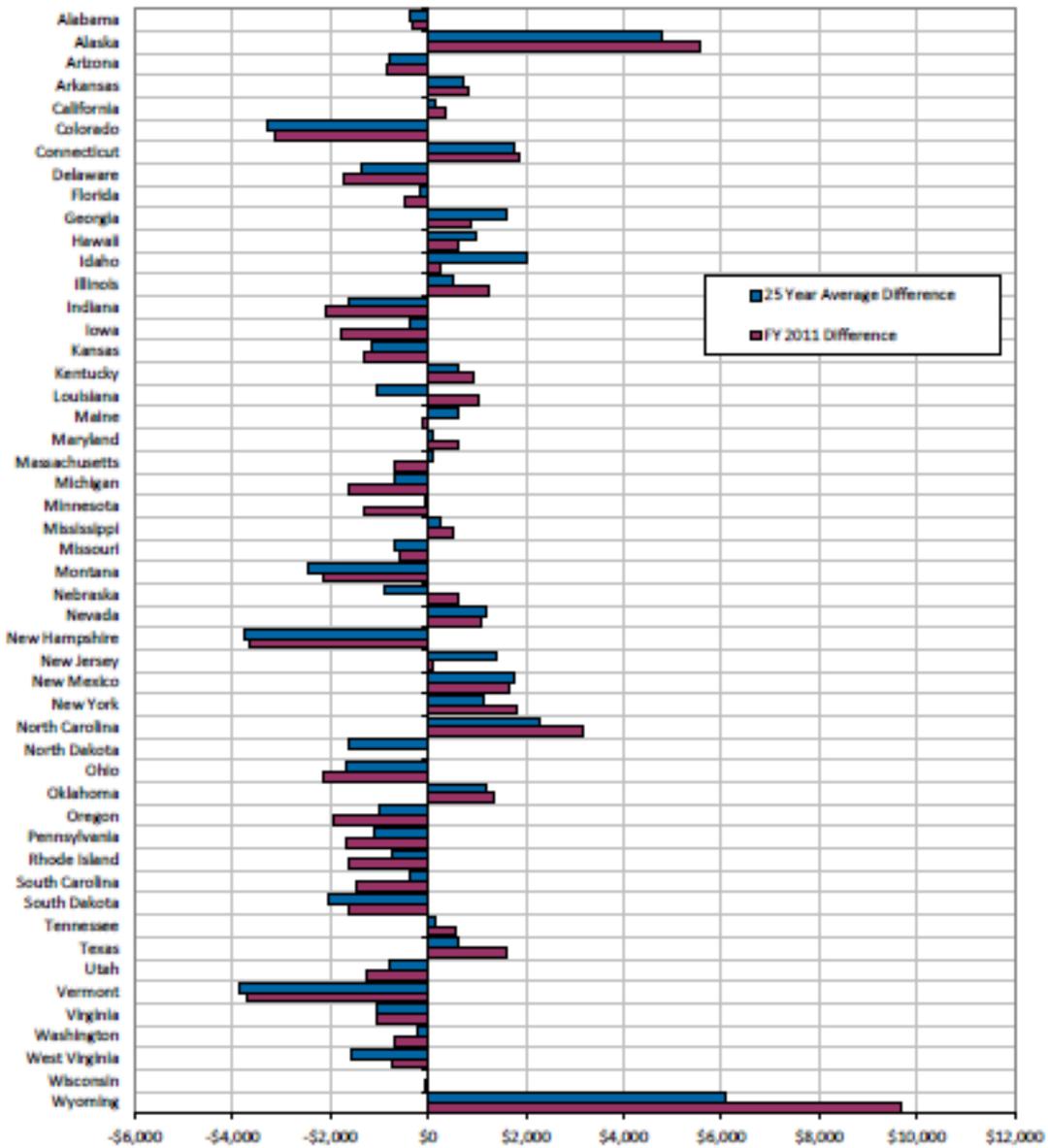
The Department of Higher Education, including CollegeInvest and CollegeAssist, have not outstanding financial, IT or performance audit recommendations identified in the October 2012 State Auditor's Office Annual Report of Audit Recommendations Not Fully Implemented

MSU Denver has not had any audit recommendation for the past two years and no outstanding recommendations in any of the above areas.

Fort Lewis College (the college) has received four audit recommendations since January 2008. The college agreed or partially agreed to all of the recommendations. Of the four recommendations the college agreed or partially agreed to, all were from financial audit reports and have been fully implemented.

