

**DEPARTMENT OF HIGHER EDUCATION  
FY 2010-11 JOINT BUDGET COMMITTEE HEARING**

Legislative Services Building, Hearing Room A  
December 2, 2009  
9:00 a.m. - 5:00 p.m.

**9:00 – 9:45 Department of Higher Education**

*Rico Munn, Executive Director*

*James T. Polsfut, Chair, Colorado Commission on Higher Education*

**1. Please explain the rationale for distributing the reduction in federal American Recovery and Reinvestment Act (ARRA) funds in the reverse order of increases in funding since FY 2005-06.**

The Governor's FY10-11 budget proposal for higher education reduces anticipated federal ARRA state fiscal stabilization funds to the governing boards, local district colleges, and the area vocational schools by \$55,981,956. Up until this request, General Fund appropriations to the institutions of higher education had been cut significantly, but also fully backfilled with federal ARRA funds. This reduction in federal funding in FY10-11 is the first actual reduction to the institutions' total General Fund/federal fund appropriation.

From FY05-06 and FY08-09, appropriated General Fund support grew annually between about \$45 million and \$53 million. Growth in FY06-07 and FY07-08 was based on across the board percentage increases; while the FY08-09 appropriated increase used a model based on inflation and each governing board's overall peer gap in funding. In FY08-09, the JBC also provided \$5,600,000 additional new General Fund to the CU System, the CSU System, the CCCS System, Colorado School of Mines, Adams State College and Western State College. Despite three years of very strong funding increases, Colorado institutions still remained well below peer funding levels prior to this economic downturn.

When the current economic downturn began and it became clear that both General Fund reductions would be necessary and that these reductions would be backfilled with one-time federal stimulus funds, it was recommended and approved that these reductions would be made by rolling back appropriations to FY05-06 as allowed under the federal ARRA legislation. The Governor's recommended FY10-11 budget continues this method of implementing cuts by rolling back the federal backfill in the same manner. If the Governor's recommendation is approved the governing boards, local district colleges, and the area vocational schools will be funded at just below the FY07-08 level in combined General Funds and federal backfill. Because the growth in state support between FY07-08 and FY08-09 appropriated was significant, rolling back support in this manner was deemed to be the most reasonable way to spread the cut across the system of higher education statewide, presumably holding each institution to the highest possible base level given available revenues.

While this reduction will have a real impact on the institutions of higher education in FY10-11, more significant cuts will have to be made in FY11-12 when all of the federal backfill funding goes away and when the institutions are anticipated to be funded at their FY05-06 base General Fund levels. Adjusting how the limited federal funds are allocated in FY10-11 without also adjusting the General Fund base therefore is only a onetime adjustment and does not address the long-term funding issues the state faces with funding its system of higher education once federal funds are no longer available.

**2. Please discuss the Department's strategic planning process. What are the goals, objectives, and expected outcomes? How long will the process take?**

C.R.S. 23-1-108 gives the Commission authority to develop a master plan for the state's higher education system. Statute directs the Commission to look at statewide expectations and goals, the role and mission of institutions, enrollment and admission policies, and how to sustain system wide goals of high quality, access, diversity efficiency, and accountability. The Governor's Office, working with the Commission, is forming a strategic planning steering group to fulfill this obligation. Preliminary work has been done and an announcement of the formal plans of the strategic planning effort is expected within the next 30 days. The strategic planning process is expected to last until late 2010.

**3. The Joint Budget Committee requested a report on options for how to measure and ensure access and affordability if governing boards are granted greater flexibility in setting tuition rates. What is the status of this report, and what are the options the Commission is considering?**

The Department's response to this request for information was submitted to the JBC on December 1<sup>st</sup>, per the Governor's instructions. The report is also attached at the end of this document as Attachment A.

**4. Please respond to the findings of the Western Interstate Commission on Higher Education (WICHE) report on the College Opportunity Fund (COF). Should Colorado consider abandoning the stipends and providing all money for the governing boards through the fee-for-service contracts?**

The College Opportunity Fund (COF) program funds institutions of higher education through student authorized stipends and fee-for-service contracts between institutions and the state. The 2009 review of the COF program by the Western Interstate Commission on Higher Education (WICHE) made two recommendations to potentially change how the COF program operates. It is expected that the Department's strategic planning process, as detailed above in the response to question number two, will review the state's higher education funding system and recommend the best funding methodology for the state, taking the WICHE review of the COF program into account.

**5. Does Colorado's method of increasing and decreasing capital construction appropriations in conjunction with overall state revenues put the state's higher education institutions at a disadvantage compared to other public institutions around the country? Are there some states that provide a steady annual budget for higher education capital construction even in economic downturns, and if so, how?**

As the current economic downturn continues to delay capital construction, expectations are high that a significant backlog of capital projects will develop. The anticipated result is that a majority of the burden will be placed on the institutions to continue to fund projects through cash sources such as tuition, student fees, cash reserves, and private donations. More and more, students are being called upon to pay for capital projects.

The effects to capital construction funding are substantial as the state's budget fluctuates over time. Over the past twelve years annual capital construction funding for higher education has fluctuated from a high of nearly \$170 million to a low of COP payments only. For a three year period from FY2002-03 through FY2004-05 there was practically no capital funding, and current projections for FY2010-11 are limited to Controlled Maintenance funding only.

To cope with the shortfall two major approaches have been used to fund capital construction since the last recession: 1) SB 04-252 allows governing boards designated as an enterprise to bond up to ten percent of tuition revenues for the construction and/or maintenance of academic buildings; and 2) the development of student capital construction fees.

While the entire state budget is affected by a drop in revenues, certain issue areas have historically been considered more feasible for absorbing reductions, capital construction and higher education are two such issue areas. The end result has often been a double hit to higher education in that there is less capital funding and less operating funding.

Higher education today is a competitive market within the state of Colorado and across the country. Many Colorado residents have the ability to attend in-state public, out-of-state public or private institutions. As such any changes in cost due to state support can be a significant factor in how students determine not only whether or not to attend college, but also where to attend. When state support in any area is reduced or limited then existing tuition and fee revenue must be used to fill the hole, and therefore spreads existing funds more thinly across all areas.

With the current economic downturn institutions are seeing increased enrollment. The additional students further exacerbate capital needs such as classroom space, student services space, and renovation and repair on facilities that serve more and more students annually. As the state becomes increasingly unable to fund capital repairs institutions have been forced to seek alternative funding sources.

Institutions have reluctantly pursued student capital construction fees as an alternative capital funding source. Institutions have sought and received student support on these capital fees. Presently, students at the following institutions have voted to implement stand alone capital fees for current and future capital needs:

**Institutions with Capital Fees**

| <b>Institution</b>                   | <b>Fee name</b>                    | <b>Year Implemented</b> | <b>Current Amount per FTE</b> |
|--------------------------------------|------------------------------------|-------------------------|-------------------------------|
| Adams State College                  | Capital Fee - Academic             | FY2008-09               | \$299                         |
|                                      | Capital Fee - Auxiliary            | FY2008-09               | \$200                         |
| Colorado School of Mines             | Academic Construction Building Fee | FY2007-08               | \$350                         |
| Colorado State University            | Facility Fees                      | FY2005-06               | \$300                         |
| Colorado State University – Pueblo   | Student Facility Fee               | FY2005-06               | \$300                         |
|                                      | General Bonded Facilities Fee      | FY2008-09               | \$144                         |
| Metropolitan State College of Denver | Metro Bond Fee                     | FY2009-10               | \$126                         |
| University of Colorado at Boulder    | Capital Construction Fee           | FY2006-07               | \$400                         |

Given the projected scarcity of state funds for higher education capital construction it is likely that institutions will have to rely even more on student fees in order to maintain the facilities crucial to the future and functionality of the institutions.

The concept of utilizing student related revenues for capital construction is neither new to higher education nor unique to Colorado. Many universities and colleges across the nation currently use a portion of tuition or have a separate fee that is used directly for capital related activities. Examples include: University of Connecticut; University of Michigan; University of Nebraska; University of South Dakota; University of Texas at Austin; the Oregon University System; and the entire higher education system in the State of Washington.

There are also several instances of dedicated funding streams or hybrids for capital construction in general and higher education capital construction in particular. Nebraska allocates a portion of the sales tax from tobacco to higher education capital construction in addition to annual appropriations and institutional funds. South Dakota (and others) allocates a portion of state lottery revenues to statewide capital construction.

Texas has one of the more established funding systems for capital construction. All public institutions of higher education in the state, except community colleges and the Texas A&M University System College of Dentistry, receive funding for construction and other capital purposes from the Permanent University Fund (PUF) or the Higher Education Fund (HEF).

The amount of funds allocated for each PUF institution is determined by the Boards of Regents of The University of Texas System and Texas A&M University System each year. The allocation of HEF funds to each institution is determined by the Legislature and may be revised every five years.

Institutions under the University of Texas System and the Texas A&M University System depend on income from the publicly endowed Permanent University Fund for capital construction and

certain other capital expenditures. The fund principal (which may not be spent) includes all proceeds from oil, gas, sulfur, and water royalties, all gains on investments, all rentals on mineral leases, and all amounts received from the sale of university lands. The surface income generated by grazing leases on university lands and the net income from interest and dividends for PUF investments make up the Available University Fund, which is divided between the two university systems. The AUF is used for three primary purposes: 1) to pay interest and principal due on PUF construction bonds at the 21 institutions of the UT and A&M Systems; 2) to provide support for a wide range of programs at The University of Texas at Austin, Texas A&M University, and Prairie View University; and 3) to provide for the expenses of the two respective System administrations.

