

Poast, Kim

From: McCallin, Dr. Nancy [Nancy.McCallin@cccs.edu]
Sent: Wednesday, June 30, 2010 4:43 PM
To: Munn, Rico; Poast, Kim
Cc: McCallin, Dr. Nancy; Gianneschi, Matt; Anderson, Geri; Bowman, Linda
Subject: Comments on HESP Recommendations on Pipeline

Rico,

Thank you for your request that the CEOs review the recommendations from the subcommittees. The following are our comments and questions related to the pipeline recommendations presented last week:

Goal 1: The Colorado HE System should support statewide efforts towards increasing the number and diversity of students of all ages pursuing HE-R1

Tactic: Extend ICAP requirements to colleges and Workforce Centers.

CCCS response: Colorado's CTE program, administered by CCCS, has already begun the work of expanding the plans of study (ICAP) into our postsecondary programs. In the interest of facilitating smooth transitions for students and assuring efficient use of state resources, we would encourage other higher education institutions and work force centers to utilize the plans of study we have already developed.

Tactic: Automatic notification from IHE's of College acceptance based on meeting postsecondary and workforce readiness.

CCCS response: Two of the state's community colleges, Community College of Aurora and Community College of Denver, are piloting similar programs. Rather than developing a statewide effort, we would recommend evaluating the success of the two pilot programs at the end of the 2011-12 academic year.

Goal 2: The Colorado HE System should take the lead in defining & addressing the needs of remediation/developmental Education R2.

Tactic: Provide funds to Community Colleges to take the lead in redesigning Developmental Education: clarify standards and timing for 030,060,090

P-20: Address unfunded state of adult basic education

Tactic: Adopt minimum standards for open enrollment

Tactic: Allow for delivery options via 4-year colleges (090), workforce centers (adult learners), etc. Not new agency but targeted funding and collaborations.

Tactic: Align index score and ability to offer remediation at the various institutions.

CCCS Response: In accordance with our statutory mission, the community colleges have invested significant resources to provide developmental education using research-based best practices. Provision of developmental education requires the community college to hire specialized faculty and provide significant support services. This developmental mission was given to community colleges in recognition that duplication of developmental education across all institutions would be more costly to the system as a whole, similar to the fact that only certain institutions are allowed to offer graduate programs per their missions. Given the State's very limited resources devoted to HE and the fact that community colleges are available throughout the state, it is inappropriate to duplicate developmental programs currently provided by the community colleges by expanding the role of developmental education to 4-year institutions. Additionally, we have programs in place where local community colleges actually offer developmental education for 4-year institutions. The delivery is transparent to the students and financial aid is completed via the 4 year institution. If substantial numbers of students who are not academically prepared to successfully complete college-level work are being admitted to four-year institutions, perhaps an evaluation of admission index scores is in order.

The community colleges can provide the committee with information on the variety of initiatives related to the redesign of our developmental sequence and competencies. We have just completed the first year of a two-year study of developmental mathematics. The Ford Foundation commissioned a study of costs and outcomes of three successful community college programs for academically underprepared students. We would welcome the opportunity to share the project outcomes with the Pipeline Committee. An overview based on sound research may help the committee understand the complexity and high costs of delivering developmental education.

We support an evaluation of how the state can better meet the needs for adult basic education.

Goal 3: The Colorado HE System should take the lead in expanding access to Accelerated Coursework

Tactic: Allow students to take courses that interest them, i.e. not necessarily linear approach thru' core

CCCS Response: I do not understand what is meant by this recommendation. Further clarification would be helpful.

Goal 4: The Colorado HE System should address the configuration of HE institutions and services to students' needs with an emphasis on the efficient provision of appropriate and affordable coursework and pathways to success
R4

Tactic: Promote seamless transfer from 2-year to 4-year colleges and expedite completion

Tactic: Explore merging CCCS and CDHE

CCCS Response: During the last legislative session, CCCS sponsored legislation which required the successful completion of 14 statewide transfer agreements by 2016. We are pleased that the legislation passed unanimously and was signed by the Governor. We concur with the committee that it is critical to expeditiously implement these statewide transfer agreements.

We were unsuccessful in our attempts to understand the tactic to explore merging CCCS and CDHE and therefore suggest it be dropped altogether.

Please know that I very much appreciate the time and energy that each of the sub-committee members and DHE staff has devoted to redefining Colorado's HE System. However, I must emphasize again our first priority must be to resolve the issues associated with funding.

Thanks,

Nancy J. McCallin, Ph.D., President
Colorado Community College System
303-595-1552

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Comments from the Community College System on the discussions and draft recommendations of the Sustainability Subcommittee:

With respect to “Higher Education Funding Scenarios”:

- Fairly extensive polling should be conducted on both the partners and the financing options before deciding to move forward with one or a combination of several of the options listed.
- A property tax increase is politically untenable in the near future due to the current housing woes, the likely competition from K-12 school districts’ mill levies proposals, and the political unpopularity of the tax. It will be difficult for business, educational and government leaders to fight to defeat propositions 60, 61, and 101 during the current election cycle—and then turn around the next election cycle and propose to *increase* property taxes by 4 mills. It is difficult to imagine the business community supporting this. There is no way to get a ballot initiative of this sort passed statewide without business community support.
- The surcharge on extraction and a potential sales tax increase seem the most likely set of funding options to be able to garner both the support of key constituencies and not generate well funded opponents — **if discussions and support from key impacted constituencies can be negotiated up front. It is critical to hold discussions with impacted constituencies upfront.**
- Higher education cannot successfully go it alone. Higher Education does not poll well enough and requires partners in the business community, state government, and educational community to be successful. This will likely mean either sharing revenue with other groups or reducing a requested revenue increase to the public.

With respect to the “Draft Sustainability Recommendations”:

- The overall base number of \$760 million may be adequate if the expectation is the provision of current levels of service, quality and outcomes. If the state wants increased levels of service, quality and/or outcomes (including performance funding), the number to ask for from the voters needs to be significantly higher.
- Providing a “matching state fund” to encourage localities with colleges in their county to pass a mill levy increase appears to be a reasonable idea. However, there is no way to guarantee matching fund availability unless a revenue stream is set aside upfront. The most likely source being state income or sales tax. Carving existing revenue away from existing sources creates a negative financial impact for the rest of state government agencies and creates built-in opposition. Also, this would rely on each county to individually pass property tax increases but have a state-determined redistribution formula to equalize the revenue sharing. This would be an extremely complicated formula that would be difficult to explain to voters. Such a model could also create a rift between property-dense urban counties and rural counties in the value and impact of the local initiative. For example, it may make sense for voters in county X to vote to increase property taxes if they are getting a 20 to 1 match from the state. It would be a much more difficult sell for county Y to vote for anything if they are getting only a, for example, 50% match on the funds generated. Again, any property tax increase request will be very difficult to pass. Finally, any ballot measure has to be considered very carefully. Higher Education will likely only have one opportunity to go to the voters; a failure could set us back a position worse than we are in today.



COLORADO STATE UNIVERSITY SYSTEM

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JOSEPH B. BLAKE, Chancellor

July 2, 2010

Higher Education Strategic Planning Committee
C/O Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202

Dear Members of the Higher Education Strategic Planning Committee:

This letter is a response to your request for feedback regarding the HESP sustainability subcommittee recommendations to the steering committee. I appreciate the opportunity to comment on the recommendations prior to your consideration for action. As chancellor of the CSU System, finding a sustainable solution to the funding crisis impacting Colorado's public institutions of higher education is imperative. The recommendations of the committee regarding long-term sustainability of Colorado's public higher education system will have significant impacts on the success of the CSU System. Below are my comments per recommendation.

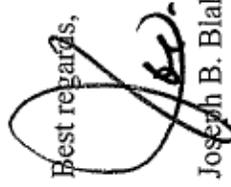
- Recommendation #1 – The CSU System will continue to work with other higher education institutions along with state leaders to identify dedicated and sustainable funding sources to financially support the basic operations and improved performance of Colorado higher education institutions.
- Recommendation #2 – The CSU System supports the sustainability subcommittee's recommendation to request \$760M in state support as a base/initial amount to fund Colorado's public higher education system. Recognizing how the requested amount was calculated for the initial funding recommendation, the system urges the committee to support long term, more realistic funding amounts to bring institutions closer to state support levels of their peers.
- Recommendation #3 – It is essential that highly desirable outcomes, such as high graduation rates, high retention rates and access to world-class degree programs be acknowledged and rewarded based on those measures. Access coupled with student success and an emphasis on degree completion is essential in developing a sustainable public system of higher education throughout Colorado. A performance-based funding measure should be a long range goal and the CSU System welcomes the opportunity to discuss potential measures.
- Recommendation #4 – Over the past decade, Colorado institutions have had to do more with less while continuing to provide students with a quality education. The CSU System is continuously evaluating ways to do business more efficiently. To date, the CSU System has identified \$55M in cost savings and avoidance, while ensuring access to all

qualified students who wish to attend one of our institutions. We support the committee's recommendation that every institution should strive to operate in an efficient manner, while at the same time balancing the need to provide a quality product that will allow our students to successfully compete nationally as well as globally.