Appendix A: National Enrollment and Tuition Trends
(Excerpted from the annual State Higher Education Report produced by the State
Higher Education Executive Officers (SHEEO))

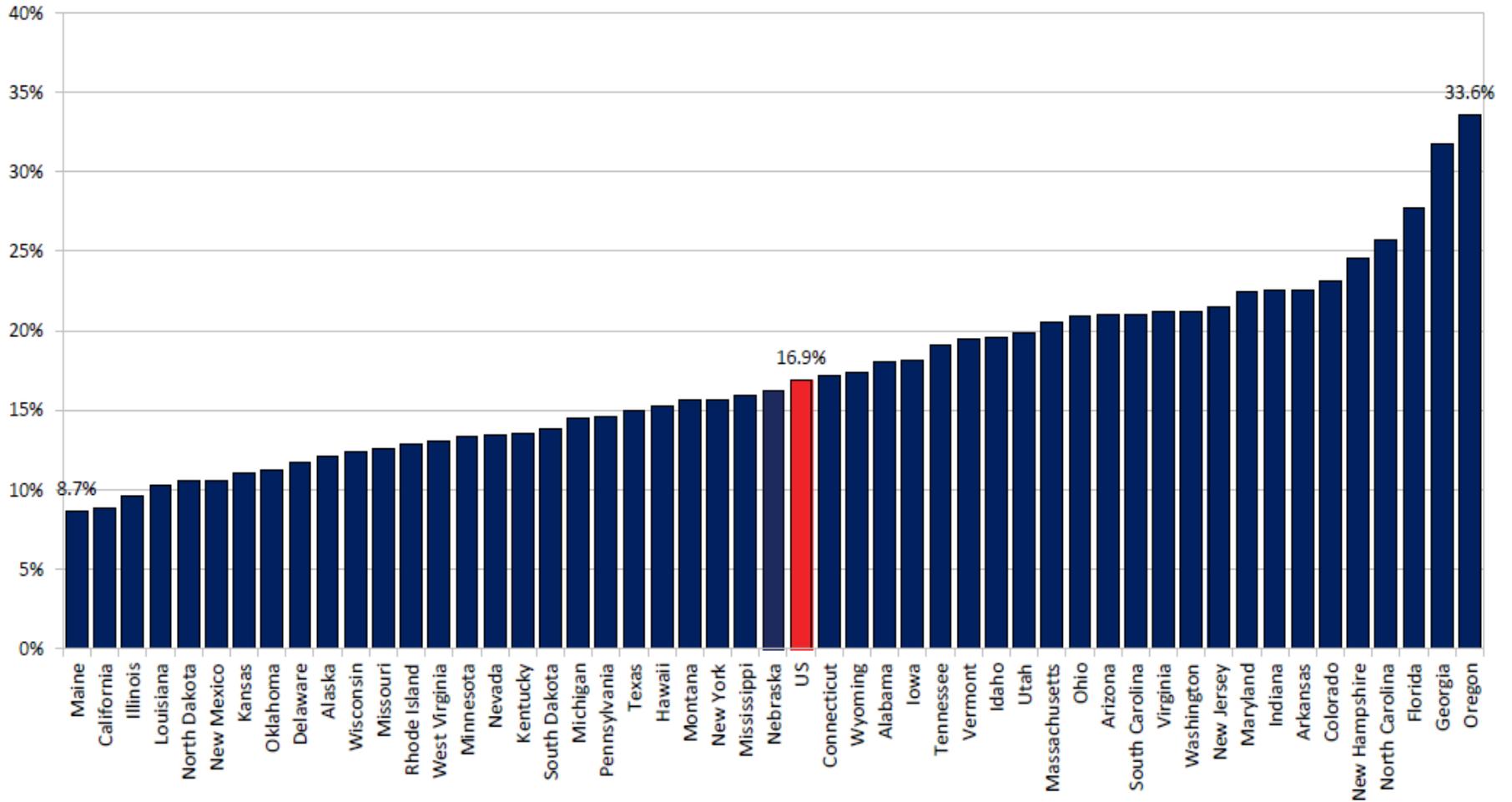
Figure 9
 Educational Appropriations per FTE:
 State Differences from U.S. Average Over 25 Years and in 2011 (Constant 2011 Dollars)



Note: All dollars are adjusted by HECA, Cost of Living Adjustment, and Enrollment Mix.