Texas higher education institutions that do not benefit from the PUF are instead covered by amendments to the Texas Constitution in 1984 and 1993 which allow the Legislature to provide appropriations to the Higher Education Fund (HEF). This fund is used for many of the same purposes as the PUF. The institutions can acquire land; construct, repair, and rehabilitate buildings; make debt service payments on HEF bonds; and purchase capital equipment and library materials with HEF funds. The fund principal is to remain whole while returns on investments can be used by institutions.

**6. How many high school students from Colorado go on to college? How many attend a Colorado public institution?**

Neither the Department or other agencies in the state have the authority to collect the necessary data to determine exactly how many high school students from Colorado go on to college. The Department does, however, know how many Colorado public high school graduates there are each year and how many first time students under the age of 19 that are Colorado residents and are enrolled at a public institution of higher education. With these two indicators, the Department can approximate the number of high school graduates that go on to college.

In the spring of 2007, there were 47,845 public high school graduates statewide. In the following fall, there were 19,690 first time, Colorado resident, students under the age of 19 enrolled at a public institution of higher education in Colorado. So, 41.2% of the public high school graduates in Colorado went on to college at a public institution of higher education in Colorado. For 2008 there were 48,233 public high school graduates and 20,118 first time students resulting in 41.7% of public high school graduates going to college at a public institution of higher education in Colorado.

These estimates do not account for high school students that graduate from private high schools, students that received a GED, and students that were homeschooled. They also do not include students that went to a private institution of higher education in Colorado and institutions of higher education out of state.

**7. Please describe the potential cost savings of increasing admissions standards for lower division courses at four-year institutions in order encourage more students to attend community colleges for the first two years.**

**a. Of Colorado high school students who go on to college, what percentage enter a four-year institution versus a two-year institution?**

The Department can only provide information for Colorado high school students who matriculate at a public institutions of higher education in Colorado since data on other students is not collected.

In Fall 2008, there were 20,118 in-state, first time college students (defined as less than 19 years old and first time at their institution). Of these 5,835, or 29%, were enrolled in the state's community colleges and 14,283, or 71%, were enrolled in public four-year institutions.

**b. What policies do other states use to encourage more students to attend community colleges for the first two years?**

Community college systems vary tremendously in size and proportion of degree production across the country. Systems run the spectrum from few community colleges statewide (Indiana) and thus very little degree production, to a community college in every single county (New York and North Carolina) which rely on their system for a significant proportion of their degrees and workforce development. The idea of incenting more individuals to the community college with a strong transfer protocol is currently a hot topic in national higher education policy circles. Indiana and Ohio are two states actively moving in that direction.

Accomplishing such a policy will depend upon many factors specific to a state's higher education landscape. However, in general terms policies typically used to incent students include:

- Building out the community college system to reach more students in all locations of the state
- Keeping tuition low at the community colleges
- Raising the admission standards at the four-year colleges
- Developing strong passport programs between community colleges and four-year colleges that are in close proximity. i.e. joint programs across schools,
- Developing strong transfer and articulation across the entire system, and
- Utilizing concurrent high school programs in which high school students simultaneously take courses at a local community college with their high school work

Experts agree, however, that the most important strategy to moving students toward community colleges comes from the ability to market this information to students— that is helping them to understand the positive factors associated with starting at a community college and to understand how and what will directly transfer to a four year school upon completion. Without the marketing and outreach piece, it is very difficult to actually modify student behavior.

**8. Please provide data on time to completion for all of the state higher education institutions.**

The tables below show graduation rates for all public institutions of higher education in the state of Colorado. Graduation rates are the federally defined statistic used for understanding what percentage of students complete their studies and the time it takes them to complete. The following tables from the Department show graduation rates from 2008. These tables show the number in an entering cohort and then the percentage of that entering cohort that graduate in 4 years, 5 years, and 6 years-- by institution. These are the time frames defined by the National Center for Education Statistics and are used throughout the higher education community. Normally, the 6-year graduation rate is the single number referenced when researchers discuss graduation rates.

6-year graduation rates in Colorado public four year institutions range from a high of 76.3% at the Colorado School of Mines to a low of 27.4% at Metropolitan State (where the graduation rate has improved the last few years). This level of completion generally aligns to national graduation rates where highly competitive institutions have an average six-year graduation rate of 75.2% and non-competitive institutions have a graduation rate of 34.7% (Source: <http://www.aei.org/docLib/Diplomas%20and%20Dropouts%20final.pdf>).

It is important to note that the level of selectivity and “role and mission” of an institution is highly positively correlated with its time to completion, or, graduation rate, i.e. the more selective an institution is, the higher its graduation rate and the faster its students complete. The lower the selectivity, especially for near open admissions institutions, the lower graduation rate. Relevant comparisons of graduation rates can only be made either across time at a single institution, or across institutions with similar levels of selectivity and mission. It is also important to note that graduation rates are an incomplete measure of community college success because transfer to a 4-year school is a strong part of a community college mission, yet transfers are not counted as “graduates” in their graduation rate unless they graduate at that transfer institution.

**Graduation Rates, from Four-Year Public Institutions (2002 Cohort)**

| Institution Name                   | Fall 2002<br>Entering Class | Grad. within<br>4 Years<br>at Orig Inst |              | Grad. within<br>4 Years<br>at Transfer Inst |             | Grad. within<br>4 Years<br>at Either |              | Grad. within<br>5 Years<br>at Orig Inst |              | Grad. within<br>5 Years<br>at Transfer Inst |             | Grad. within<br>5 Years<br>at Either |              | Grad. within<br>6 Years<br>at Orig Inst |              | Grad. within<br>6 Years<br>at Transfer Inst |             | Grad. within<br>6 Years<br>at Either |              |
|------------------------------------|-----------------------------|---|--------------|---|-------------|--------------------------------------|--------------|---|--------------|---|-------------|--------------------------------------|--------------|---|--------------|---|-------------|--------------------------------------|--------------|
|                                    |                             | #                                       | Rate         | #   | Rate        | #                                    | Rate         | #                                       | Rate         | #   | Rate        | #                                    | Rate         | #                                       | Rate         | #   | Rate        | #                                    | Rate         |
| Adams State College                | 412                         | 66                                      | 16.0%        | 12  | 2.9%        | <b>78</b>                            | <b>18.9%</b> | 110                                     | 26.7%        | 29  | 7.0%        | <b>139</b>                           | <b>33.7%</b> | 120                                     | 29.1%        | 38  | 9.2%        | <b>158</b>                           | <b>38.3%</b> |
| Colorado School of Mines           | 562                         | 239                                     | 42.5%        | 10  | 1.8%        | <b>249</b>                           | <b>44.3%</b> | 380                                     | 67.6%        | 17  | 3.0%        | <b>397</b>                           | <b>70.6%</b> | 403                                     | 71.7%        | 26  | 4.6%        | <b>429</b>                           | <b>76.3%</b> |
| Colorado State University          | 3,791                       | 1,329                                   | 35.1%        | 64  | 1.7%        | <b>1,393</b>                         | <b>36.7%</b> | 2,174                                   | 57.3%        | 155   | 4.1%        | <b>2,329</b>                         | <b>61.4%</b> | 2,348                                   | 61.9%        | 201   | 5.3%        | <b>2,549</b>                         | <b>67.2%</b> |
| Colorado State University - Pueblo | 642                         | 105                                     | 16.4%        | 12  | 1.9%        | <b>117</b>                           | <b>18.2%</b> | 185                                     | 28.8%        | 30  | 4.7%        | <b>215</b>                           | <b>33.5%</b> | 213                                     | 33.2%        | 39  | 6.1%        | <b>252</b>                           | <b>39.3%</b> |
| Fort Lewis College                 | 1,022                       | 142                                     | 13.9%        | 13  | 1.3%        | <b>155</b>                           | <b>15.2%</b> | 290                                     | 28.4%        | 52  | 5.1%        | <b>342</b>                           | <b>33.5%</b> | 336                                     | 32.9%        | 74  | 7.2%        | <b>410</b>                           | <b>40.1%</b> |
| Mesa State College                 | 704                         | 105                                     | 14.9%        | 16  | 2.3%        | <b>121</b>                           | <b>17.2%</b> | 203                                     | 28.8%        | 40  | 5.7%        | <b>243</b>                           | <b>34.5%</b> | 232                                     | 33.0%        | 56  | 8.0%        | <b>288</b>                           | <b>40.9%</b> |
| Metropolitan State College         | 1,655                       | 73                                      | 4.4%         | 19  | 1.1%        | <b>92</b>                            | <b>5.6%</b>  | 255                                     | 15.4%        | 67  | 4.0%        | <b>322</b>                           | <b>19.5%</b> | 355                                     | 21.5%        | 99  | 6.0%        | <b>454</b>                           | <b>27.4%</b> |
| UC - Boulder                       | 5,377                       | 2,217                                   | 41.2%        | 61  | 1.1%        | <b>2,278</b>                         | <b>42.4%</b> | 3,333                                   | 62.0%        | 140   | 2.6%        | <b>3,473</b>                         | <b>64.6%</b> | 3,575                                   | 66.5%        | 205   | 3.8%        | <b>3,780</b>                         | <b>70.3%</b> |
| UC - Colorado Springs              | 893                         | 213                                     | 23.9%        | 37  | 4.1%        | <b>250</b>                           | <b>28.0%</b> | 342                                     | 38.3%        | 68  | 7.6%        | <b>410</b>                           | <b>45.9%</b> | 389                                     | 43.6%        | 91  | 10.2%       | <b>480</b>                           | <b>53.8%</b> |
| UC at Denver and Health Sci. Ctr.  | 580                         | 85                                      | 14.7%        | 22  | 3.8%        | <b>107</b>                           | <b>18.4%</b> | 179                                     | 30.9%        | 47  | 8.1%        | <b>226</b>                           | <b>39.0%</b> | 212                                     | 36.6%        | 59  | 10.2%       | <b>271</b>                           | <b>46.7%</b> |
| University of Northern Colorado    | 1,940                       | 548                                     | 28.2%        | 44  | 2.3%        | <b>592</b>                           | <b>30.5%</b> | 897                                     | 46.2%        | 142   | 7.3%        | <b>1,039</b>                         | <b>53.6%</b> | 968                                     | 49.9%        | 182   | 9.4%        | <b>1,150</b>                         | <b>59.3%</b> |
| Western State College              | 608                         | 116                                     | 19.1%        | 10  | 1.6%        | <b>126</b>                           | <b>20.7%</b> | 199                                     | 32.7%        | 31  | 5.1%        | <b>230</b>                           | <b>37.8%</b> | 224                                     | 36.8%        | 41  | 6.7%        | <b>265</b>                           | <b>43.6%</b> |
| <b>Totals</b>                      | <b>18,186</b>               | <b>5,238</b>                            | <b>28.8%</b> | <b>320</b>                                  | <b>1.8%</b> | <b>5,558</b>                         | <b>30.6%</b> | <b>8,547</b>                            | <b>47.0%</b> | <b>818</b>                                  | <b>4.5%</b> | <b>9,365</b>                         | <b>51.5%</b> | <b>9,375</b>                            | <b>51.6%</b> | <b>1,111</b>                                | <b>6.1%</b> | <b>10,486</b>                        | <b>57.7%</b> |