- Recommendation #5 - Flexibility will be a key component in the funding of higher education in this state going forward. However it is necessary to recognize in any funding formula that research institutions are substantial economic drivers in this state and any significant increase in price to our students may have negative and unintended consequences on the future success of these institutions. The CSU System decided to directly address the access challenge and recently announced 'CSU's Commitment to Colorado', a new financial aid program to assist lower and middle-income students with tuition and fees.
- Recommendation #6 - The CSU System encourages the committee to continue to explore funding options to support our institutions. Colorado's research institutions are essential to the success of Colorado's economy. As the largest employer in northern Colorado, Colorado State University helps define the state's economy through the purchasing of products and services, the spending of students, faculty and staff, construction and tax revenue.

I want to assure you that the Board of Governors and leadership at the CSU System are committed to working closely with the committee as it begins to finalize the recommendations to the next governor and the members of the 2011 General Assembly. Thank you for the opportunity to provide input at this juncture.

Best regards,



Joseph B. Blake, Chancellor
Colorado State University System



University of Colorado

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Bruce D. Benson
President

1800 Grant Street, Suite 800
35 UCA
Denver, Colorado 80203-1187
Phone (303) 860-5600 Fax (303) 860-5660

July 30, 2010

Dear Chairmen Lyons and Monfort:

Thank you for your work co-chairing the Colorado Higher Education Strategic Planning Steering Committee in this difficult time for higher education in Colorado. The goals and principles outlined by the Committee are laudable. We support many of the subcommittee recommendations, including efforts to secure a more sustainable revenue source for higher education and to develop a statewide system that increases the number and diversity of students pursuing higher education.

However, there are several assumptions in the draft recommendations and some specific suggestions that concern us, and we want to be sure the committee fully appreciates their impact on the higher education system, the University of Colorado, research universities in general, the state and its citizens. We also believe several subcommittee recommendations make assumptions that are not supported by the facts.

We will elaborate on each, but our concerns generally are:

- The recommendations presume that research universities serve too many students. At the same time, contradictory recommendations suggest research universities are unable to provide adequate access to underserved students;
- New system wide regulations could have the impact of providing disincentives. Today's higher education system is stretched thin with limited resources. Additional centralization and regulation will only exacerbate a difficult funding situation;
- Recommendations assume greater disparities among institutions in students' ability to pay than actually exist. All institutions serve Pell eligible students, all serve middle income students in need of financial aid, and serve students who can pay unassisted. Institutions whose tuition is well below peer averages can

raise their tuition closer to peer average, then invest a portion of additional revenue in institutional financial aid and limit disparities. (Exhibit A)

- Recommendations fail to address the critical role of graduate education, which significantly enhances the offerings in undergraduate education, provides all students with a comprehensive educational experience and benefits the state;
- Recommendations do not account for the crucial activities at the state's only public providers of physicians, dentists, pharmacists, advanced nurses, and veterinarians. All these programs are chronically underfunded.

We foresee negative and unintended consequences for the state and its students if the current recommendations are implemented. Specifically:

- Limiting choice will deprive some Coloradans of access to high-quality education;
- Restricting access to research universities could widen the achievement gap for low-income and underrepresented students;
- Limiting choice endangers the state's health-care system by limiting access for future professionals who provide critical services (physicians, dentists, pharmacists, nurses, veterinarians);
- Financially gutting research universities will stunt their positive economic impact on the state; and limited state dollars will be directed away from institutions providing Colorado with its best return on investment through the highest graduation rates, not including community colleges (therefore the lowest cost per student completing a degree). The following table (also included as Exhibit B) illustrates state support per resident student FTE per resident degree.

Institution	FY2009 COF / FFS / ARRA*	FY 2009 Resident Degrees**	State Support/Resident Degree
Western State College	\$12,173,017	309	\$39,395
Adams State College	\$14,608,449	424	\$34,454
Colo School of Mines	\$23,237,386	731	\$31,786
Mesa State College	\$24,005,607	829	\$28,957
Colo State Univ Pueblo	\$16,981,727	687	\$24,719
Ft Lewis College	\$12,736,330	539	\$23,630
Metro State College	\$49,713,412	2,510	\$19,806
Univ of Northern Colo	\$44,086,311	2,307	\$19,110
Colo State Univ Ft Collins	\$89,081,106	4,722	\$18,865
Univ of Colorado Boulder	\$86,283,006	5,234	\$16,485
Univ of Colorado Colo Springs	\$22,941,600	1,582	\$14,502
Univ of Colorado Denver	\$33,084,995	2,706	\$12,227

* Source: FY 2008-09 Actuals: Budget Data Book

ARRA not shown in Budget Data Book - assumes FY09 appropriation

**Source of Data: SURDS, Dept of Higher Education Degrees database

Additionally, we want to clarify the misperception that research universities have other revenue sources (fundraising or research grants, etc.) that can make up for state

revenue shortfalls. As you may know, nearly all funding from philanthropy is targeted by donors to specific programs, scholarships or infrastructure. We are not at liberty to redirect those funds against donor wishes for other uses. Less than two percent of our philanthropic dollars are unrestricted.

Similarly, research funds (which indirectly provide substantial benefit to the state) are directed at specific projects as defined by the funding agencies and cannot legally be diverted for other uses. In short, we cannot rob Peter to pay Paul. Regarding tuition, our campuses are close to their peer average in tuition. (Boulder is 6 percent below peer average; Colorado Springs is 4 percent above; Denver is 9 percent below) Revenue gains are largely reinvested in financial aid. CU has increased its investment in institutional financial aid from \$38 million in FY 2002 to \$111 million in FY 2011 (of that, some \$55 million is from fundraising). We believe this is a model that other institutions (particularly those well below peer average in tuition; see Exhibit A) can and should adopt. We are also sensitive to the burden placed on our students and their families and support keeping higher education affordable for Coloradans. As much as possible, we do not want to further shift the burden of paying for an education to our students and their families. Using peer averages as a benchmark, we intend to keep tuition increases to a minimum.

Student Distribution/Access

An overarching theme of recommendations appears to be that too many Colorado students are enrolled in research institutions. Another, contradictory, theme is that research institutions are incapable of meeting the state's educational access goals. Neither assertion is true. Data provided to subcommittee members show students choose to attend the school that fits their needs, even though they are qualified to attend other institutions.¹ (Exhibit C) Limiting choice will likely anger and alienate Coloradans. Data from the Department of Higher Education also show that research institutions provide access to a significant number of low-income residents, serving 35 percent of Colorado's Pell recipients.²

¹ Average Index Scores by Institution. Available at:
http://highered.colorado.gov/Publications/General/StrategicPlanning/Meetings/Resources/Mission/Mission_100602_Index_Scores_by_Institution.pdf

² Department of Higher Education data: Resident Pell Recipients FTE and Share of Undergraduate Resident FTE. Available at:
http://highered.colorado.gov/Publications/General/StrategicPlanning/Meetings/Resources/Sustain/Sustain_100707_Pell4yrs0609cche.pdf

Today, all institutions serve needy students. Similarly, all institutions have students with demonstrated ability to pay. All institutions would benefit from adopting the model used at research universities, which make investing in financial aid a priority. Statewide data show about one-third of students are Pell eligible. The remaining two-thirds of the students some are "middle income" (they can pay a portion of the costs, but need financial aid for the remainder) and some have a demonstrated ability to pay. While the numbers vary by institution, it is a myth that any one sector of the higher education enterprise serves only needy students predominately.

There is no evidence to support the idea that redistributing enrollment will produce better outcomes, will better serve students prepared to enter the higher education system, or will provide greater access to those traditionally underrepresented in higher education. Additionally, discussions on access should address the continuum of higher education: from enrolling students to graduating them, from community colleges to research universities. Despite state support for resident students that is among the lowest in the nation, Colorado has the most productive system of higher education in the country. The silver lining of low state funding is that our research universities have been forced to be incredibly efficient. As noted earlier, data show CU's campuses (excluding the Anschutz Medical Campus) produce the most degrees for the lowest cost of any four-year institution in the state. Colorado is clearly getting a substantial return on a limited investment.

