# DEPARTMENT OF HIGHER EDUCATION
# FY 2012-13 JOINT BUDGET COMMITTEE HEARING AGENDA

**Legislative Services Building, Hearing Room A**
**Monday, December 19, 2011**
**9:00 a.m. - 5:00 p.m.**

**9:00 – 9:45 Department of Higher Education**
*Lt. Governor Joseph Garcia, Executive Director*

**OPENING COMMENTS**
*FY 2012-13 budget priorities, long-term issues, and topics not covered in the hearing questions*

**QUESTIONS SPECIFIC TO THE DEPARTMENT OF HIGHER EDUCATION**

1. Please provide a table of total spending, by institution, that reflects how much grant (including private, federal, and Pell grants) moneys higher education institutions spend that are not contained in the Long Bill appropriations. How much funding do higher education institutions receive that is off budget and therefore not known by the General Assembly?

   *Table 1, on page 3, illustrates total revenues to public institutions of higher education, disaggregated by revenue type. Importantly, the data in this table are from FY 2009-10, audited financial statements because data from FY 2010-11 have not yet been finalized. Further, it is important to recognize that, while the data in Table One are accurate and show the general mix of revenues by source to institutions of higher education, the figures in the table are from a fiscal year during which institutions received considerable revenue from the American Reinvestment and Recovery Act ("Federal State Fiscal Stabilization Fund" revenues) and during which time revenue from resident tuition was capped. Following the passage of SB 10-003 and the exhaustion of the ARRA revenues, "state" revenues to public institutions of higher education were diminished by more than 24% in FY 2010-11 and net tuition revenues increased to offset the shift in state support. Finally, regarding reporting procedures, it is important to recognize that in FY 2009-10 tuition and fees were appropriated by the General Assembly a practice no longer in place since the passage of SB 10-003.*

   *Regarding grant funds to institutions of higher education, it is necessary to clarify the sources and uses of these funds, by type. Revenues classified as "Grants, contracts, and gifts" subsumed under the heading of Operating Revenue are "on budget" from an operational standpoint, but are not appropriated by the General Assembly. These revenues are used for direct operating purposes, such as salaries and benefits for certain faculty and staff, specified technology and equipment, and other general administrative operations. Sources of these kinds of revenues differ considerably, but typically include federal administrative grants and contracts, such as those for student outreach and support services (e.g., TRiO programs), philanthropic gifts, such as competitive grants for reforming or advancing instructional practices or for the expansion of particular administrative or academic programs, and* *research grants, such as those from federal agencies such as the National Science Foundation, foundations, or corporations. Importantly, with very few exceptions, revenues classified as "grant, contracts, and gifts" are restricted. That is, these revenues can only be used for very specific purposes and, therefore, should not be considered as a substitute for unrestricted revenues (state appropriations and tuition revenue).*

*Revenues from Pell grants appear in Table One under the heading "Operating Revenue." Pell grants are a form of federal need-based financial aid for low and lower middle income students. Unlike revenues classified as "grants, contracts, and gifts," revenues from Pell grants are more or less unrestricted and can be used for general operating purposes. Nonetheless, revenues from Pell grants should not be considered as a traditional source of grant revenue, as the funds are awarded to and used by students. Iinstitutions of higher education serve as pass-through fiscal agents for the disbursement of federal and state financial aid, including Pell grants. In addition, Pell grants must be applied to students' "costs of attendance," which includes not only tuition and fees—revenues collected by the institutions—but also room & board/housing (which can be off campus), books, transportation, and other expenses related to attending college. For example, a low-cost, non residential college could award a qualified student a $5,000 Pell grant (pursuant to federal rules). In this case, the majority of the student's Pell grant might be spent on off-campus housing and not tuition and fees, so the amount of the Pell grant reported in Table One could be significantly greater than the amount of revenue actually collected from this source. If the same student attended a higher cost residential institution, the majority of his or her Pell grant might be applied to on-campus expenditures and therefore received by the institution as revenue.*