SOURCE: SURDS Enrollment, Fall 2002; Degrees Awarded FY 2003-2008 and Summer 08  
 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.

### Graduation Rates, from Two-Year Public Institutions (2005 Cohort)

| Institution Name              | Fall 2005 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        | 152                      | 55                                | 28               | 54.6%        | 3                                 | 1                | 2.6%        | 87                  | 57.2%        |
| Arapahoe Community College    | 384                      | 28                                | 31               | 15.4%        | 0                                 | 1                | 0.3%        | 60                  | 15.6%        |
| Colorado Mountain College     | 81                       | 3                                 | 5                | 9.9%         | 0                                 | 1                | 1.2%        | 9                   | 11.1%        |
| Colorado Northwestern CC      | 117                      | 28                                | 14               | 35.9%        | 0                                 | 0                | 0.0%        | 42                  | 35.9%        |
| Community College of Aurora   | 373                      | 64                                | 6                | 18.8%        | 1                                 | 0                | 0.3%        | 71                  | 19.0%        |
| Community College of Denver   | 410                      | 26                                | 24               | 12.2%        | 0                                 | 0                | 0.0%        | 50                  | 12.2%        |
| Front Range Community College | 1,379                    | 153                               | 105              | 18.7%        | 4                                 | 6                | 0.7%        | 268                 | 19.4%        |
| Lamar Community College       | 162                      | 54                                | 11               | 40.1%        | 1                                 | 1                | 1.2%        | 67                  | 41.4%        |
| Morgan Community College      | 110                      | 38                                | 25               | 57.3%        | 2                                 | 1                | 2.7%        | 66                  | 60.0%        |
| Northeastern Junior College   | 391                      | 120                               | 28               | 37.9%        | 0                                 | 1                | 0.3%        | 149                 | 38.1%        |
| Otero Junior College          | 296                      | 76                                | 62               | 46.6%        | 2                                 | 1                | 1.0%        | 141                 | 47.6%        |
| Pikes Peak Community College  | 889                      | 118                               | 65               | 20.6%        | 0                                 | 1                | 0.1%        | 184                 | 20.7%        |
| Pueblo Community College      | 383                      | 29                                | 61               | 23.5%        | 0                                 | 0                | 0.0%        | 90                  | 23.5%        |
| Red Rocks Community College   | 491                      | 41                                | 60               | 20.6%        | 0                                 | 1                | 0.2%        | 102                 | 20.8%        |
| Trinidad State Junior College | 300                      | 62                                | 54               | 38.7%        | 1                                 | 1                | 0.7%        | 118                 | 39.3%        |
| <b>Grand Total</b>            | <b>5,918</b>             | <b>895</b>                        | <b>579</b>       | <b>24.9%</b> | <b>14</b>                         | <b>16</b>        | <b>0.5%</b> | <b>1,504</b>        | <b>25.4%</b> |

SOURCE: SURDS Enrollment, Fall 2005; Degrees Awarded FY 2005-2008 and Summer 08

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 included. 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 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.

## 9. Compare tuition and fee rates at Colorado private institutions to Colorado public institutions.

The two tables below detail tuition rates for private and public institutions in Colorado for 2007 and 2008 as reported by the institutions to the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).

**In-State and Out of State Average Tuition for Full-Time Undergraduates as reported to IPEDS by the institutions, Fall 2008 and Fall 2007**

| Type                | Institution                                    | 2008  |   | 2007  |   |
|---------------------|--|---|---|---|---|
|                     |  | In-state average tuition for full-time undergraduates | Out-of-state average tuition for full-time undergraduates | In-state average tuition for full-time undergraduates | Out-of-state average tuition for full-time undergraduates |
| Public-4 Yr         | Adams State College                            | \$2,496   | \$10,392  | \$2,328   | \$9,672   |
| Public-4 Yr         | Metropolitan State College of Denver           | \$2,615   | \$11,323  | \$2,432   | \$10,534  |
| Public-4 Yr         | Fort Lewis College                             | \$2,846   | \$15,162  | \$5,138   | \$13,848  |
| Public-4 Yr         | Colorado State University-Pueblo               | \$3,422   | \$13,543  | \$3,184   | \$13,543  |
| Public-4 Yr         | University of Northern Colorado                | \$3,942   | \$13,344  | \$3,600   | \$12,180  |
| Public-4 Yr         | Mesa State College                             | \$4,324   | \$13,098  | \$3,893   | \$12,054  |
| Public-4 Yr         | Colorado State University                      | \$4,424   | \$20,140  | \$4,040   | \$17,480  |
| Public-4 Yr         | University of Colorado at Colorado Springs     | \$4,464   | \$15,300  | \$4,338   | \$15,300  |
| Public-4 Yr         | University of Colorado Denver                  | \$5,484   | \$18,456  | \$5,054   | \$17,010  |
| Public-4 Yr         | Western State College of Colorado              | \$5,640   | \$11,856  | \$2,688   | \$11,520  |
| Public-4 Yr         | University of Colorado at Boulder              | \$5,922   | \$25,400  | \$5,418   | \$23,580  |
| Public-4 Yr         | Colorado School of Mines                       | \$9,810   | \$23,820  | \$8,764   | \$21,750  |
| Private, For Profit | Colorado Center for Medical Laboratory Science | \$6,940   | \$6,940   | \$6,840   | \$6,840   |
| Private, For Profit | Jones International University                 | \$10,320  | \$10,320  | \$10,320  | \$10,320  |
| Private, For Profit | Colorado Technical University                  | \$10,440  | \$10,440  | \$9,900   | \$9,900   |
| Private, For Profit | Colorado Technical University                  | \$10,440  | \$10,440  | \$9,900   | \$9,900   |
| Private, For Profit | University of Phoenix-Southern Colorado Campus | \$10,590  | \$10,590  | \$10,140  | \$10,140  |
| Private, For Profit | National American University-Colorado Springs  | \$11,340  | \$11,340  | \$13,320  | \$13,320  |
| Private, For Profit | National American University-Denver            | \$11,340  | \$11,340  | \$13,200  | \$13,200  |
| Private, For Profit | University of Phoenix-Denver Campus            | \$11,575  | \$11,575  | \$10,140  | \$10,140  |
| Private, For Profit | Westwood College-Denver South                  | \$13,389  | \$13,389  | \$12,753  | \$12,753  |
| Private, For Profit | DeVry University-Colorado                      | \$13,810  | \$13,810  | \$13,700  | \$13,700  |
| Private, For Profit | Westwood College-Denver North                  | \$14,061  | \$14,061  | \$12,039  | \$12,039  |
| Private, For Profit | College America-Colorado Springs               | \$14,120  | \$14,120  | \$16,350  | \$16,350  |
| Private, For Profit | Colorado Technical University Online           | \$14,248  | \$14,248  | \$16,830  | \$16,830  |
| Private, For Profit | Teikyo Loretto Heights University              | \$14,970  | \$14,970  | \$14,970  | \$14,970  |
| Private, For Profit | ITT Technical Institute-Thornton               | \$16,056  | \$16,056  | \$15,300  | \$15,300  |
| Private, For Profit | Remington College-Colorado Springs Campus      | \$16,330  | \$16,330  | \$13,700  | \$13,700  |
| Private, For Profit | College America-Fort Collins                   | \$16,350  | \$16,350  | \$16,350  | \$16,350  |
| Private, For Profit | Argosy University-Denver                       | \$17,280  | \$17,280  | \$16,380  | \$16,380  |
| Private, For Profit | College America-Denver                         | \$17,650  | \$17,650  | \$16,350  | \$16,350  |
| Private, For Profit | Johnson & Wales University-Denver              | \$21,297  | \$21,297  | \$20,478  | \$20,478  |
| Private, For Profit | Naropa University                              | \$21,894  | \$21,894  | \$20,738  | \$20,738  |
| Private, For Profit | Platt College                                  | \$22,800  | \$22,800  | \$21,800  | \$21,800  |
| Private, For Profit | Rocky Mountain College of Art and Design       | \$22,992  | \$22,992  | \$19,752  | \$19,752  |
| Private, Non Profit | Colorado Christian University                  | \$19,980  | \$19,980  | \$18,850  | \$18,850  |
| Private, Non Profit | The Art Institute of Colorado                  | \$23,608  | \$23,608  | \$21,835  | \$21,835  |
| Private, Non Profit | Regis University                               | \$28,400  | \$28,400  | \$26,600  | \$26,600  |
| Private, Non Profit | University of Denver                           | \$32,976  | \$32,976  | \$31,428  | \$31,428  |
| Private, Non Profit | Colorado College                               | \$35,844  | \$35,844  | \$33,972  | \$33,972  |