We are also concerned that recommendations may limit access to Colorado students' school of choice. When we discussed the international student provision of SB10-003 with policy makers, their first concern was ensuring access to CU for all qualified students who want to enroll. This access is a cornerstone of our public mission and the state's obligation in providing public higher education. We believe students have many enrollment options. Changing admissions standards at CU or other institutions, as has been discussed by the Access, Pipeline, and Mission and Governance Subcommittees, would only limit these options.

Regulation/Incentives

The move to a more regulatory approach has been discussed at length in Mission and Governance Subcommittee meetings, and the overwhelming response has been to adopt a market-based approach, which we support. The vehicle is in place in the form

of institutional performance contracts. CU supports articulating the state's desired outcomes and holding institutions accountable for meeting those outcomes. This is superior to the regulatory approach suggested in some subcommittee recommendations, which includes centralized state oversight of institutional financial aid funds or implementing new minimum and maximum admissions criteria for colleges based on the department's interpretation of a school's attractiveness to targeted segments of Colorado's Pell recipients.³ (Exhibit D 1-3)

Keeping burdensome regulation to a minimum also allows institutions to be more innovative and encourages beneficial outcomes such as developing partnerships among and between institutions. For example, CU has entered a shared services partnership with CSU, looking for efficiencies in IT, travel, library offerings and procurement. UCCS has led an academic and administrative partnership among 10 two- and four-year institutions in southern Colorado.

Graduate Education

We urge the committee to consider the importance of graduate education to the state of Colorado. Research universities provide undergraduates a vast array of experiences not available in other sectors of higher education. These opportunities are a key to why research institutions have the best graduation and persistence rates in the state. (Exhibit E) Beyond the classroom, research universities require substantial investment in research equipment and laboratories. In Colorado, these resources have been provided in part through robust undergraduate enrollment. This relationship is the basis for sustaining graduate institutions when the state is unable to provide support, which in turn creates opportunities for students not found in other institutions. A graduate program provides undergraduates with a more comprehensive educational environment. For example, as a result of the large amount of NASA research funding we receive, our undergraduates are able to participate in space research and missions to every planet in the solar system.

Additionally, research universities are critical economic engines for the state that create new companies, generate jobs, bring in federal research money that has a

³ Resident Pell Recipients FTE and Share of Undergraduate Resident FTE. Available at: http://highered.colorado.gov/Publications/General/StrategicPlanning/Meetings/Resources/Sustain/Sustain_100707_Pell4yrs0609%eche.pdf

substantial economic multiplier in Colorado, and lead to the innovation and discovery that makes our state attractive to businesses and individuals. Recent studies show CU alone has a \$6.3 billion annual economic impact on Colorado. In addition to generating \$1.5 billion annually in research and clinical revenue, the AMC is stimulating an additional \$1.5 billion (using no state support) in new construction and expansions by other groups such as Corporex, which is building an extended-stay hotel and office building, the new Veterans Administration Hospital, CU's Health and Wellness Center, its child care center, and expansions to the CU Cancer Center, the Children's Hospital, and the University of Colorado Hospital.

Anschutz Medical Campus

The Anschutz Medical Campus (AMC) is a professional campus that provides critical services to the state (particularly low-income Coloradans). It is our only source of physicians, dentists and pharmacists (and an important producer of nurses, physical therapists and medical technicians). Colorado faces a significant and growing shortage of doctors, nurses, pharmacists and dentists. AMC provides almost \$47 million in uncompensated care for the state to low-income residents. The state provides \$69 million (of a \$1 billion budget) to fund the enterprise, of which \$16 million is funding from the Tobacco Settlement, which is earmarked to specific purposes. AMC is a high-cost campus where programs and courses offered require low faculty-to-student ratios, laboratory-intensive programs, and an investment in the latest equipment to stay current with advances in medicine. Today, the School of Medicine receives the second-lowest state support in the nation and has some of the highest tuition rates. (Exhibit F) The school is able to largely offset the disparity in part through the largesse of physicians in CU's clinical practices endeavors, whose contribution level to the academic health enterprise is the highest support level of any medical school in the United States. However, the impact of national health care reform and the reduction in physician reimbursement lessens the ability to cross subsidize the underfunded educational costs and threatens not only the educational mission, but also the recruitment and retention of faculty.

The subcommittees' recommendations have not addressed the importance of this campus to higher education and to the state. AMC is not included in any recommendation offered by the subcommittees. AMC is not only a national leader in health-related research, but also the largest and most important economic development project in the state.

Working Together, Moving Forward

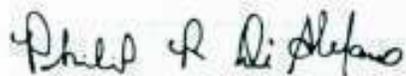
Finally, we recognize the state's fiscal constraints and support the Sustainability Subcommittee's efforts to identify a solution for higher education. However, we are concerned about the message we send to Colorado voters. Current efforts to restore funding to Fiscal Year 2009 levels would be a relief. Yet it is important to note that the Department's May 2007 benchmark study showed higher education to be \$848 million below the national average of our peers. Not clearly identifying that the system has a greater need than what is being sought will lead to the impression that higher education is "fixed" and will not recognize that it is not even close to average. Simply restoring the prior funding base is short-sighted and would not provide resources to implement new mandates or eliminate the need for tuition increases. We must be realistic about our needs.

The unprecedented cooperation achieved in passing SB10-003 provides the framework for the continued operation of our higher education institutions - the most important access issue we face. Some of the committee's recommendations are in direct conflict with the assurances we have just made to the General Assembly, the Governor, and the Department of Higher Education during the course of the last legislative session, such as maintaining current levels of access to Colorado residents.

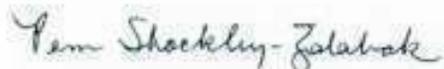
We look forward to continuing to work with the members of the Steering Committee to develop recommendations that will serve the state and its students. We trust the committee will be open to suggestions to deliver the best possible result. We understand the difficulties we all face, so it is critical that we bring forward recommendations that give us a system of higher education that is an integral part of Colorado's economic, social and cultural health into the future. Thank you for your consideration.