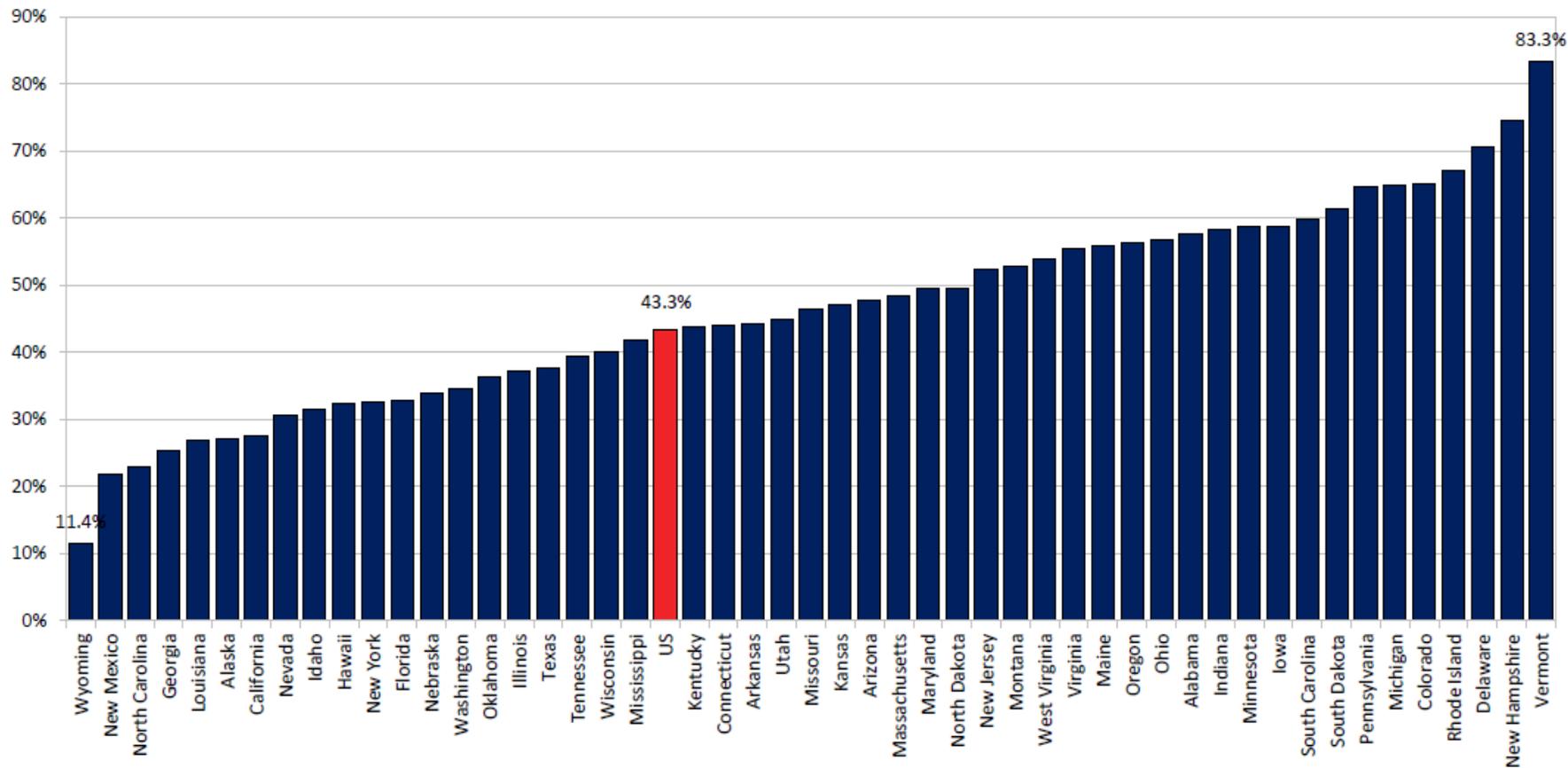
Source: State Higher Education Executive Officers

Figure 5
 Full-Time-Equivalent (FTE) Enrollment in Public Higher Education
 Percent Change by State, Fiscal 2006-2011