**2 yr Institutions In-State and Out of State Average Tuition for Full-Time Undergraduates as reported to IPEDS by the institutions, Fall 2008 and Fall 2007**

| Type           | Institution                               | 2008  |   | 2007  |   |
|----------------|---|---|---|---|---|
|                |   | In-state average tuition for full-time undergraduates | Out-of-state average tuition for full-time undergraduates | In-state average tuition for full-time undergraduates | Out-of-state average tuition for full-time undergraduates |
| Public 2 Year  | Arapahoe Community College                | \$1,852   | \$8,574   | \$1,789   | \$8,284   |
| Public 2 Year  | Pueblo Community College                  | \$1,852   | \$8,574   | \$1,789   | \$8,284   |
| Public 2 Year  | Colorado Northwestern Community College   | \$1,944   | \$4,152   | \$2,315   | \$4,985   |
| Public 2 Year  | Community College of Denver               | \$1,944   | \$9,004   | \$1,851   | \$8,574   |
| Public 2 Year  | Front Range Community College             | \$1,944   | \$9,004   | \$1,789   | \$8,284   |
| Public 2 Year  | Morgan Community College                  | \$1,944   | \$9,004   | \$1,852   | \$8,284   |
| Public 2 Year  | Northeastern Junior College               | \$1,944   | \$7,201   | \$1,852   | \$6,858   |
| Public 2 Year  | Red Rocks Community College               | \$1,944   | \$9,004   | \$1,852   | \$8,574   |
| Public 2 Year  | Trinidad State Junior College             | \$1,944   | \$4,152   | \$1,852   | \$3,988   |
| Public 2 Year  | Aims Community College                    | \$1,968   | \$8,496   | \$1,800   | \$7,200   |
| Public 2 Year  | Pikes Peak Community College              | \$2,050   | \$8,774   | \$1,852   | \$8,574   |
| Public 2 Year  | Colorado Mountain College                 | \$2,250   | \$7,050   | \$2,160   | \$6,960   |
| Public 2 Year  | Community College of Aurora               | \$2,430   | \$11,255  | \$2,315   | \$10,718  |
| Public 2 Year  | Lamar Community College                   | \$2,430   | \$5,190   | \$2,315   | \$4,985   |
| Public 2 Year  | Otero Junior College                      | \$2,430   | \$5,190   | \$2,314   | \$4,816   |
| Private 2 Year | Denver Academy of Court Reporting         | \$6,900   | \$6,900   | \$6,800   | \$6,800   |
| Private 2 Year | Bel-Rea Institute of Animal Technology    | \$8,531   | \$8,531   | \$10,875  | \$10,875  |
| Private 2 Year | Colorado School of Healing Arts           | \$9,625   | \$9,625   | \$8,925   | \$8,925   |
| Private 2 Year | Institute of Business and Medical Careers | \$10,260  | \$10,260  | \$9,900   | \$9,900   |
| Private 2 Year | Everest College-Colorado Springs          | \$11,808  | \$11,808  | \$10,440  | \$10,440  |
| Private 2 Year | Everest College-Aurora                    | \$12,747  | \$12,747  | \$11,520  | \$11,520  |
| Private 2 Year | Everest College-Thornton                  | \$13,572  | \$13,572  | \$13,104  | \$13,104  |
| Private 2 Year | Boulder College of Massage Therapy        | \$13,700  | \$13,700  | \$13,160  | \$13,160  |

**a. Are private institutions offering degrees competitively at similar costs to public institutions?**

No (see the table above and the table on the previous page). The private, for profit institutions of higher education all have higher levels of tuition than public institutions. While the private, nonprofit institutions have significantly higher levels of tuition than public institutions across the board.

**b. Would Colorado’s public institutions benefit from implementing some elements of the business models of the successful private institutions in Colorado? Explain.**

It is doubtful that public higher education institutions in Colorado would benefit from adopting the business models and practices of even the most successful for-profit education entities. One way to examine the performance of such entities is to compare their graduation rates to those of the public sector. The following table contains Colorado’s for-profit institution’s six-year graduation rates as reported by the institutions themselves to the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).

The very best graduation rate among these businesses is comparable to the middle of the pack among public institutions, and a number of these businesses have graduation rates under 10%. This performance is in spite of tuition charges that (as shown earlier) can be literally nine times as

high as that of public higher education (Adams State--Tuition \$2,496 versus Naropa University—Tuition \$21,894).

**6 Year Graduation rates as of August 31, 2008**

| Institution name                               | Adjusted cohort 2002 | Number of completers | Graduation rate (%) |
|--|----------------------|----------------------|---------------------|
| College America-Colorado Springs               | 30                   | 68                   | 52.3                |
| College America-Denver                         | 392                  | 65                   | 42.1                |
| College America-Fort Collins                   | 255                  | 92                   | 36.1                |
| Colorado Technical University                  | 8                    | 3                    | 6.7                 |
| Colorado Technical University                  | 3                    | 1                    | 33.3                |
| DeVry University-Colorado                      | 13                   | 67                   | 46.9                |
| ITT Technical Institute-Thornton               | 84                   | 39                   | 46.4                |
| Jones International University                 | 15                   | 37                   | 25.5                |
| National American University-Colorado Springs  | 3                    | 1                    | 33.3                |
| National American University-Denver            | 5                    |                      | 0                   |
| Patt College                                   | 2                    | 7                    | 58.3                |
| Remington College-Colorado Springs Campus      | 286                  | 100                  | 35                  |
| Rocky Mountain College of Art and Design       | 79                   | 37                   | 46.8                |
| The Art Institute of Colorado                  | 367                  | 56                   | 42.5                |
| University of Phoenix-Denver Campus            | 18                   | 3                    | 6.6                 |
| University of Phoenix-Southern Colorado Campus | 68                   | 8                    | 18                  |
| Westwood College-Denver North                  | 52                   | 227                  | 44.3                |
| Westwood College-Denver South                  | 102                  | 23                   | 22.5                |

**10. Please provide information on the level of private giving to Colorado public institutions. Are Colorado institutions doing enough to raise private funds? Please provide data such as peer comparisons or trend data over time (or whatever the Department thinks is relevant) to support your conclusion.**

Below is a table with gift and donation amounts taken from institution’s audited financial statements. Amounts reported as gift revenue, and amounts reported by their related foundation for ‘contribution revenues’ and ‘program expenses’, are listed by year for FY 2003 through FY 2008.

The yearly increase for all institutions in non-operating gifts from \$83.4M to \$129.8M from 2003 to 2008 indicates that the schools are actively fund raising. Institutions have been asked to provide further detail of their fundraising efforts to better address this question, their responses are below the table.