Bruce D. Benson
President
University of Colorado System



Dr. Philip P. DiStefano
Chancellor
University of Colorado at Boulder



Dr. Pam Shockley - Zalabak
Chancellor
University of Colorado at Colorado Springs

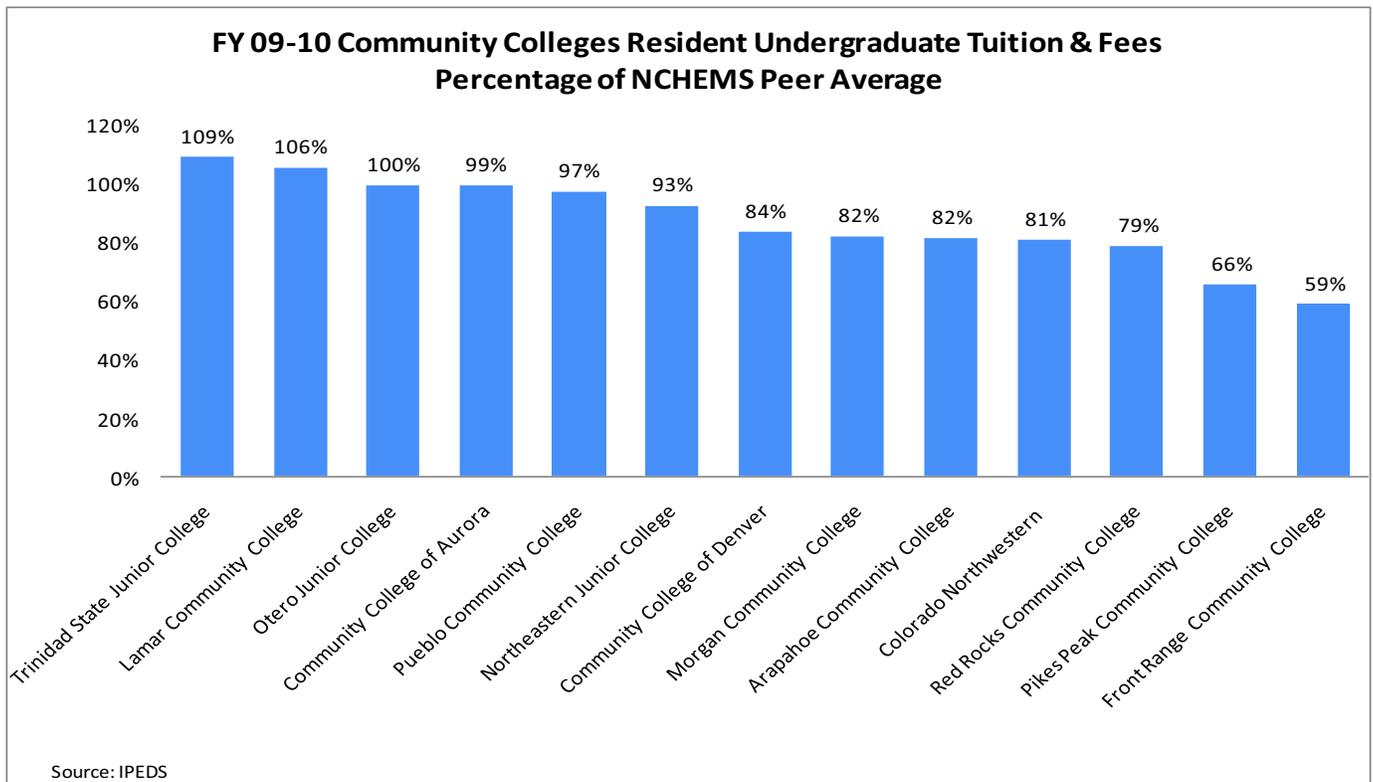
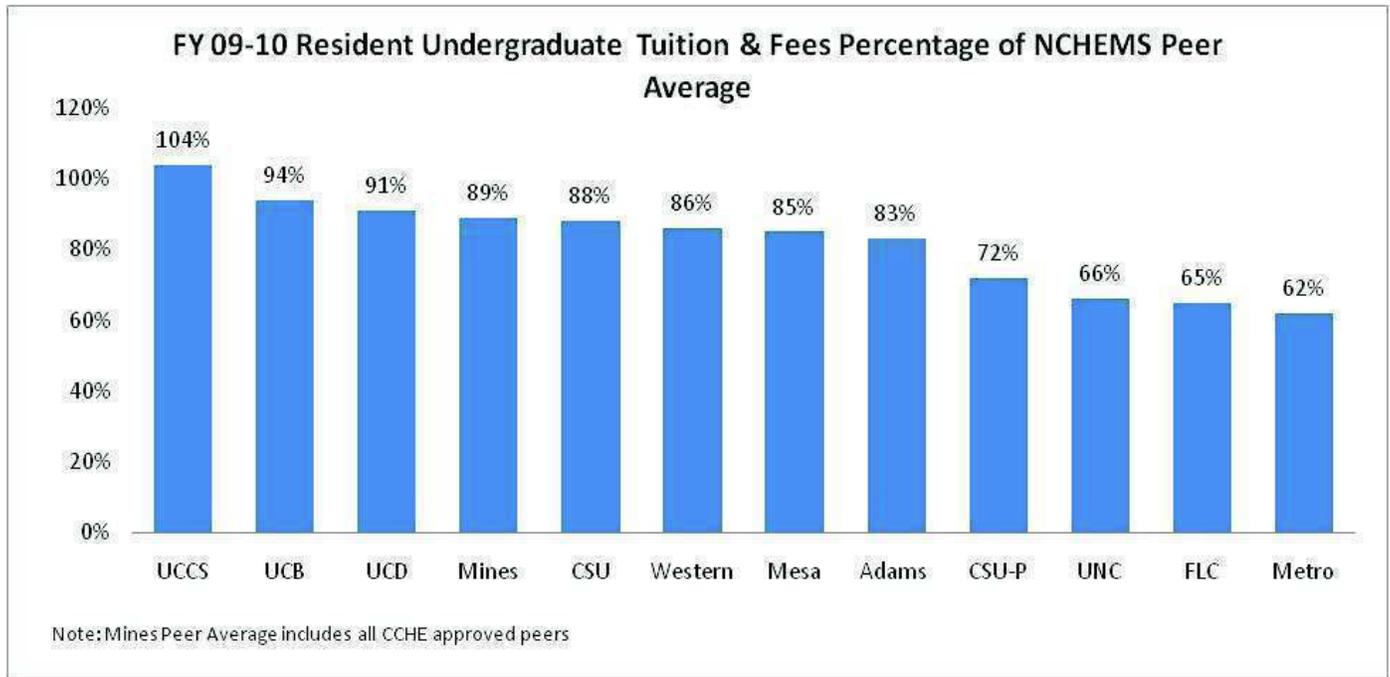


Dr. Jerry F. Wartgow
Interim Chancellor
University of Colorado at Denver



Lilly Marks
Vice President for Health Affairs and
Executive Vice Chancellor
University of Colorado at Anschutz Medical Campus

FY 09-10 Resident Undergraduate Tuition and Fees Compared to NCHEMS Peer Average



State Support per Resident Student FTE per Resident Degree

Exhibit B

Institution	FY 2009 COF / FFS / ARRA*	FY 2009 Resident Degrees**	State Support/Resident Degree
Western State College	\$12,173,017	309	\$39,395
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* Source: FY 2008-09 Actuals: Budget Data Book

ARRA not shown in Budget Data Book - assumes FY09 appropriation

**Source of Data: SURDS; Dept of Higher Education Degrees database

Index Scores by Institution

Exhibit C

	Minimum Index Score	2009 Average Admitted Index Score
Adams State	80	100
Colorado School of Mines	110	127
Colorado State University	101	117
Colorado State University-Pueblo	86	101
Fort Lewis College	92	106
Mesa State College	85	104
Metro State*	76	95
University of Colorado-Boulder	103	120
University of Colorado-Colorado Springs	92	110
University of Colorado-Denver	93	110
University of Northern Colorado	94	109
Western State	80	101

**Metro State data is for 2008.*

Four-Year Average of Resident Pell Recipients FTE and Share of Undergraduate Resident FTE

	Resident Pell Recipient FTE	Undergraduate Resident FTE	Percentage Pell FTE
4 year average: 2006+2007+2008+2009			
Adams State College	4,349	5,859	74.2%
Colorado State University - Pueblo	6,243	12,320	50.7%
Mesa State College	6,828	17,460	39.1%
Metropolitan State College of Denver	20,493	60,186	34.0%
University of Colorado Denver	7,941	26,905	29.5%
University of Colorado at Colorado Springs	5,955	20,896	28.5%
Western State College	1,580	5,847	27.0%
Fort Lewis College	2,431	10,347	23.5%
University of Northern Colorado	7,066	34,319	20.6%
Colorado State University	12,379	64,325	19.2%
University of Colorado at Boulder	12,097	64,211	18.8%
Colorado School of Mines	1,699	10,769	15.8%
Four-Year	89,062	333,443	26.7%
Pueblo Community College	8,855	14,417	61.4%
Otero Junior College	2,815	4,702	59.9%
Trinidad State Junior College	2,800	5,089	55.0%
Lamar Community College	1,242	2,572	48.3%
Community College of Denver	8,546	19,188	44.5%
Morgan Community College	1,573	3,941	39.9%
Pikes Peak Community College	10,644	27,920	38.1%
Community College of Aurora	4,775	12,773	37.4%
Aims Community College	4,212	11,665	36.1%
Northeastern Junior College	1,587	4,894	32.4%
Front Range Community College	10,529	37,630	28.0%
Arapahoe Community College	4,215	16,711	25.2%
Red Rocks Community College	4,399	17,671	24.9%
Colorado Northwestern Community College	579	2,671	21.7%
Colorado Mountain College	1,196	8,604	13.9%
Two-Year	67,967	190,447	35.7%
Total	157,029	523,890	30.0%



Colorado Department of Higher Education
Division of Academic Affairs, Research, and Technology

1560 Broadway, Suite 1600, Denver, CO 80202
Phone: 303-866-2723 Fax: 303-866-4266

Exhibit D-2

Graduation Rates, from Four-Year Public Institutions (2003 Cohort)