Source: State Higher Education Executive Officers

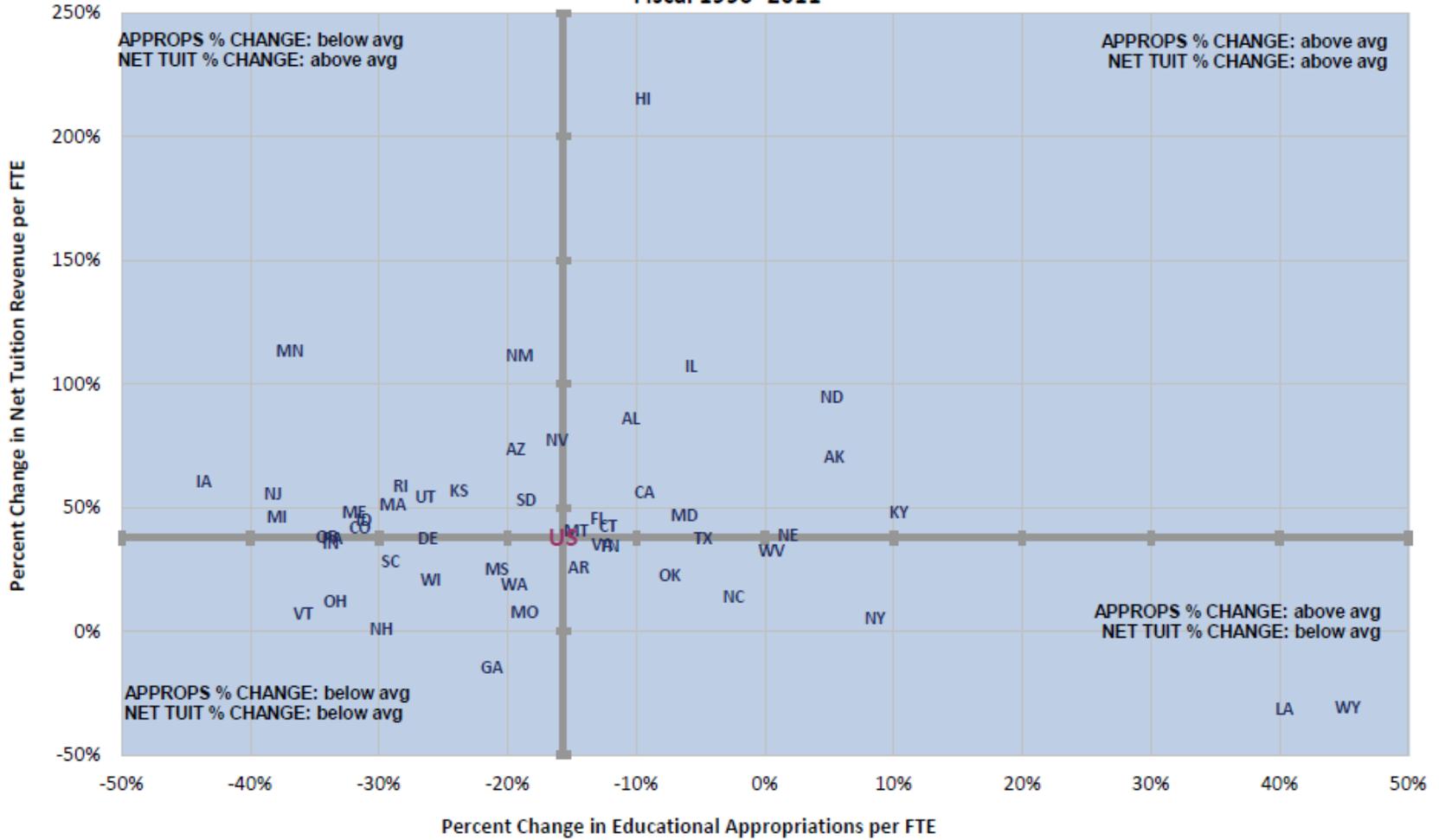
Figure 7
 Net Tuition as a Percent of Public Higher Education Total Educational Revenue
 by State, Fiscal 2011



Note: Dollars adjusted by 2011 HECA, Cost of Living Adjustment, and Enrollment Mix.

Source: State Higher Education Executive Officers

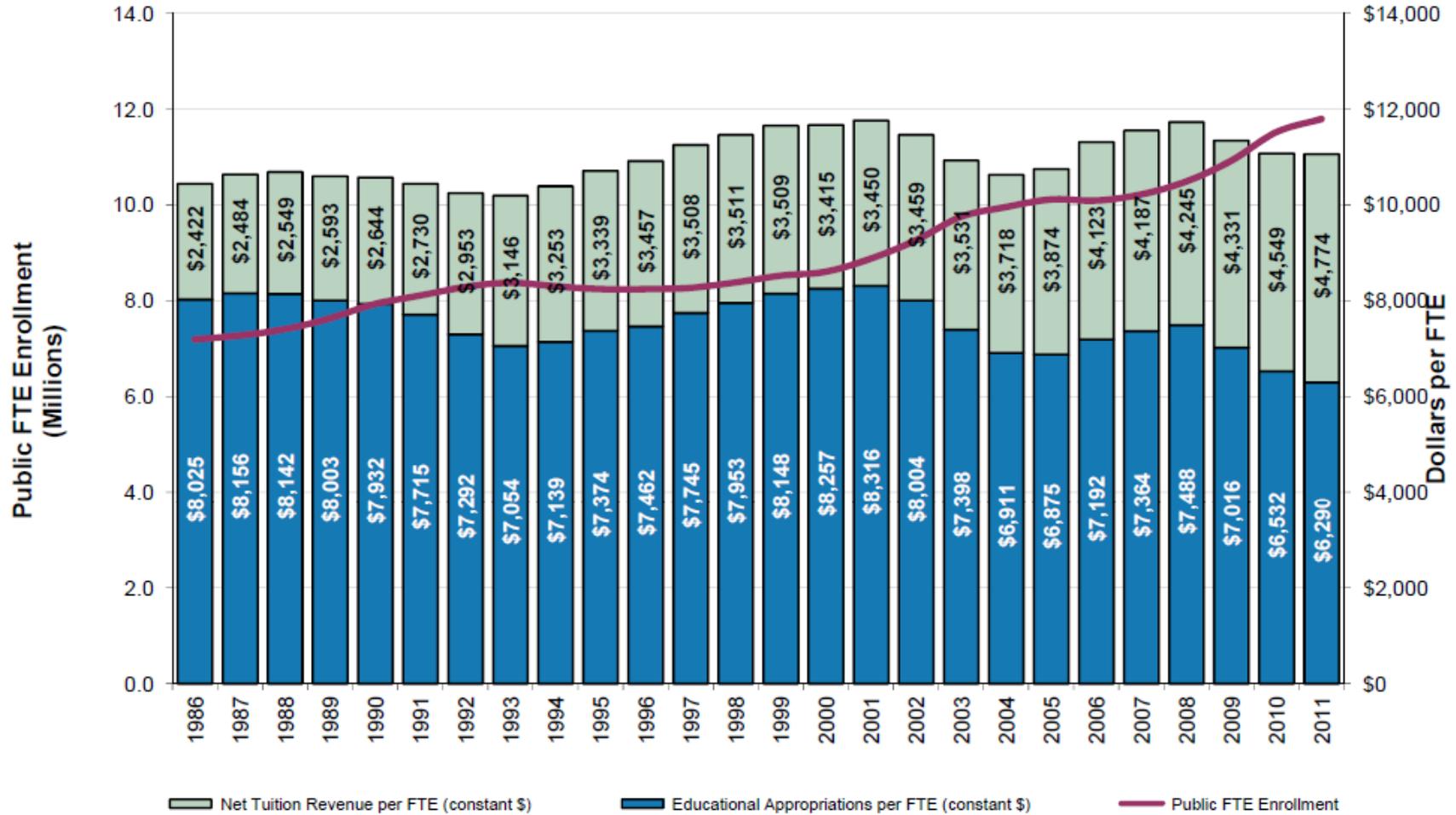
Figure 11
Percent Change by State in Educational Appropriations and Net Tuition Revenue per FTE,
Fiscal 1996- 2011