| Governing Board<br>Financial Statement classification | Fiscal Year Ended June 30 |            |            |            |            |            |
|---|---------------------------|------------|------------|------------|------------|------------|
|   | 2003                      | 2004       | 2005       | 2006       | 2007       | 2008       |
| <b>Adams State College</b>                            |                           |            |            |            |            |            |
| Gifts and donation (operating)                        |                           |            | 0          |            |            |            |
| Gifts and donation (non-operating)                    | 1,045,095                 | 1,216,330  | 1,629,703  | 1,996,586  | 1,943,407  | 1,958,541  |
| Grants and gifts (capital)                            |                           |            | 0          | 0          | 0          | 0          |
| Total Gov Board Gifts and Donations                   | 1,045,095                 | 1,216,330  | 1,629,703  | 1,996,586  | 1,943,407  | 1,958,541  |
| Foundation contribution revenues                      | 571,402                   | 609,347    | 759,980    | 2,253,387  | 6,902,442  | 1,259,761  |
| Foundation program expenses                           | 611,659                   | 842,304    | 1,418,120  | 1,577,043  | 1,431,325  | 1,707,897  |
| <b>Colorado Community College System</b>              |                           |            |            |            |            |            |
| Gifts and donation (operating)                        | 289,129                   | 567,285    | 484,641    | 9,005      | 130,124    | 0          |
| Gifts and donation (non-operating)                    | 533,113                   | 698,653    | 573,483    | 606,349    | 1,251,012  | 1,504,279  |
| Grants and gifts (capital)                            | 47,957                    | 89,372     | 55,675     | 35,126     | 47,376     | 114,877    |
| Total Gov Board Gifts and Donations                   | 870,199                   | 1,355,310  | 1,113,799  | 650,480    | 1,428,512  | 1,619,156  |
| Foundation contribution revenues                      | 4,762,745                 | 2,895,976  | 4,707,436  | 3,807,793  | 5,473,592  | 4,087,055  |
| Foundation program expenses                           | 5,678,065                 | 5,612,515  | 7,060,553  | 6,457,869  | 7,212,677  | 7,777,972  |
| <b>Colorado School of Mines</b>                       |                           |            |            |            |            |            |
| Gifts and donation (operating)                        |                           |            |            |            |            |            |
| Gifts and donation (non-operating)                    | 10,470,674                | 9,465,292  | 8,051,769  | 13,783,902 | 10,484,107 | 11,270,277 |
| Grants and gifts (capital)                            | 497,844                   | 420,354    | 0          | 0          | 0          | 786,720    |
| Total Gov Board Gifts and Donations                   | 10,968,518                | 9,885,646  | 8,051,769  | 13,783,902 | 10,484,107 | 12,056,997 |
| Foundation contribution revenues                      | 12,248,137                | 10,774,564 | 11,542,988 | 15,806,033 | 10,343,334 | 10,956,749 |
| Foundation program expenses                           | 9,736,480                 | 8,252,081  | 8,036,513  | 12,969,451 | 11,860,486 | 11,345,780 |
| <b>Colorado State University</b>                      |                           |            |            |            |            |            |
| Gifts and donation (operating)                        |                           |            |            |            |            |            |
| Gifts and donation (non-operating)                    | 18,952,000                | 15,658,000 | 18,558,000 | 21,388,000 | 20,824,000 | 26,907,000 |
| Grants and gifts (capital)                            | 9,414,000                 | 8,566,000  | 17,215,000 | 7,971,000  | 4,734,000  | 1,474,000  |
| Total Gov Board Gifts and Donations                   | 28,366,000                | 24,224,000 | 35,773,000 | 29,359,000 | 25,558,000 | 28,381,000 |
| Foundation contribution revenues                      | 48,407,000                | 27,483,000 | 27,064,000 | 43,782,000 | 28,762,000 | 41,119,000 |
| Foundation program expenses                           | 25,457,000                | 23,600,000 | 32,786,000 | 26,133,000 | 23,642,000 | 25,331,000 |
| <b>Fort Lewis College</b>                             |                           |            |            |            |            |            |
| Gifts and donation (operating)                        |                           |            |            |            |            |            |
| Gifts and donation (non-operating)                    | 575,455                   | 940,651    | 994,907    | 1,488,794  | 1,663,238  | 1,514,997  |
| Grants and gifts (capital)                            | 77,670                    | 759,889    | 35,590     | 299,819    | 132,496    | 72,663     |
| Total Gov Board Gifts and Donations                   | 653,125                   | 1,700,540  | 1,030,497  | 1,788,613  | 1,795,734  | 1,587,660  |
| Foundation contribution revenues                      | 1,846,329                 | 2,182,592  | 1,009,527  | 1,547,940  | 2,181,269  | 2,048,160  |
| Foundation program expenses                           | 1,170,482                 | 1,826,464  | 1,311,396  | 1,631,978  | 1,809,621  | 1,615,369  |
| <b>Mesa State College</b>                             |                           |            |            |            |            |            |
| Gifts and donation (operating)                        | 0                         | 300,022    | 513,837    | 435,620    | 466,916    | 468,038    |
| Gifts and donation (non-operating)                    | 691,823                   | 3,596,316  | 774,423    | 945,446    | 676,022    | 1,651,414  |
| Grants and gifts (capital)                            | 0                         | 0          | 0          | 0          | 0          | 0          |
| Total Gov Board Gifts and Donations                   | 691,823                   | 3,896,338  | 1,288,260  | 1,381,066  | 1,142,938  | 2,119,452  |
| Foundation contribution revenues                      | 1,968,394                 | 972,672    | 2,649,853  | 1,980,004  | 3,201,563  | 5,558,034  |
| Foundation program expenses                           | 933,567                   | 3,726,990  | 990,582    | 1,144,166  | 855,034    | 2,796,130  |
| <b>Metropolitan State College of Denver</b>           |                           |            |            |            |            |            |
| Gifts and donation (operating)                        | 0                         |            |            |            |            |            |
| Gifts and donation (non-operating)                    | 2,458,090                 | 2,655,175  | 2,486,962  | 2,476,253  | 2,197,963  | 3,744,907  |
| Grants and gifts (capital)                            | 0                         | 0          | 0          | 0          | 0          | 0          |
| Total Gov Board Gifts and Donations                   | 2,458,090                 | 2,655,175  | 2,486,962  | 2,476,253  | 2,197,963  | 3,744,907  |
| foundation contributions                              | 1,977,735                 | 2,681,944  | 2,324,025  | 2,374,402  | 3,156,290  | 4,336,438  |
| School support  | 2,433,549                 | 2,789,344  | 2,382,441  | 2,416,994  | 2,194,973  | 3,881,394  |

|  |             |             |             |             |             |             |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>University of Colorado</b>          |             |             |             |             |             |             |
| Gifts and donation (operating)         |             |             |             |             |             |             |
| Gifts and donation (non-operating)     | 48,715,000  | 51,983,000  | 56,278,000  | 56,271,000  | 61,650,000  | 81,232,000  |
| Grants and gifts (capital)             | 25,806,000  | 70,451,000  | 16,208,000  | 10,042,000  | 10,350,000  | 31,604,000  |
| Total Gov Board Gifts and Donations    | 74,521,000  | 122,434,000 | 72,486,000  | 66,313,000  | 72,000,000  | 112,836,000 |
| Foundation contribution revenues       | 98,811,000  | 86,267,000  | 57,659,000  | 64,367,000  | 113,646,000 | 122,790,000 |
| Foundation program expenses            | 98,841,000  | 97,336,000  | 114,011,000 | 82,610,000  | 85,247,000  | 123,215,000 |
| <b>University of Northern Colorado</b> |             |             |             |             |             |             |
| Gifts and donation (operating)         |             |             |             |             |             |             |
| Gifts and donation (non-operating)     |             |             |             |             |             |             |
| Grants and gifts (capital)             | 2,290,977   | 883,476     | 0           | 344,692     | 16,581      | 24,500      |
| Total Gov Board Gifts and Donations    | 2,290,977   | 883,476     | 0           | 344,692     | 16,581      | 24,500      |
| Foundation contribution revenues       | 5,311,745   | 4,212,972   | 5,640,801   | 3,873,467   | 6,648,238   | 4,984,169   |
| Foundation program expenses            | 5,579,107   | 8,134,898   | 7,067,859   | 7,058,260   | 6,007,090   | 7,812,202   |
| <b>Western State College</b>           |             |             |             |             |             |             |
| Gifts and donation (operating)         |             |             |             |             |             |             |
| Gifts and donation (non-operating)     |             |             |             |             |             |             |
| Grants and gifts (capital)             | 0           | 0           | 0           | 492,434     | 0           | 439,449     |
| Total Gov Board Gifts and Donations    | 0           | 0           | 0           | 492,434     | 0           | 439,449     |
| Foundation contribution revenues       | 1,284,951   | 2,636,324   | 3,662,935   | 4,731,642   | 5,638,781   | 6,305,014   |
| Foundation program expenses            | 1,276,129   | 1,275,075   | 2,019,079   | 1,847,723   | 1,553,423   | 2,422,288   |
| <b>Total All Governing Boards</b>      |             |             |             |             |             |             |
| Gifts and donation (operating)         | 289,129     | 867,307     | 998,478     | 444,625     | 597,040     | 468,038     |
| Gifts and donation (non-operating)     | 83,441,250  | 86,213,417  | 89,347,247  | 98,956,330  | 100,689,749 | 129,783,415 |
| Grants and gifts (capital)             | 38,134,448  | 81,170,091  | 33,514,265  | 19,185,071  | 15,280,453  | 34,516,209  |
| Total Gov Board Gifts and Donations    | 121,864,827 | 168,250,815 | 123,859,990 | 118,586,026 | 116,567,242 | 164,767,662 |
| Foundation contribution revenues       | 177,189,438 | 140,716,391 | 117,020,545 | 144,523,668 | 185,953,509 | 203,444,380 |
| Foundation program expenses            | 151,717,038 | 153,395,671 | 177,083,543 | 143,846,484 | 141,813,629 | 187,905,032 |

Source: Audited Financial Statements and Notes.

Note: Financial Statements for Fiscal Year 2008 are the most current audited statements available.

## Institution Responses:

### *Adams State College:*

ASC private giving associated with operational activities has grown by 57% in the last six years. Gifts and donations for FY09 totaled \$1.9 million, which represents roughly 5% of the institution's annual revenues.

### *Colorado School of Mines:*

Colorado School of Mines and the CSM Foundation Inc. rank 25<sup>th</sup> among 256 public institutions in the nation for Total Endowment funds per Student FTE. As of June 20, 2009 CSM's total endowment was valued at \$148 million.

In 2006, Colorado School of Mines completed a 5-year \$125 million campaign by raising more than \$132 million in cash and commitments. Since the conclusion of that campaign Mines has continued to step up its efforts, raising \$21.9 million in FY2008 and \$30.7 million in FY2009. Mines is in the planning stages for its next major fundraising campaign.

Colorado School of Mines  
Fundraising Results

|      | Commitments   |
|------|---------------|
| FY09 | \$ 30,681,707 |
| FY08 | \$ 21,884,545 |
| FY07 | \$ 13,600,025 |
| FY06 | \$ 14,084,930 |
| FY05 | \$ 20,214,553 |

*Fort Lewis College:*

The Fort Lewis College Foundation exists to benefit Fort Lewis College. As such, the Foundation has continued to provide support for capital projects, scholarships and limited operational needs.