Institution Name	Fall 2003 Entering Class	Grad. within 4 Years at Orig Inst		Grad. within 4 Years at Transfer Inst		Grad. within 4 Years at Either		Grad. within 5 Years at Orig Inst		Grad. within 5 Years at Transfer Inst		Grad. within 5 Years at Either		Grad. within 6 Years at Orig Inst		Grad. within 6 Years at Transfer Inst		Grad. within 6 Years at Either	
		#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate	#	Rate
Adams State College	351	49	14.0%	5	1.4%	54	15.4%	94	26.8%	22	6.3%	116	33.0%	110	31.3%	30	8.5%	140	39.9%
Colorado School of Mines	688	276	40.1%	13	1.9%	289	42.0%	433	62.9%	25	3.6%	458	66.6%	462	67.2%	41	6.0%	503	73.1%
Colorado State University	3736	1319	35.3%	54	1.4%	1,373	36.8%	2,211	59.2%	172	4.6%	2,383	63.8%	2,369	63.4%	216	5.8%	2,585	69.2%
Colorado State University - Pueblo	686	93	13.6%	10	1.5%	103	15.0%	171	24.9%	34	5.0%	205	29.9%	188	27.4%	46	6.7%	234	34.1%
Fort Lewis College	881	131	14.9%	8	0.9%	139	15.8%	249	28.3%	40	4.5%	289	32.8%	299	33.9%	62	7.0%	361	41.0%
Mesa State College	699	71	10.2%	17	2.4%	88	12.6%	146	20.9%	33	4.7%	179	25.6%	181	25.9%	48	6.9%	229	32.8%
Metropolitan State College	1809	82	4.5%	23	1.3%	105	5.8%	253	14.0%	74	4.1%	327	18.1%	372	20.6%	101	5.6%	473	26.1%
University of Colorado at Boulder	5551	2256	40.6%	68	1.2%	2,324	41.9%	3,442	62.0%	177	3.2%	3,619	65.2%	3,683	66.3%	227	4.1%	3,910	70.4%
University of Colorado at Colorado Springs	910	193	21.2%	36	4.0%	229	25.2%	340	37.4%	80	8.8%	420	46.2%	383	42.1%	94	10.3%	477	52.4%
University of Colorado Denver	624	104	16.7%	17	2.7%	121	19.4%	232	37.2%	43	6.9%	275	44.1%	270	43.3%	54	8.7%	324	51.9%
University of Northern Colorado	2119	598	28.2%	60	2.8%	658	31.1%	979	46.2%	155	7.3%	1,134	53.5%	1,045	49.3%	203	9.6%	1,248	58.9%
Western State College	621	127	20.5%	8	1.3%	135	21.7%	220	35.4%	35	5.6%	255	41.1%	242	39.0%	50	8.1%	292	47.0%
Totals	18,675	5,299	28.4%	319	1.7%	5,618	30.1%	8,770	47.0%	890	4.8%	9,660	51.7%	9,604	51.4%	1,172	6.3%	10,776	57.7%

SOURCE: SURDS Enrollment, Fall 2003; Degrees Awarded FY 2004-2009 and Summer 09; Report run May 2010; jb/jp

The Graduation Rate of transfers only includes degrees attained by transfers to Colorado institutions reporting to SURDS. Transfers to private schools not reporting to SURDS or out-of-state transfers are not counted.

At 4-year institutions, "Graduated at Transfer Institution" includes only 4-year to 4-year transfers

At 4-year institutions, counts are students receiving a degree(s) i.e. double majors are only counted once.



Colorado Department of Higher Education
Division of Academic Affairs, Research, and Technology

1560 Broadway, Suite 1600 Denver, CO 80202
Phone: 303-866-2723 Fax: 303-866-4266

Exhibit D-3

Graduation Rates, from Two-Year Public Institutions (2006 Cohort)

Institution Name	Fall 2006 Entering Class	Graduated at Original Institution			Graduated at Transfer Institution			Graduated at Either	
		Ass. Deg. & Cert. (2+ years)	Cert. (<2 years)	Rate	Ass. Deg. & Cert. (2+ years)	Cert. (<2 years)	Rate	#	Rate
Aims Community College	298	72	38	36.9%	2	3	1.7%	115	38.6%
Arapahoe Community College	378	37	15	13.8%	0	2	0.5%	54	14.3%
Colorado Mountain College	311	59	18	24.8%	0	1	0.3%	78	25.1%
Colorado Northwestern CC	95	23	6	30.5%	0	0	0.0%	29	30.5%
Community College of Aurora	402	48	26	18.4%	1	4	1.2%	79	19.7%
Community College of Denver	495	31	25	11.3%	1	1	0.4%	58	11.7%
Front Range Community College	1,698	224	94	18.7%	11	1	0.7%	330	19.4%
Lamar Community College	167	49	6	32.9%	0	0	0.0%	55	32.9%
Morgan Community College	51	12	4	31.4%	0	0	0.0%	16	31.4%
Northeastern Junior College	394	124	19	36.3%	1	0	0.3%	144	36.5%
Otero Junior College	335	78	45	36.7%	2	2	1.2%	127	37.9%
Pikes Peak Community College	1,144	147	80	19.8%	2	2	0.3%	231	20.2%
Pueblo Community College	343	31	31	18.1%	1	1	0.6%	64	18.7%
Red Rocks Community College	566	61	63	21.9%	2	2	0.7%	128	22.6%
Trinidad State Junior College	259	46	60	40.9%	1	0	0.4%	107	41.3%
Grand Total	6,936	1,042	530	22.7%	24	19	0.6%	1,615	23.3%

SOURCE: SURDS Enrollment, Fall 2006; Degrees Awarded FY 2006-2009 and Summer 09; Report run May 2010; jb/jp

For 2-year institutions, "Graduated at Transfer Institution" includes only 2-year to 2-year transfers, therefore the Community College mission of transfer-to- 4YR-schools is not assessed here.

At 2-year institutions, counts are degrees, i.e. a single student that received a certificate as well as an Associates is counted twice.

The Graduation Rate of transfers only includes degrees attained by transfers at Colorado institutions reporting to SURDS. Transfers to private schools that don't report to SURDS or out of state are not included.

For two-year transfers, the rate only includes those that attained an associate degree or certificate after transfer, at Colorado institutions reporting to SURDS.



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Division of Academic Affairs, Research, and Technology

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Retention Rates (2008 - 2009)

	Fall 2008 Entering Class	Fall 2009 Retained #	Retention Rate (%)
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Two-Year Institutions

Aims Community College	425	236	55.5%
Arapahoe Community College	315	181	57.5%
Colorado Mountain College	388	204	52.6%
Colorado Northwestern Community College	150	67	44.7%
Community College of Aurora	376	208	55.3%
Community College of Denver	449	252	56.1%
Front Range Community College	1,396	827	59.2%
Lamar Community College	246	141	57.3%
Morgan Community College	69	47	68.1%
Northeastern Junior College	356	206	57.9%
Otero Junior College	264	166	62.9%
Pikes Peak Community College	973	552	56.7%
Pueblo Community College	370	219	59.2%
Red Rocks Community College	534	302	56.6%
Trinidad State Junior College	290	199	68.6%
Totals	6,601	3,807	57.7%