Note: Figures are adjusted for inflation, public system enrollment mix, and state cost of living.

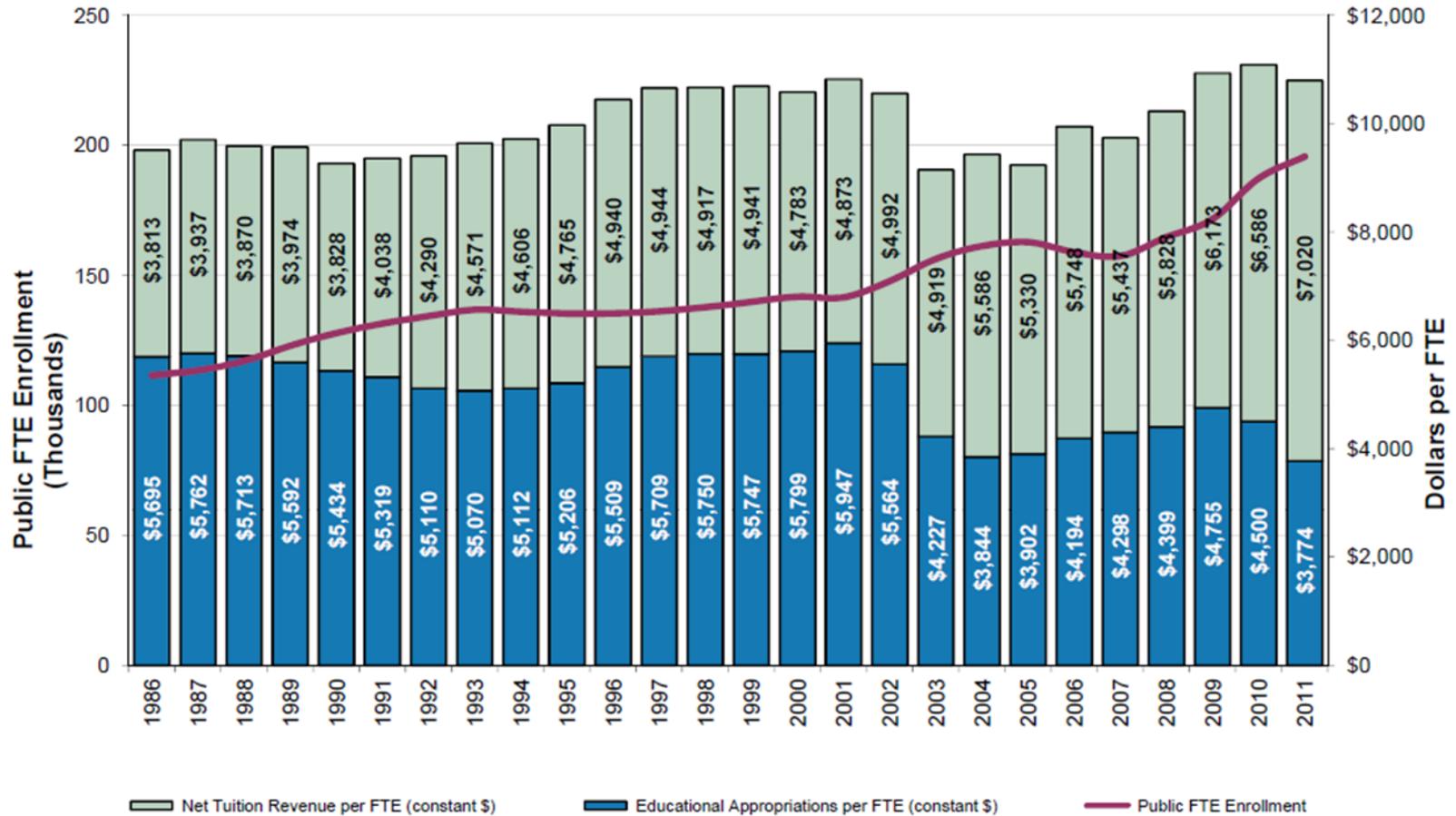
Source: State Higher Education Executive Officers

**Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE,
United States -- Fiscal 1986-2011**



Note: Constant 2011 dollars adjusted by SHEEO Higher Education Cost Adjustment. Educational Appropriations include ARRA funds. (HECA)
Source: SHEEO

Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE, Colorado -- Fiscal 1986-2011



Note: Constant 2011 dollars adjusted by SHEEO Higher Education Cost Adjustment (HECA). Educational Appropriations include ARRA funds.
Source: SHEEO

Appendix B: Draft Performance Metric Worksheet

				Colorado Performance Contract Worksheet		Weight (As %)		
	Required Indicators	Indicator Number						
Credential Completion	Minimum of two indicators and 20 total points.	11, 12, or 13	11	Increase undergraduate credentials awarded by one percentage point per year.				
			12	"Maintain excellence" by conferring undergraduate credentials per 100 students enrolled at a level at or among the top 25% of peer institutions				
			13	"Maintain excellence" by maintaining graduation rates at or among the top 25% of peer institutions				
					14	Annually increase the graduation rate of transfer students		
					15	Annually increase proportion of undergraduate credentials awarded in STEM disciplines		
					16	Annually increase graduate degree productivity as measured by the number of graduate credentials awarded compared to the number of graduate students (FTB) enrolled.		
					17	INSTITUTION DEVELOPED INDICATOR		
					Subtotal Credential Completion			0%
Student Momentum and Success	Minimum of two indicators and 20 total points.		21	Annually increase the successful completion (C or better) of introductory or pathways courses in English and Mathematics				
			22	Annually increase the proportion of students who accumulate at least 24 credit hours				
			23	Annually increase transfer out rate of degree-seeking associate of art or associate of science students who earn at least 12 credit hours				
			24	Annually increase the number of resident students who successfully complete the remedial course sequence				
			25	Annually increase retention rates across all student levels (e.g., sophomore, junior, senior)				
			26	INSTITUTION DEVELOPED INDICATOR				
			Subtotal Student Momentum and Success			0%		
Closing Progress and Attainment Gaps	Minimum of two indicators and 20 total points.	3.1 or 3.2	3.1	Annually reduce disparities in graduation rates between resident underserved and resident non-underserved students				
			3.2	Annually reduce disparities in degree completion (graduates per 100 FTB) between resident underserved and resident non-underserved students				
					3.3	Annually reduce disparities in the successful completion rates of entry-level or pathways courses in English and entry-level mathematics courses between resident underserved students and resident non-underserved students		
					3.4	Annually increase the proportion of newly enrolled resident students who are from resident underserved populations		
					3.5	Annually increase the proportion of resident underserved students who earn postsecondary credentials in STEM disciplines		
					3.6	Annually reduce disparities in the transfer out rate between resident underserved students and resident non-underserved students		
					3.7	Annually reduce disparities in retention rates among resident underserved students and resident non-underserved students across all levels (sophomore, junior, senior)		
					3.8	Annually increase the proportion of resident underserved students who earn graduate-level degrees		
					3.9	INSTITUTION DEVELOPED INDICATOR		
					Subtotal Close Gaps			0%
Financial Stewardship	Minimum of two indicators and 15 total points.		4.1	Maintain the institution's rank relative to peers regarding the number of degrees awarded per \$100,000 in total operating (B&O) revenues				
			4.2	Moderate resident undergraduate tuition increases when state general fund revenues increase above inflation				
			4.3	Increase expenditures for instruction (per FTB) at a rate that is equivalent to or greater than tuition increases for resident undergraduate students.				
			4.4	Increase institutional need-based financial aid expenditures (per FTB) at a rate at or above tuition increases for resident undergraduate students.				
			4.5	INSTITUTION DEVELOPED INDICATOR				
			Subtotal Financial Stewardship			0%		
					Total (Must Total 100%)	0%		

Notes: All metrics will be measured using a three-year rolling average. For example, the 2011-12 measurement will use data from 2009-10, 2010-11, and 2011-12.