The Foundation has helped the College raise funds for three major construction projects. Approximately half of the cost for the Concert Hall and the Center of Southwest Studies was covered by private giving (\$2.5M and \$3.5M respectively). Currently, the Student Union is under construction and approximately \$5M has been raised for this project. The Berndt Hall Reconstruction project for Geosciences, Physics and Engineering (the College's top capital construction request), carries a \$4.2M College match. The Foundation is currently in the silent phase of the capital campaign for this project.

In addition to raising funds for capital campaigns, the Fort Lewis College Foundation also raises funds for scholarships to help students afford the College experience. Over the last five years, scholarships provided by the Foundation have grown from \$400K in FY 2004-05 to almost \$900K in FY 2008-09. On average, the Foundation raises approximately \$2M annually from cash and in-kind donations.

Fort Lewis College and its affiliated Foundation recognize the need to generate private funds to help support the College and its students. To this end, resources directed toward augmenting private giving have increased significantly over the past five years. This increase is evidenced by Foundation staffing levels going from 3.0 FTE in FY 2004 to 7.0 FTE in FY 2010.

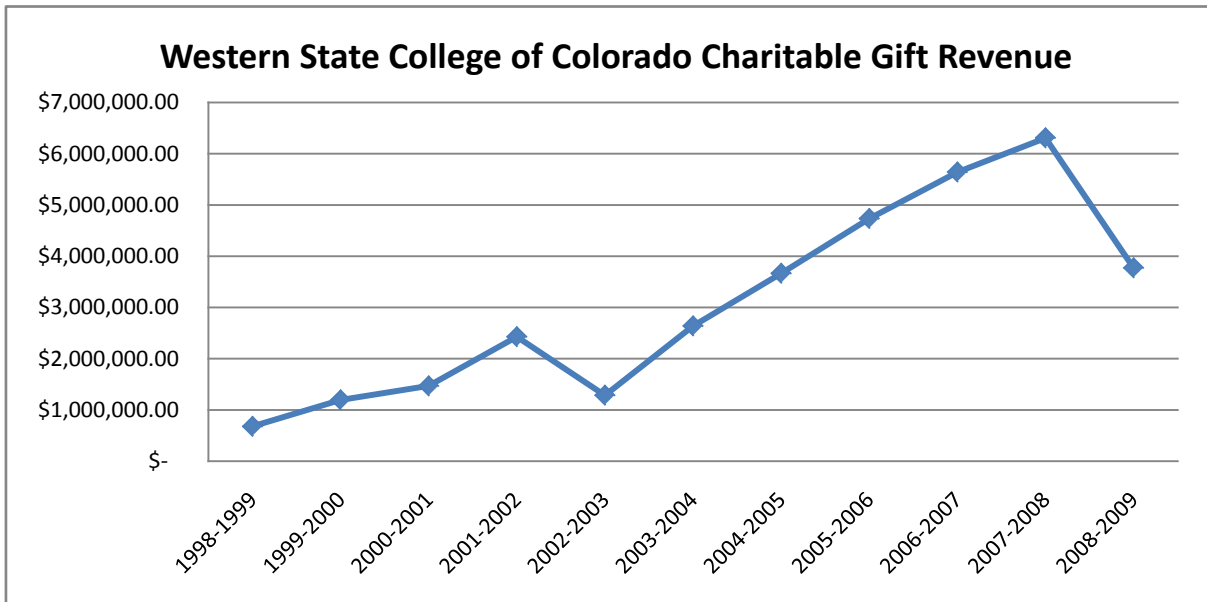
*Mesa State College:*

Over the course of the past four fiscal years, the Mesa State College Foundation has exceeded the previous year's fundraising totals. Following is a summary of the fundraising amounts received by the Mesa State College Foundation:

- 2005-2006 Total Raised -- \$2,442,095
- 2006/2007 Total Raised -- \$2,492,437
- 2007/2008 Total Raised -- \$4,588,432
- 2008/2009 Total Raised -- \$5,155,818

*Western State College:*

With the exception of 2008-09, private funding has increased dramatically at Western over the last 10 years (see chart). Despite this success, decreasing public funding of higher education adversely affects the ability of institutions to attract major private gifts. Private giving to public institutions is more far more appealing to donors as a way to enhance and secure a new level of excellence, rather than meeting basic operating needs and expenses.



The national fundraising statistics comparison of new cash and pledges for January to June (Q1-Q2) of 2008 to 2009 were down 28% (GG+A survey).

Western State College Foundation fundraising highlights over the last five years include:

- WSC Foundation has received \$20.0 million in private gifts over the past 4 years.
- During those 4 years, WSC Foundation distributed \$15.1 million in support of the College.
- WSC Foundation provides nearly \$600,000 annually in privately funded scholarships.
- WSC Foundation funds 4 endowed faculty chairs (a fifth has been pledged).
- Western’s Petroleum Geology program was created through private gifts, including 2 endowed chairs and an “Endowment for Excellence”.
- In 2005, \$750,000 in private gifts funded the resurfacing of the running track for the College and community at Mountaineer Bowl.
- In summer of 2007, the \$7.1 million Borick Business Building was completed and opened.
- In 2008, Western’s Professional Land and Resource Management Program was launched, with private gifts in excess of \$3.0 million. The program now has 50 students enrolled.

- In 2008, \$600,000 in private funds complemented the state-funded renovation of Kelley Hall to create Western's Center for Environmental Studies.
- WSC Foundation is currently raising \$6.0 million toward the \$28.0 million new College Center.

**11. What is the status of implementing transfer agreement legislation, and are transfer agreements currently adequate? Please provide data such as the number and percentage of credits accepted and denied (or whatever the Department thinks is relevant) to support your conclusion.**

Colorado currently has three guaranteed transfer "options" for students:

Completion of a AA/AS degree – A student's general education is considered complete when they arrive in transfer from a two-year institution to a four-year institution having completed an Associate of Arts or Science degree. However, a student may be required to take up to 9 remaining hours of required general education courses within their major once they are admitted and enroll in a specified degree program/program of study at a four-year institution.

gtPathways – Colorado's statewide guaranteed transfer program for general education. The gtPathways curriculum currently features 1,120 individual courses across five different content areas, (Communication, Math, Arts & Humanities, Social & Behavioral Sciences and Natural & Physical Sciences). Forty additional courses will be added to the 1, 129 upon official Commission approval in January, 2010. The gtPathways curriculum is comprised of 31 credit hours across five different content areas. Students must successfully complete each course taken in the gtPathways curriculum in order for the course(s) to successfully transfer to "receiving institutions". Once successfully completed, all gtPathways courses are guaranteed to transfer and be applied (in the same content area in which the course was taken). Students may elect to complete all 31 credit hours of the gtPathways curriculum; or, take courses individually. All successfully completed gtPathways courses are accepted in transfer, regardless of the student's transfer "path", for example, students can take gtPathways courses from a two-year to a four-year institution; from a two-year to a two-year and also from a four-year to a two-year. The gtPathways curriculum is applicable only to Colorado's public, post-secondary institutions.

Statewide Articulation Agreements – the state currently has four statewide articulation agreements in: Business; Early Childhood Education; Elementary Education, and Engineering. All public, post-secondary institutions are signatories on each of the statewide articulation agreements. The statewide articulation agreements do not guarantee admission to professional programs; however, provided a student follows the agreement's prescriptive guidance and does not deviate from the prescribed courses, (i.e., change their major), while achieving the requisite grades required of the agreement, the courses are

guaranteed to transfer and be applied to the student's program of study/major.

In addition to the above guarantees, public, post-secondary institutions also engage in transcript review; whereby each individual student's transcript is reviewed by institutional staff in order to accept and apply additional courses taken outside of gtPathways and the statewide articulation agreements, including courses taken by students in both the private sector of institutions as well as students bringing courses from out-of-state institutions, (both public and private).

Currently, Colorado's public, post-secondary institutions are working on an additional seven statewide 60 + 60/statewide articulation agreements in the following disciplines: Spanish, Biology, History, Math, Criminal Justice, Psychology, and Economics. A specified timeline has not been formally established; however, it is very likely that the additional agreements could be operationalized within 12-18 months.

Additionally, Colorado post-secondary institutions, in collaboration with the CCNE, (Colorado Council of Nursing Educators), are in the early stages of exploring the possibility of a statewide nursing articulation agreement. Currently, Colorado has a statewide nursing articulation model.

Of note, Colorado public, post-secondary institutions currently have:

- Created and participate in over 1000 inter-institutional agreements (MOUs-Memorandums of Understanding);
- Agreements that cover over 400 different degree programs;
- Regionally focused inter-institutional MOUs that reflect long-standing transfer/articulation agreements between geographically "coupled" institutions, such as AIMS Community College/University of Northern Colorado; Front Range Community College/CU Boulder; Pueblo Community College/Colorado State University – Pueblo;
- As an example, Pueblo Community College and CSU-Pueblo recently implemented degree completion programs for an additional 49 programs.

Given the current structure of public, post-secondary education in the state of Colorado, the transfer/articulation agreements and gtPathways program are effective, (and work optimally when institutions adhere to both the legislation of gtPathways and the terms of the statewide articulation agreements). Transfer/Articulation, while adequate, could always be enhanced by expanding opportunity through the creation of additional pathways, (i.e. successfully moving a student from a AAS/AGS to the AA/AS degree and on to the completion of a baccalaureate degree). Also, the ultimate finalizing of the above mentioned agreements in Spanish, Biology, History, Math, Criminal Justice, Psychology, and Economics will provide additional choices and opportunities for students in Colorado.