Four-Year Institutions

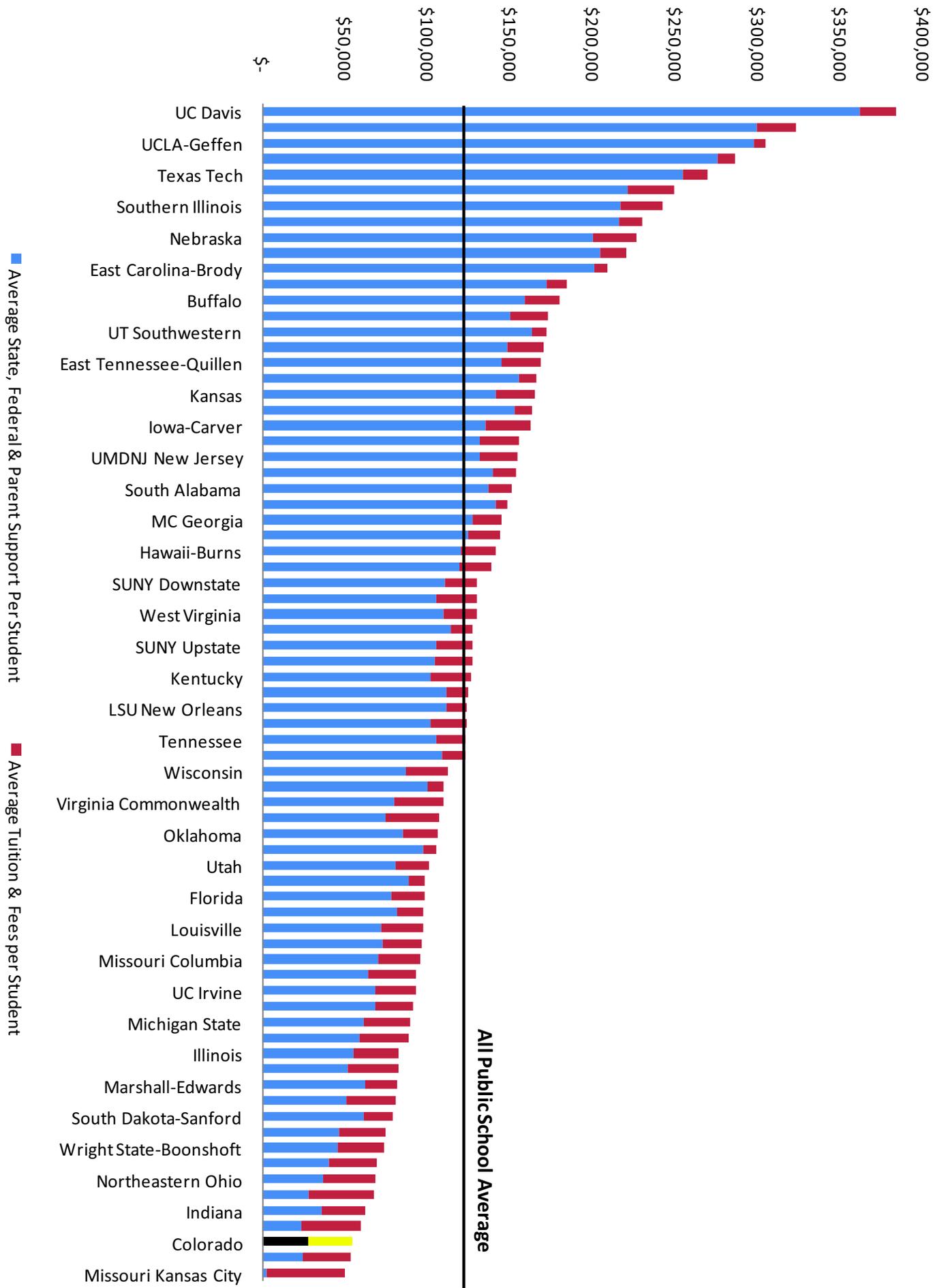
Adams State College	402	227	56.5%
Colorado School of Mines	845	752	89.0%
Colorado State University	4,386	3,633	82.8%
Colorado State University - Pueblo	1,007	661	65.6%
Fort Lewis College	787	474	60.2%
Mesa State College	729	461	63.2%
Metropolitan State College of Denver	1,920	1,287	67.0%
University of Colorado at Boulder	5,823	4,818	82.7%
University of Colorado at Colorado Springs	1,128	759	67.3%
University of Colorado Denver	1,038	722	69.6%
University of Northern Colorado	2,069	1,416	68.4%
Western State College	546	297	54.4%
Totals	20,680	15,507	75.0%

Source: SURDS Enrollment; Report run May, 2010; jb/jp

Cohort: First Time 2008 fall, Full Time, degree seeking undergrads, all ages,
 excludes exclusive ESP students, Retained in 2009 fall or
 in the two year institution scenario they can be retained (enrolled) 2009 fall or
 graduated anytime within this time period (2008 fall to 2009 fall)

Medical School Funding per Student

Exhibit F



Source: Association of American Medical Colleges

Accessibility

Recommendation #2

Student Educational Access: Colorado students need flexible entry points and paths to completion.

Entry points – Before admittance:

- Student “readiness” for college level work should be determined sooner, including using assessments in 11th grade or earlier.
- Career cluster/pathway models should be in practice, transparent, and supported statewide regardless of the educational institution.
- Supportive services should be in place before post secondary education.
- Targeted “awareness” campaign should be developed and implemented designed to “break” barriers suggesting that “higher education is not for us”.
- Efforts must continue to create pathways through higher education completion for students regardless of their immigration status.

Entry points – “Deemed” admittance:

- All qualified students should be guaranteed admittance into Colorado’s integrated system of public higher education institutions.
- Students who satisfy defined admission requirements for each tier of the system should be deemed to be admitted to a school in that tier as well as colleges below that tier.
- Notice should be sent, proactively, to students and families stating that, based on admittance criteria established for such tier, the student has been admitted to college.

Paths to completion -- Movement between institutions and tiers:

- All qualified students should be able to move to public institutions with more selective admission criteria (up the pyramid) if they meet transparent and uniform transfer requirements.

AVS recommendation: The (Area Vocational Schools) AVSs are open enrollment institutions; therefore, a selective admission criteria related to remediation directly contradicts the role and mission.

- Transfer to public institutions from two year to four year institutions of qualified students should be developed from the student's perspective, should be seamless and should be instituted statewide.

AVS recommendation: Transferability should include AVSs and certificates.

- Dual admittance in "sister" higher education institutions should be in practice statewide and supported
- Concurrent enrollment with high schools should be statewide practice and supported.

Challenges 3, 4, 5, 7 addressed.

Accessibility

Recommendation #3

Student Financial Access: Students need affordable opportunities to complete higher education.

Choice at all tiers based on merit, not affordability:

- Students who qualify for admission on merit should find that institution affordable to attend according to their financial needs.
- Students attending public institutions at the top of the pyramid should be charged competitive market tuition and fees. "Opportunity slots" should be accessible at upper tier institutions, to be paid for by institutional subsidies and to be filled by a diverse pool of students.
- For qualified, low income students, 100% of their financial need should be met, through a combination of loans, grants and self help and without use of parent or private loans.
- Just as with federal Pell grants, need-based financial aid should be awarded to students directly and should be portable to any Colorado public, regionally accredited, non-profit higher education institution.

Better, easier process:

- Students should be assisted with financial planning, including requiring them to use FASFA 4caster in 11th grade and providing them statements detailing expected costs and financial aid potential.
- Financial aid information should be shared sooner through vehicles that reach targeted groups (e.g. social networking, multi-lingual).
- One statewide application form, if necessary, should be used, and timing of Pell and state aid calendar should be aligned.

More financial aid, better use of it:

- State financial aid funding for undergraduate education should be increased to better meet needs.

AVS recommendation: The definition of undergraduate education needs to include certificates.

- Current ~\$100 M in state financial aid for undergraduate education needs to be used for higher impact:
- More dollars should be devoted to work study, certificate, part time and adult learners.
- Student “shared commitments”, such as turning loans to grants if certain performance met or if students graduate early or “on time”, should be in place.
- Some “merit-based” loans/grants should be reinstated, and their impact on retention should be assessed.

Challenges 3, 5, 6 addressed.

Sustainability

Recommendation #4

At any funding level, the majority of state dollars should be given directly to the students to spend where they believe their academic needs will best be met and in order to motivate Colorado's colleges and universities to meet those needs.

Funds will be provided through the College Opportunity Fund (COF) as well as state financial aid.

- COF funds may have incentives that provide a per student premium for enrollment that meets specific state needs, i.e. low income and 1st generation students, workforce needs, graduate education,

AVS recommendations: The AVSs do not participate in the COF funds; therefore, any incentives, as listed above, would not affect the institutions. If the majority of state funding is provided through COF, a portion of the state funds needs to be allocated to ensure the sustainability of public career and technical education and its contribution to the state workforce.

- Financial aid funds may include incentives for students to complete courses and graduate in a timely fashion.

AVS recommendations: Higher Education supports both the academic and technical skills attainment for the Colorado workforce. It is recommended that certificate completion be included as an incentive for financial aid funds.

A portion of state funds will be allocated as performance rewards to institutions for measurable outcome achievements in areas that further statewide educational and economic priorities, i.e. Meeting Colorado's current and future workforce needs, better student retention, course completion and degree/certificate completion and better opportunities for Colorado's low and middle income students,

A portion of state funds will be specifically allocated to the CSU PVM and CU Medical Center because the cost nature of these programs does not lend itself to per student funding.

AVS recommendations: If high cost programs are going to receive a specific allocation of state dollars, career and technical programs need to be addressed. Career and technical programs are 40% more costly to deliver than academic classes (as per David Skaggs).

A new funding system may force institutions to make significant changes in how they operate and accomplish their mission. It is acknowledged that in some cases institutions may need to merge functions or possibly close.

Challenges 1, 2, 4, 5, 6, 8 addressed.

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Sustainability

Recommendation #6

Local communities that benefit socially and economically from higher education institutions in the community have an obligation to help financially support those institutions.

The state should create a matching fund where local voters' financial commitment to a local college or university can be matched with state assistance. Such a local commitment would be "equalized" to account for local revenue capacity variances.

AVS recommendations: Funding streams of different institutions need to be evaluated to ensure that they do not directly conflict with other systems (K-12).

Challenges 1, 2, 5, 6, 7, 8 addressed.