Appendix C: Statewide Data on General Fund Support, Student FTE and Debt

Appendix C

Appendix C							
A Six Year History of General Fund Support at Public Colorado Institutions of Higher Education							
		FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Adams State University	COF Stipend	\$ 3,713,970	\$ 2,813,160	\$ 1,718,640	\$ 2,760,550	\$ 3,070,860	\$ 2,896,020
	Fee-for-Service	\$ 9,910,110	\$ 9,336,162	\$ 5,558,359	\$ 10,262,730	\$ 8,119,555	\$ 8,013,091
	Total	\$ 13,624,080	\$ 12,149,322	\$ 7,276,999	\$ 13,023,280	\$ 11,190,415	\$ 10,909,111
Colorado Mesa University	COF Stipend	\$ 11,494,350	\$ 9,183,975	\$ 5,833,080	\$ 10,656,130	\$ 11,507,820	\$ 12,103,020
	Fee-for-Service	\$ 10,881,990	\$ 10,704,417	\$ 6,266,218	\$ 10,711,935	\$ 6,992,755	\$ 6,527,830
	Total	\$ 22,376,340	\$ 19,888,392	\$ 12,099,298	\$ 21,368,065	\$ 18,500,575	\$ 18,630,850
Metropolitan State University of Denver	COF Stipend	\$ 41,379,660	\$ 32,764,054	\$ 22,374,000	\$ 32,949,900	\$ 31,253,580	\$ 31,220,100
	Fee-for-Service	\$ 3,265,250	\$ 7,014,514	\$ 2,157,075	\$ 9,715,226	\$ 5,707,899	\$ 5,761,905
	Total	\$ 44,644,910	\$ 39,778,568	\$ 24,531,075	\$ 42,665,126	\$ 36,961,479	\$ 36,982,005
Western State Colorado University	COF Stipend	\$ 3,738,000	\$ 2,958,000	\$ 1,890,240	\$ 2,414,270	\$ 2,306,400	\$ 2,377,080
	Fee-for-Service	\$ 7,617,691	\$ 6,934,147	\$ 3,986,512	\$ 8,364,014	\$ 7,037,847	\$ 6,737,362
	Total	\$ 11,355,691	\$ 9,892,147	\$ 5,876,752	\$ 10,778,284	\$ 9,344,247	\$ 9,114,442
Colorado State University System	COF Stipend	\$ 50,951,610	\$ 40,387,109	\$ 26,868,600	\$ 38,634,060	\$ 39,238,560	\$ 39,471,060
	Fee-for-Service	\$ 82,838,319	\$ 73,232,919	\$ 38,819,254	\$ 87,396,124	\$ 67,237,973	\$ 64,198,492
	Total	\$ 133,789,929	\$ 113,620,028	\$ 65,687,854	\$ 126,030,184	\$ 106,476,533	\$ 103,669,552
Ft. Lewis College	COF Stipend	\$ 6,795,150	\$ 4,790,249	\$ 3,045,240	\$ 4,274,280	\$ 4,274,280	\$ 4,162,680
	Fee-for-Service	\$ 4,858,785	\$ 3,967,573	\$ 1,854,988	\$ 6,331,198	\$ 5,048,837	\$ 4,896,159
	Total	\$ 11,653,935	\$ 8,757,822	\$ 4,900,228	\$ 10,605,478	\$ 9,323,117	\$ 9,058,839
Univeristy of Colorado System	COF Stipend	\$ 73,844,190	\$ 57,301,560	\$ 38,210,040	\$ 51,549,900	\$ 50,789,160	\$ 50,805,900
	Fee-for-Service	\$ 121,142,150	\$ 101,802,422	\$ 50,001,052	\$ 130,006,017	\$ 94,986,572	\$ 90,365,444
	Total	\$ 194,986,340	\$ 159,103,982	\$ 88,211,092	\$ 181,555,917	\$ 145,775,732	\$ 141,171,344
Colorado School of Mines	COF Stipend	\$ 7,080,840	\$ 5,525,943	\$ 3,575,880	\$ 5,038,650	\$ 5,001,540	\$ 4,910,400
	Fee-for-Service	\$ 14,656,431	\$ 13,267,682	\$ 7,018,433	\$ 15,546,888	\$ 11,252,702	\$ 10,862,182
	Total	\$ 21,737,271	\$ 18,793,625	\$ 10,594,313	\$ 20,585,538	\$ 16,254,242	\$ 15,772,582
University of Northern Colorado	COF Stipend	\$ 21,771,180	\$ 16,116,000	\$ 10,194,360	\$ 15,033,165	\$ 15,004,620	\$ 14,971,140
	Fee-for-Service	\$ 19,384,990	\$ 19,060,878	\$ 10,321,419	\$ 23,809,625	\$ 17,801,986	\$ 16,885,955
	Total	\$ 41,156,170	\$ 35,176,878	\$ 20,515,779	\$ 38,842,790	\$ 32,806,606	\$ 31,857,095
Colorado Community College System	COF Stipend	\$ 106,241,970	\$ 90,120,506	\$ 61,962,120	\$ 105,227,640	\$ 102,500,880	\$ 101,025,900
	Fee-for-Service	\$ 26,087,722	\$ 26,900,272	\$ 10,638,687	\$ 22,215,159	\$ 10,332,046	\$ 15,164,107
	Total	\$ 132,329,692	\$ 117,020,778	\$ 72,600,807	\$ 127,442,799	\$ 112,832,926	\$ 116,190,007
Local District Junior Colleges	Total General Fund	\$ 14,823,001	\$ 12,601,934	\$ 7,350,751	\$ 13,967,735	\$ 11,909,951	\$ 11,909,951
Area Vocational Schools	Total General Fund	\$ 10,450,136	\$ 8,505,528	\$ 4,311,868	\$ 8,450,501	\$ 7,664,871	\$ 7,664,871
Total General Fund Appopriations		\$ 652,927,495	\$ 555,289,004	\$ 323,956,816	\$ 615,315,697	\$ 519,040,694	\$ 512,930,649