Please note that the Department does not maintain data on the number and percentage of credits accepted and denied.

- a. Please also address transfers from private institutions and transfers from high school programs such as dual enrollment and advanced placement.**

Transfers from high school programs are subject to the same guidelines as any college courses. Since the college courses that are offered in the high schools as dual enrollment have a higher education institution's approval, course number and syllabus, they are considered the same as an on campus course. Advanced placement courses do not carry college credit. In order to receive college credit for advanced placement courses the student must take a test and score at an appropriate level for the higher education institution to award credit based on the score.

- b. Do credits transferred from high school programs such as dual enrollment and advanced placement count toward the 145 credit hour limit on stipends?**

All dual enrollment courses that utilize the COF stipend count against the credit hour limit with the exception of basic skills courses. Advanced placement credits are awarded by an institution of higher education and therefore do not interact with COF.

**12. Please describe the British model of paying for certificates and degrees rather than enrollment. Do other states use variations of the British model?**

- a. Should Colorado consider using this model to pay institutions for graduating low-income students as a way to incentivize outreach and retention of these students?**
- b. How does the British model safeguard against abuses like skimming students or lowering completion standards?**

Linking funding to completion is used domestically and in several international countries to varying degrees. The Department anticipates that the strategic planning process, outlined in the response to question number two above, will entail discussions on a variety of funding methodologies and will provide a better response as to what type of funding system is best suited for the state of Colorado's system of higher education.

Below are excerpts from a whitepaper on completion based funding by the Midwestern Higher Education Compact, which provides a good overview both domestically and internationally. The entire whitepaper which provides more state and country specific information has been included as Attachment B. The attachment provides specific detail on the British system.

*Domestic Context*

State appropriations to public colleges and universities have historically been made on the basis of enrollments rather than completions. As such, institutions often have little incentive to ensure that students successfully complete courses and earn degrees. However, given current and future

workforce needs and state financial difficulties, higher education funding based on seat time is being carefully scrutinized while funding based on course or degree completion rates or other indicators of success is being given serious consideration. States are considering ways to incent institutions to not just enroll students but also to ensure that they earn the credentials needed in the workplace.

Performance-based funding may represent a relatively small percentage of a state's higher education budget, but some experts assert that it can lead to some rather remarkable results. The challenge for states is to create a financing system that is clearly understood and yet flexible enough to account for differences in institutional mission and demographics. The same set of guidelines and performance targets should probably not be applied similarly to community colleges, bachelor's and master's degree institutions, and research universities.

### *International Context*

Internationally, several countries are linking funding of higher education to expected outcomes. Management principles of economy, efficiency, and effectiveness are becoming measures of good governance in higher education as well as in business. Managing by outcomes or outputs rather than inputs has led to some performance-based and/or incentive funding models – rewarding *actual* rather than *promised* performance levels.

One of the incentives being considered is tying a portion of institutional funding to student success. This funding may be packaged as additional incentive dollars – awarded to institutions if they achieve certain performance benchmarks – or it could be incorporated into funding formulas, essentially replacing a portion of an institution's enrollment-based appropriation with a completions-based component. In some cases, governments and higher education institutions sign agreements or make other formal contractual arrangements that are based on expected outcomes; in other cases, governments simply tie performance funding to block grants or to funding formulas.

### **9:45– 10:05 Fort Lewis College**

*Dr. Brad Bartel, President*

*Richard G. Ballantine, Board Chair*

*Steve Schwartz, Vice President for Finance and Administration*

Fort Lewis College recognizes the current fiscal condition of the state, and respects the questions about the Native American Tuition Waiver program. The College has provided responses to the specific questions below, and has also included a general summary of the Native American program.

### **Summary of the Tuition Assistance Program for Native American Students**

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. The 1910 Act directed "...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.” In 1911, Colorado Governor John P. Shafroth signed the Executive Order that accepted the Fort Lewis School under the conditions named in the 1910 Act of Congress. 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. In 1962, the College became a baccalaureate institution.

Increasing numbers of Native American students attending Fort Lewis College in the 1960s created a concern about the citizens of Colorado paying for their education. At the time, the College was directed to consider alternate sources of funds for the Native American Program. The Colorado legislature in its 1971 session passed a bill, which changed the tuition free language to include only qualified Native American pupils who were Colorado residents and qualified for in-state tuition. (124-14-5)

The federal government subsequently brought action against the State of Colorado in U.S. 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 ruled that the State of Colorado had an obligation to admit Native American students to Fort Lewis College free of charge for tuition. An appeal was filed by the State of Colorado to the U.S. Court of Appeals, Tenth Circuit. The decision of the Court of Appeals affirmed the decision made by the U.S. District Court.

The education of Native American students is part of the statutory role and mission of Fort Lewis College, as shown below:

**23-52-101. College established - role and mission - governance.**

- (1) There is hereby established a college at Durango, to be known as Fort Lewis college, which shall be a public liberal arts college, with selective admission standards with a historic and continuing commitment to Native American education (*emphasis added*). In addition, the college may offer professional programs and a limited number of graduate programs to serve regional needs. The center of southwest studies provides a valuable regional, national, and international resource.
- (2) (a) Fort Lewis college shall be a regional education provider and shall have two-year authority only for an associate of arts degree in agricultural science.  
  
(b) The Colorado commission on higher education shall, in consultation with the board of trustees of Fort Lewis college, establish the criteria for designation as a regional education provider.

Currently, 758 Native American students attend Fort Lewis College, representing approximately 20% of the total student enrollment. Of the Native American students, 608 are nonresidents, representing over 120 tribes from across the country. To summarize, Fort Lewis College has been very successful in meeting its Native American role and mission, and, as part of its historic

mission, intends to continue to be successful in this regard.

Fort Lewis College has a long-standing relationship with various Native American tribes located throughout the United States. Since its founding as a high school, Fort Lewis College has worked diligently to recruit, educate, and graduate Native American students. The College now awards more baccalaureate degrees to Native American students than any other college in the United States. Although many other colleges were founded with a Native American mission, many of these (such as Dartmouth College) have abandoned their Native American mission. Fort Lewis College believes that the Native American mission is a requirement of federal law, and honors that requirement as part of the College's core mission.

Finally, please note that in the various funding formulas developed by the Department of Higher Education over the last 20 years, the funding for Native American students has been used to justify a lower level of direct state General Fund support for Fort Lewis College. The College believes that the funding received through the tuition waiver program should be considered when examining comparative level of funding among colleges. Provided below is a table showing GF per student (without the Native American Appropriation) and the total funding per student – reflecting the Native American appropriation.

|                    | <b>GF/RFTE</b> | <b>GF + Tuition/Total FTE</b> |
|--------------------|----------------|-------------------------------|
| Adams State        | \$8,875        | \$11,694                      |
| Mesa State         | \$5,294        | \$9,679                       |
| Western State      | \$8,283        | \$11,148                      |
| Fort Lewis College | \$5,251        | \$10,591                      |

*All data for FY 2008-09*

**13. Would Native Americans qualifying for tuition waivers also qualify for federal and tribal financial aid? In other words, is the tuition waiver redundant?**

The Native American tuition assistance program pays for tuition only; students can receive other forms of financial aid from state or private sources to help defray other educational costs (fees, room and board, books, transportation, etc.).

**14. Please provide copies of the relevant portions of documents that require Fort Lewis to waive tuition for Native Americans.**

- a. What is the procedure for changing this requirement? Would it require a change in federal statute, a federal administrative decision, a treaty renegotiation, or what?**

Fort Lewis College is not looking to change the requirement. The obligation is steeped in federal law, has been challenged by the State, and was upheld by the federal courts. Given the legal issues surrounding this question, the College respectfully suggests that the State's Attorney

General, John Suthers, be consulted for further direction.

**b. Please provide a brief history of prior efforts to change the requirement, if any.**

Please see summary above.

**c. How could Colorado force action on the issue? Should the state refuse to pay, or sue the federal government?**

Fort Lewis College does not believe the state should “force action” on the issue. As noted above, given the legal issues surrounding this question, the College respectfully suggests that the State’s Attorney General, John Suthers, be consulted for further direction.

**15. Of the nonresident tuition revenue to Fort Lewis, how much comes from Native American students versus other students? Are there barriers to Fort Lewis charging different rates to Native American students and other students?**

Approximately, 53% of nonresident tuition comes from Native American Students. Of the FY 2009-10 Native American appropriation, 96.3% represents tuition waived from nonresident students.

As noted above, the Act of 1910 states “...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.” The State and College have interpreted this to mean that Native American students are treated in the same manner, including charging the same tuition rates, as non Native American students. Currently, a Native American student does not receive the tuition waiver until the necessary documentation is provided to the College.

If there were differential tuition rates, these rates would be advertised, raising questions from both Native American and other students as to why Native American students are treated differently.

**16. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.**

The College is currently in the process of evaluating all academic and non-academic functions. The College is working through the President’s Budget Committee to discuss all options and present a plan to the President and the Board of Trustees. The Budget Committee currently believes that the reductions that are needed will require the College to eliminate programs or functions. The Committee does not believe the College has the ability to continue operating in the same manner with fewer resources. A hiring freeze was implemented last April in anticipation of the looming reduction in State funding. The proposed budget plan will be developed over the next five months.