Mission and Governance

Recommendation #3

The Subcommittee recommends that the Colorado Commission on Higher Education (CCHE) have greater authority in higher education policy. The CCHE should have the responsibility and authority as set forth below:

Articulate and advocate a vision for higher education in the state and set forth a public agenda for higher education that is responsive to the state's demographics, labor market, and economic development needs.

Serve as the leadership body on such policy issues as ensuring access to and success in higher education; creating an effective articulation and transfer system; supporting cost effective modes of delivery of education (e.g., online education); supporting K-12 to develop new strategies for successful transition to and completion of postsecondary education.

Ensure access to and availability of specialized programs that fulfill statewide priorities, such as STEM.

Use finance policy – recognizing the interaction of tuition, COF, state financial aid and performance funding -- to ensure state goals are being met. Make recommendations to the legislature regarding allocations to institutions.

Collect and compile data on postsecondary education, using common indicators and metrics, for purposes of describing higher education in the state and ensuring accountability by the institutions to state goals.

AVS recommendation: CDHE needs to conduct a thorough review of all the data submitted by the institutions. For example, all CTE programs that are delivered at the AVS, LDC and CCCS go through data collection by means of the VE-135 system.

Negotiate performance contracts with each institution, utilizing data referenced above, that ensure institutions are contributing to meeting state goals and the state is meeting its obligations to the institutions.

Continue to approve new degree programs to ensure their compliance with an institution's statutory role and mission.

AVS recommendation: Since degrees and certificates are one of the goals, the word "certificate" needs to be added.

Coordinate with governing boards toward the goal of aligning strategic plans and state goals and priorities.

Appointment of the Executive Director of the Department of Higher education. *[unapproved, to be discussed]*

Challenges 2, 6 addressed.

June 29, 2010

Mr. D. Rico Munn
Executive Director,
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202

Dear Executive Director Munn:

On behalf of the three area vocational schools, we want to thank you again for holding a recent CCHE meeting at Pickens Technical College in Aurora. We appreciate the opportunity to enlighten the commissioners and department staff about our role as public institutions of higher education.

Now is a very challenging time for all sectors of higher education, with major questions about funding, long-range planning, and strategies to increase the participation of the traditionally underserved students. The three area vocational schools provide approximately 40 percent of the state's certificates awarded. We look forward to working with you and the State of Colorado in our role as a technical training institution addressing the needs of Colorado's workforce.

We are writing today to request a closer integration of the state's area vocational schools with the rest of public higher education. We are public institutions of higher education, though not state institutions. Our relationship to the Department of Higher Education is similar to the local district junior colleges, yet they seem to be included in all data requests and reports while we are often excluded. The result is that few at DHE or CCHE understand our role or appreciate the unique challenges we face.

In the last year, we have forged a closer relationship with the state by providing our enrollment data for use in the DHE enrollment report and working with the DHE academic staff on including our certificates in their listing of degrees.

At this point, we would like to request your assistance in furthering our integration into the state system. We would request that you emphasize to the DHE staff the importance of including the area vocational schools when describing or analyzing Colorado's system of public higher education. This issue arises periodically when items are presented to the Commission, such as August 2009 summaries of public higher education which excluded the AVSs, or the recent financial aid allocation formula which listed the AVS as not being part of the public system of higher education. Greater recognition of the AVS should allow for greater understanding of our unique role and mission, and, ultimately, greater opportunities for all Coloradans interested in our certificate programs.

Thanks for your consideration of this matter. We look forward to working with you to address these issues.

Sincerely,



Dean Stecklein (PTC), Caryn Gibson (DMTC) and Lou Ann Gilhooly (EGOS)
Area Vocational School Directors



August 12, 2010

Higher Education Strategic Planning Steering Committee
c/o Kim Poast, Deputy Director, CDHE

Dear Chairmen Lyons and Monfort,

I want to thank you and all the committee members for taking on the challenge of creating a statewide higher education strategic plan during these critical times. Colorado Mountain College (CMC) has appreciated the opportunity to have attendees at many of the sub-committee meetings. CMC leadership is committed to being highly active in meeting HESP goals and we look forward to participating in the implementation phase of the final HESP.

During the recent Steering Committee Retreat, it was recommended that schools send in comments and feedback. Therefore, I am taking this opportunity to formally restate some "technical" considerations shared with previous subcommittees regarding the Colorado Mountain College funding and governance structure. I appreciate consideration of these differences during the final development of the HESP and/or in its implementation.

One of the recommendations of the Sustainability subcommittee is to direct more of the state funding to the student directly. The College Opportunity Fund (COF) seems to be the mechanism the subcommittee would recommend using to achieve this. Colorado Mountain College has never participated in COF; therefore we are concerned that the local district colleges (CMC and Aims) will be left out of *any* state funding.

The local district colleges are funded through the long bill as a block grant under section 23-71-301 of the Colorado Revised Statutes. The long bill states that it is the intent of the General Assembly in making this appropriation that local district tax revenue supplement, rather than supplant, the amount of General Fund provided, and thus annual General Fund adjustments should be equitable with General Fund adjustments for the state-operated governing boards. Colorado Mountain College currently does not have the technology systems in place to handle the COF program and we submit that the cost involved (human and financial) in converting to a system that supports COF processes would be a hardship.

Our preference would be to continue the current funding structure through the long bill. However, if this does not remain an option, then Colorado Mountain College leadership recommends the consideration of some sort of annual report we provide which addresses how CMC has met state goals and supported the strategic plan. This is something that could be worked out with Aims and CMC so that we are addressing the concern of performance.

Another possible committee recommendation that was discussed is matching funds for communities that tax themselves in support of a local college or university. The taxpayers in our district voted to tax themselves many, many years ago. Essentially they are being double taxed for higher education, since

they support us locally and they contribute at the state level through income and sales tax. CMC wholeheartedly supports the idea of matching funds as it would recognize our taxpayers for their commitment to higher education in this state. This type of recognition would go a long way in strengthening the commitment of these taxpayers.

Finally, I understand that so far there is agreement to leave higher education governance structures in place. CMC wholeheartedly supports this recommendation as well. I would like to offer a friendly clarification that there is more than one community college system and that we have different governance structures. The state community college system (CCCS) governed by SBCCOE is separate from the elected local district junior college boards. This is my effort to avoid any misunderstandings of existing local junior college districts being governed by the SBCCOE currently or in the future.

Please consider this feedback as you make final recommendations in the report to CCHE and the Governor. If I can clarify any of these points please let me know; I will be happy to discuss them with you.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Stanley Jensen". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Dr. Stanley Jensen
President
Colorado Mountain College

John Bliss:

ACCESSIBILITY

Rec. #1

"Colorado's current tiered system, with open to highly selective admission requirements, should be preserved but revised to fewer tiers with a clearer, focused selectivity requirements.

Comment: I support studying the current system which has been in effect for many years. At this point I don't have enough information to recommend change until a study is complete.

"State appropriations, tuition policy, state financial aid and institutional subsidies should be considered together when assessing policy changes."

Comment: I would recommend taking out the term "institutional subsidy" because it is covered under "state appropriations".

"Colorado's tiered system should be used as a mechanism for the state to target funding as it deems appropriate."

Comment: I would recommend removing this tactic because it presupposes differential funding by tier. If the Sustainability Committee recommendation to fund students is adopted, student would be funding the same whichever tier they attend. At the very least, this tactic should be consistent with the final Sustainability recommendation.

"State and institutional financial aid funding, policies and practices should be overseen centrally to ensure goals for access and completion for targeted populations are met and aligned with economic development needs."

Comment: Does this mean a centrally administered state financial aid system? If so, I think we need to know more about the costs and ramifications.

Rec. 3

"Students attending public institutions at the top of the pyramid should be charged competitive market tuition and fees. "Opportunity slots" should be accessible at upper tier institutions to be paid for by institutional subsidy and to be filled by a diverse pool of students."

Comment: The entire higher education system is under financial stress and will be for the foreseeable future. Why shouldn't all tiers charge competitive tuition and fees to those students who can afford to pay? Otherwise, the state/institution is subsidizing student who don't need to be subsidized below market rates.

"Just as with federal pell grants, need based financial aid should be awarded to students directly and should be portable to any Colorado public, regionally accredited, non-profit higher education institution."

Comment: Does this mean a centrally administered state financial aid system? If so, what are the costs and ramifications?

"More dollars should be devoted to work study, certificate, part time and adult learners."

Comment: Does this assume that the desired growth in enrollment of underrepresented groups will not be full time students? I would hope that full time students would lead in growth.