Appendix C

**A Six Year History of Resident Undergraduate Student FTE and Headcount at
Public Colorado Institutions of Higher Education**

	2007		2008		2009		2010		2011	
	FTE	Headcount ¹	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
University of Colorado System	28,082		28,464	60,698	29,736	62,943	29,319	62,670	36,864	62,383
Colorado State University System	18,960		19,420	40,681	20,158	42,078	20,524	43,357	22,468	43,462
Community Colleges of Colorado System	41,928		44,920	132,872	53,405	155,496	58,994	172,858	58,796	168,819
Adams State University	1,440		1,383	3,156	1,558	3,546	1,612	3,651	1,630	3,660
Colorado Mesa University	4,390		4,484	10,776	5,218	12,358	5,841	13,856	6,311	15,205
Colorado School of Mines	2,683		2,744	5,010	2,866	5,230	2,867	5,264	3,392	5,307
Fort Lewis College	2,621		2,426	4,936	2,407	4,893	2,398	4,901	2,289	4,704
Metropolitan State University of Denver	15,135		15,621	41,028	16,775	43,685	17,223	44,805	16,783	43,779
University of Northern Colorado	8,629		7,937	16,286	8,188	16,811	8,264	16,933	8,972	16,912
Western State Colorado University	1,428		1,453	3,195	1,422	3,093	1,397	3,030	1,343	2,852
Local District Colleges	4,969		5,174	18,208	6,015	19,452	6,451	19,242	6,561	20,959
Total	130,265		134,026	336,846	147,748	369,585	154,890	390,567	165,409	388,042

¹ Residential undergraduate head count was not available for 2007

Appendix C: Average Student Loans Debt at Graduation: Associates Degree, 2007 – 2012

Institution	2007	2008	2009	2010	2011	2012	% Change
Adams State University	14,259	9,334	8,945	11,782	17,692	16,502	15.73%
Aims Community College	9,056	10,324	9,936	9,918	11,053	11,596	28.05%
Arapahoe Community College	11,806	11,587	12,984	13,159	11,983	12,241	3.68%
Colorado Mesa University	11,481	11,181	13,232	14,112	14,876	17,291	50.61%
Colorado Mountain College	8,118	10,463	9,181	11,087	12,600	13,579	67.27%
Colorado Northwestern Community College	13,423	13,372	15,081	16,404	15,111	18,770	39.83%
Community College of Aurora	9,073	10,134	11,005	12,496	13,245	13,690	50.89%
Community College of Denver	10,462	10,877	12,051	13,847	15,067	17,418	66.49%
Front Range Community College	10,241	9,899	10,660	12,148	14,608	16,374	59.89%
Lamar Community College	6,333	9,704	11,538	13,423	12,083	13,895	119.41%
Morgan Community College	10,461	14,389	11,657	12,129	12,811	14,602	39.59%
Northeastern Junior College	6,480	6,919	9,179	9,660	10,862	10,571	63.13%
Otero Junior College	8,539	9,690	12,651	12,621	14,088	12,645	48.09%
Pikes Peak Community College	8,821	8,925	10,554	11,450	12,949	12,617	43.03%
Pueblo Community College	11,539	11,818	12,847	13,814	13,935	14,890	29.04%
Red Rocks Community College	9,687	10,529	12,102	11,734	13,154	13,999	44.51%
Trinidad State Junior College	8,392	8,217	10,475	11,984	14,136	13,546	61.42%

LOANS INCLUDED: Federal Stafford Loans Unsubsidized; Federal Perkins Loan; Federal Stafford Loans Subsidized; Federal Health Profession Loans; Other Loans

NOTE: In this table, Average Students Loan Debt is calculated as the average loan amount per student only for students that have debt upon graduation, not the average debt of all degree receiving students per institution. Interest accrued for unsubsidized loans or payments made while attending college are not reflected.