A 53.1% resident tuition increase would be necessary to cover the reduction allocated to Fort Lewis College in the FY 2008-09 supplemental bill (\$3.978M). To provide 20% to need based financial aid (as required per statute), an additional 10.6% increase would be necessary. The total percentage increase to resident tuition would equate to 63.7%, bringing resident tuition to \$5,078 annually.

**17. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.**

In 2003-04, Fort Lewis College determined that too few students were retaining, and therefore, not graduating. In an effort to better address the types of students able to succeed at the institution, in 2005 Fort Lewis College requested that the General Assembly allow the College to raise its CCHE admissions index from 80 to 92. This higher admissions index puts Fort Lewis in the same selective admissions category as most of the institutions within the University of Colorado System (CU-Boulder, UCCS, UCD), as well as Colorado State University and the University of Northern Colorado. Transition to this new admissions category will take time, however, retention rates are improving and the College remains confident that, over time, graduation rate will increase.

Operationally, The College has worked diligently to improve the advising process, as advising is a key determinant to reducing the time to graduation. Specific initiatives include:

- Individualize matriculation advising that carefully accounts for all credits
- Promotion of “Finish in Four!” graduation contract.
- Mandatory advising each semester for continuing students
- Development of transfer guides for all Fort Lewis majors and the Colorado Community College system.

Additional efforts have focused on course supply, registration policies, credit by exam, scholarship incentives and careful attention to courses with high D-F-W rates.

**10:05 – 10:25 Mesa State College**

*Tim Foster, President*

*Charlie Monfort, Chair, Board of Trustees*

*Lena Elliott, Vice-Chair*

*Jerome Gonzales -- New Trustee*

*Cecil Hernandez -- New Trustee*

*Jane North -- Trustee*

*Glen Gallegos -- Trustee*

*Celeste Colgan -- Trustee*

*Monte Atkinson -- Faculty Trustee*

**18. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.**

The College's approach to reductions in state funding is managed by a set of guiding principles and budget balancing strategies:

Guiding Principles:

- Budget conservatively.
- Protect life, health and safety.
- Continue to invest in strategic enrollment management.
- Continue to invest in strategic Program Review and Development.
- Protect the gains achieved to date.
- Identify areas where we can do more and better with less and reward those who champion those initiatives.
- Identify and eliminate the unnecessary.

Budget Balancing Strategies:

- Review every active service provider contract and maintenance contract, and validate each for necessity. Re-negotiate or re-bid where opportunities appear and rules allow.
- Examine all service areas to consider whether using a third party provider is a viable alternative, considering both quality and price.
- Seek every opportunity for shared services and equipment (e.g. copiers, printers, phones etc.).
- Seek every opportunity to go paperless and communicate electronically to students, prospective students, faculty, staff, state agencies and vendors.
- Close buildings or limit use during summer months and semester breaks.
- Considered offering staff voluntary unpaid furloughs within a set of rules to insure all mission critical activities are fulfilled.
- Identified full-time positions that could be reduced to part-time positions.
- Examined productivity in the classroom, on-line courses, and in all service areas. Reduced faculty compensation for on-line instruction. Identified opportunities to increase class sizes without diluting quality of instruction.
- Underwent a rigorous Academic Program Quality, Priorities, and Productivity (APQPP) process that to date has resulted in the phase out of the B.A. Sociology, Anthropology Concentration (only) and Minor in Anthropology.
- Examined all Auxiliary Services with same zest for efficiencies, margin, productivity and value. Refinanced debt to reduce debt service costs.
- Created a link on Mav Zone (the College Portal) so all faculty and staff could submit cost saving or revenue generating ideas directly to the Budget office.
- Generate revenues from enrollment growth, tuition increases and improved margins on auxiliary businesses, with a close eye on affordability, peers and competitors.

Budgeting conservatively in the annual process has given the College a head start in preparing for reduction in state support. It has been the College's strategy to project enrollment at the preceding year's enrollment levels (i.e. flat) and also assume there will be no vacant faculty or staff positions (i.e. fully fund all positions). Both of these strategies embed a contingency for the uncertainties of state funding and allow the College to be able to take advantage of opportunities should they appear.

These strategies alone, however, are not enough to absorb the magnitude of state funding reductions. The revenue side of the equation must be addressed. Absent state funding, the student's share of the cost will have to go up. Enrollment growth does help in the short run but the economies of scale quickly give out to the law of diminishing returns and, unless further investments are made in the delivery of instruction, quality will be compromised. This is an unacceptable outcome.

The College is particularly concerned about students who do not meet the technical definition of need yet they and their families are severely challenged to find the resources to pay for a college education. To assist these students the college is launching a comprehensive work study program called "Mav-works." This program not only provides financial assistance to students, but research reflects that retention and student success is significantly higher for students who have campus jobs.

The College remains committed to find ways that affordability and quality can both be sustained at desired levels in 2010 with state funding forecasted at 1998-99 levels.

**19. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.**

The College has approached this challenge on multiple fronts. It works closely with eleven high schools to deliver college credit courses through the Early Scholars, Fast Track, PSEO and Advanced Placement (AP) instructional programs. By maximizing these programs It is possible for a high school senior to enter college with their freshman studies complete.

Mesa State also offers a wide menu of compressed courses that allow students to complete course work in shorter time duration. This allows students to advance at a faster pace if that is their choice and to stagger the more difficult courses consecutively rather than concurrently. At this time Mesa offers these truncated course offerings (usually eight weeks) in fall and spring semesters, a two week January term, and four separate summer terms that range from three weeks to seven weeks.

Mesa State has advanced its on-line and hybrid course offering. On-line credit hour production for this year is expected to exceed 15,000 credit hours - up from 2,149 in 2006. This alternative delivery system allows students to match their work and family schedule with their school

schedule and maintain the traditional four years to graduation pace or accelerate their progress towards a degree if they should so choose.

The College also offers CLEP Exams, Test-out exams and Life Experience credit to provide students every opportunity to avoid taking courses where they have already mastered the course content and minimize the time to graduation.

Success of these alternative course offerings in accelerating the degree progress appears evident by the fact that the College has over 600 more students enrolled in more than 12 credit hours this fall than in fall 2008.

A three-year degree program is also under development.

### **10:25 – 10:45 Colorado School of Mines**

*M. W. Scoggins, President*

*Kirsten Volpi, Senior Vice President for Finance and Administration*

*L. Roger Hutson, Board Vice Chair*

### **20. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.**

In October 2008, Colorado School of Mines initiated a hiring freeze – allowing only administrative positions deemed essential to be filled or strategic faculty positions to be added. As a result, Mines currently has 28 positions vacant. The hiring freeze remains in effect for this fiscal year. Similarly many new budgeted projects for FY09 have been on hold since last fall.

Mines is currently analyzing cost savings that could be achieved through various organizational realignments and policy changes. Significant consideration will be given to minimizing adverse impacts on the quality of education and strategic competitiveness.

Mines has also initiated a price elasticity study that would help determine market demand at differing resident tuition rates. This study will provide critical data in determining a financial aid strategy that assists to maintain affordability for qualified resident students. The study is expected to be completed in early 2010.

Mines continues to work diligently to grow fundraising, research, and other strategic enterprises to augment revenue sources. Mines achieved a new record level in fundraising last year – \$30 million. Sponsored research awards have grown by about 20% in each of the past two years.

**21. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.**

Mines regularly evaluates its degree programs to ensure that students are receiving a world-class engineering education in as efficient manner as possible. This is done through an iterative process led by Mines faculty with advisory input from industry partners and external academic experts; and within the framework of program accreditation requirements. Since 2001 this process has resulted in degree credit hour reductions totaling 63 credit hours across Mines' 11 undergraduate degree programs— 5.7 credit hours on average. For 2010, three undergraduate programs are planning to reduce their degree requirements by another 3 credit hours each, pending final approval by the institution.

- The calculation of the exact savings to the student is difficult because each student's situation would have to be evaluated given Mines' tuition structure. A state savings could be calculated by estimating COF savings based on multiplying each program's COF FTE enrollment by credit hour savings and by COF credit hour. Additional time will be needed to extract data on COF-eligible FTE enrollment per program.

Over the past several years, Mines has worked closely with Red Rocks Community College and Front Range Community college to craft a transfer agreement for students to seamlessly transfer credit from the respective community college to Mines upon admission. These agreements cover up to 60 credit hours at Mines. A similar agreement is close to being completed with Community College of Aurora, and discussions are underway with Community College of Denver. These agreements have worked well for students who were on the border of qualifying for Mines academically or who needed additional math or science prerequisites for admission to Mines. Ensuring their success saves the students and the state the cost of paying tuition for failed courses. These transfer agreements also provides high achieving high school students additional options to transfer advanced credits upon admission beyond the typical AP process.

Similarly, Mines has instituted "short-form class" for some classes that are designed to fulfill more than one objective in an accredited engineering program. For example, Nature and Human Values (NHV) fulfills both a writing requirement as well as providing students with an understanding of political, economic, social and cultural contexts for their engineering and applied science education. Students transferring with sufficient writing coursework can save credit hours by taking the short-form NHV class. Short-form classes have also been implemented in the Calculus sequence to assist transfer students.

The Registrar's office at Mines has implemented changes to ensure that students are provided with sufficient information in a timely manner on requirements for graduation. The office now requires a student to turn in an application to graduate when the student completes 90 hours, and provides the students with a degree audit within the month of the application. Students may also access an online degree audit to assist in graduation planning on a constant basis. The Registrar's office has also instituted a Help Center which assists students in getting the classes they need for























































































