ACCESSIBILITY

Rec.#4

"Revenue generated by market rate tuition and fees at those institutions at the top of the pyramid should be taken into consideration when allocating general fund dollars; general fund dollars for students in other tiers should be allocated to fund "supportive services" that help them stay on track and complete their education."

Comment: This recommendation is in conflict with Sustainability Recommendation #4. I believe incentives in per student funding and performance rewards for documented achievement is a better approach than getting into the middle of institutional budget allocations.

"Institutions should be funded in part, on the percentage of students who graduated from high school from their geographic region who complete higher education certificates and degrees regardless of the institution attended.

Comment: I do not understand this tactic.

MISSION AND GOVERNANCE

Rec. #2

The Subcommittee recommends the state maintain the current structure of higher education governance, comprising a state-wide regulatory board for implementing broad state-wide policy for higher education. Governing boards and a state-level board for the community college system should be retained."

Comment: I do not think the term "regulatory board" in the first sentence adequately addresses the role of CCHE. I would recommend the following:

The Subcommittee recommends the state maintain the current structure of higher education governance, comprising a state-wide policy board for developing and ensuring implementation of broad state-wide policy for higher education.

Rec. #3

"Use finance policy - recognizing the interaction of tuition, COF, state financial aid and performance funding --to ensure state goals are being met. Make recommendations to the legislature regarding allocations to institutions."

Comment: I would recommend eliminating the words "to institutions" in the last sentence since some funding may not go directly to institutions (ie. to students to use at institutions).

Rec. #5

"Increase capacity (serve more students) at less than highly selective level."

Comment: I think we should let students decide what type of institution best meets their needs. Initiatives in the past to get students to particular institutions has not worked in Colorado and, if the

demographics how increased participation is needed for underrepresented groups, are we changing the options and choices for this group of students?

PIPELINE

Rec. #1

"Recalibrate admissions index to accurately reflect selectivity and revisit definition and use of "window".

Comment: It may be that the subcommittee has information that indicates the need to change admissions index but I don't have this information. I would prefer to say, "Review, and if necessary, recalibrate admissions index..."

Rec. #2

" Provide funds to Community Colleges to take the lead in redesigning Developmental Ed."

Comment: The Community Colleges have been the only sector where funding has been provided for developmental education. This has been true for probably the last 30 years. I thought they already had the lead in this? If course costs for developmental education are greater than for credit courses then maybe the K-12 system should contribute to cover the additional cost.

Rec. #4

"Invest existing dollars in initiatives with better outcomes for underrepresented students (Performance Based Funding)."

Comment: I would recommend changing the wording to say, "Provide performance funding for institutions with better outcomes for underrepresented students." I believe performance funding should reward performance outcomes and not initiatives.

"Configure COF to reward persistence and completion; and to promote success in under-represented populations."

Comment: To be consistent with Sustainability Rec. #, I would rewrite the recommendation to say, "Configure COF to promote enrollment of under-represented populations and configure performance funding to reward persistence and completion."

Poast, Kim

From: Timothy Foster [tfoster@mesastate.edu]
Sent: Wednesday, March 24, 2010 10:56 AM
To: 'blissconsult@aol.com'; 'monfort2@attglobal.net'; 'greiff@blackcreekcapital.com'; 'Mark.Superka@cccs.edu'; 'Kelly Fox'; 'holli.keyser@denverchamber.org'; 'kelly.brough@denverchamber.org'; 'mmiley@denverwest.com'; Cavanaugh, Mark; Munn, Rico
Cc: Larry Beckner; Lena Elliott; 'Gully Stanford'; 'James Jacobs'; Jane North; Carlson, Andrew; Morris, Inta; Poast, Kim; Stark, Suzanne; Leal, Vicki; Joseph Skinner; Ray Baker; Terrance Farina; Jerome Gonzales; Dan Robinson; Derek Wagner; Charlie Monfort; Doug Price; Cecil Hernandez; 'jlyons@rothgerber.com'; 'Don.elliman@state.co.us'; Greg Stevinson
Subject: Re: Sustainability Subcommittee Meeting

I wanted to follow up on the concept of us looking out a couple of years regarding higher education funding. I realize there was some discussion of treating higher ed like it is on an island but I do not believe we can ignore the funding needs of the big three in state budgets, k-12 education, corrections and medicaid. I also do not believe that we need to do any sort of economic modeling, others have and continue to do that for us.

For instance in July of 2009 the University of Denver's Center for Colorado's Future examined Colorado's budget future and wrote an article I have pasted below titled Colorado's State Budget Tsunami. Relevant to this discussion they observed the following:

"The largest departments of state government are growing more than twice as fast as tax dollars are coming in, leaving a lot less money available for other needs. It is a math problem exacerbated by two recessions in a decade and impacted by constitutional constraints on revenue, tax cuts and spending mandates for certain programs...

Education, prisons and health care consumed about 54 cents of every General Fund dollar a decade ago. They now eat up nearly 76 cents of every General Fund dollar, and that figure will jump to 91 cents in five years if the average growth rate continues. Eventually, at this rate, there would be no money for other programs."

If you want to read the entire analysis you can find it at http://www.du.edu/economicfuture/documents/BudgetTsunami_001.pdf

I hope this is helpful although not very encouraging.

Tim Foster, President
Mesa State College
1100 North Avenue
Grand Junction, CO 81501
970-248-1498



August 11, 2010

Mr. Rico Munn and Dr. Kim Poast
Colorado Higher Education Strategic Planning Steering Committee
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202

Dear Executive Director Munn and Dr. Poast:

Aims Community College wants to express its appreciation for the herculean task that the Higher Education Strategic Planning Taskforce has undertaken and also the opportunity afforded Aims to participate in the process. Dean Donna Souther is serving as an integral member of the Accessibility Sub-committee and President, Dr. Marsi Liddell, Chief Financial Officer Mike Kelly and House Counsel Sandra Owens are participating in Committee discussions either in person or by phone. We are pleased to share our responses to the draft of Goals and Recommendations issued August 3, 2010. We ask that you share this response with the HESP Steering Committee members as well.

While a dedicated, system-wide funding source for higher education is a goal, it should be noted that the Local District Colleges (Aims Community College and Colorado Mountain College) already benefit from a local property tax levy, established when the colleges were founded more than forty years ago. Taxpayers in our districts support both state institutions and the local community colleges. This is a valuable resource for these colleges that should not be modified and we would appreciate your upholding the state's commitment to maintain it.

A statewide dedicated tax would be extremely helpful; however, we feel that in this economy it is unrealistic to believe that the voters of Colorado will embrace an additional tax to fund higher education. This is particularly true based on the popular polling of Amendments 60 and 61 and

Greeley Campus
Office of the President
5401 W 20th St
Greeley CO 80634
970 330 8008
FAX 970 330 5705
www.aims.edu

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Proposition 101. The notion of a state “match” to local community support would only be viable if there are enough additional resources in the state budget to provide such a match, which seems doubtful in the near future.

As one of only two remaining Local District Colleges, we would respectfully request additional wording relative to our statutory mission and governance requirements that clearly separate us from the community college system. Further, neither local district has participated in the College Opportunity Fund model, albeit, still offering student educational access at a very low cost. It is the prevailing understanding that, by statute, Local District Colleges are to be funded as a separate line item in the Long Bill and we would again respectfully request that this practice continues. In each of the last three years, the Long Bill has included a footnote stipulating that Local District College tax revenues are to supplement rather than supplant state allocations. We would appreciate HESP affirming its commitment to this legislative directive.

It is understandable that the Committee would philosophically prefer funding to follow the student, but this can be accomplished without a specific performance contract, as is the current practice for Aims and Colorado Mountain College as local district colleges. Aims has no objection to documenting its accountability to state goals through a mechanism other than performance contracts. In fact, we have demonstrated in the past and can continue to demonstrate increased enrollment and degree attainment of traditionally underrepresented students, as well as increased degree and individual course attainment or completion.

Significant concern has arisen in our academic ranks from the recommendation to “allow students to take courses that interest them, rather than a more linear approach through core courses.” Aims has data, based both on institutional experience and documented national benchmarking protocol, to support that students, especially those enrolled at a developmental level, are retained and complete programs at a higher percentage when they are offered support and structure. The need for greater accessibility should not contradict good pedagogy.

On behalf of the Board of Trustees and administration of Aims Community College, I thank you for the opportunity to participate in the development of the new Higher Education Strategic Plan. I look forward to continuing work with the Committee to refine the plan to best serve students through the many institutions of higher education in Colorado. Please do not hesitate to contact me if Aims can provide any additional data or support.

Sincerely,



Dr. Marilynn Liddell
President