Table 1

| Colorado Public Higher Education Revenue<br>Fiscal Year 2009-10 | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Adams State College | Colorado Community College System | Colorado School of Mines | Colorado State University System | Fort Lewis College | Mesa State College | Metropolitan State College of Denver | University of Colorado System | University of Northern Colorado | Western State College | Aims | Colorado Mountain College |
| **Operating Revenue** | | | | | | | | | | | | | |
| **Colorado & Federal Operating Support** | | | | | | | | | | | | | |
| Stipends | Note 1 | 1,944,835 | 69,059,656 | 3,746,454 | 26,889,638 | 3,044,312 | 6,900,238 | 22,864,020 | 38,072,992 | 10,561,318 | 1,827,900 | - | - |
| Fee-for-Service | Note 1 | 5,332,164 | 3,541,151 | 6,847,859 | 38,798,000 | 1,855,916 | 5,199,060 | 1,667,055 | 50,138,000 | 9,954,461 | 4,048,852 | - | - |
| Special Appropriations | Note 2 | - | 3,625,022 | - | 6,300,000 | - | - | - | 17,150,000 | - | - | 8,546,930 | 2,447,489 |
| Federal State Fiscal Stabilization Funds | | 7,331,450 | 71,186,390 | 12,643,073 | 81,195,000 | 7,836,102 | 11,906,309 | 25,182,337 | 120,888,000 | 23,570,532 | 6,296,265 | 382,265 | 3,619,146 |
| **Sub-Total Colorado & Federal Support** | | **$ 14,608,449** | **$ 147,412,219** | **$ 23,237,386** | **$ 153,182,638** | **$ 12,736,330** | **$ 24,005,607** | **$ 49,713,412** | **$ 226,248,992** | **$ 44,086,311** | **$ 12,173,017** | **$ 8,929,195** | **$ 6,066,635** |
| **Percent of Total Operating Revenue** | | **33%** | **29%** | **14%** | **18%** | **20%** | **28%** | **32%** | **9%** | **24%** | **34%** | **17%** | **9%** |
| **Other Operating Revenue** | | | | | | | | | | | | | |
| Net Tuition & Fees | Note 3 | 8,928,738 | 113,686,580 | 64,866,655 | 226,932,362 | 13,651,156 | 22,495,488 | 43,285,075 | 603,405,008 | 69,428,837 | 8,194,356 | 13,361,733 | 8,481,968 |
| Pell Revenue | Note 3 | 6,789,614 | 108,143,611 | 3,148,801 | 27,496,000 | 4,608,198 | 10,236,949 | 29,869,427 | 40,139,000 | 10,074,848 | 1,957,021 | 8,408,079 | 3,699,236 |
| Grants, Contracts & Gifts | Note 4 | 6,244,725 | 80,934,149 | 58,083,431 | 290,511,000 | 16,306,373 | 8,078,377 | 20,148,880 | 822,864,000 | 18,737,068 | 3,522,859 | 3,865,870 | 3,591,704 |
| Sales & Services Revenue | | 6,691,412 | 39,933,578 | 13,144,782 | 148,511,000 | 14,381,466 | 18,778,906 | 4,400,825 | 693,839,000 | 29,227,786 | 7,145,193 | 2,955,529 | 5,939,259 |
| Property Tax Revenue | Note 6 | - | - | - | - | - | - | - | - | - | - | 13,649,193 | 39,042,637 |
| Other | | 1,679,858 | 19,118,849 | 8,072,244 | 17,550,000 | 1,000,814 | 2,626,845 | 9,895,107 | 154,773,000 | 9,107,670 | 2,999,795 | 328,614 | 2,321,506 |
| Less: Transfers to Other Institutions | | (83,946) | - | - | (181,000) | - | (1,696,181) | - | - | - | - | - | - |
| **Sub-total Other Operating** | | **$ 30,250,401** | **$ 361,816,767** | **$ 147,315,913** | **$ 710,819,362** | **$ 49,948,007** | **$ 60,520,384** | **$ 107,599,314** | **$ 2,315,020,008** | **$ 136,576,209** | **$ 23,819,224** | **$ 42,569,018** | **$ 63,076,310** |
| **Percent of Total Operating Revenue** | | **67%** | **71%** | **86%** | **82%** | **80%** | **72%** | **68%** | **91%** | **76%** | **66%** | **83%** | **91%** |
| **Total Operating Revenue** | | **$ 44,858,850** | **$ 509,228,986** | **$ 170,553,299** | **$ 864,002,000** | **$ 62,684,337** | **$ 84,525,991** | **$ 157,312,726** | **$ 2,541,269,000** | **$ 180,662,520** | **$ 35,992,241** | **$ 51,498,213** | **$ 69,142,945** |
| **Capital Revenue and Additions to Endowments** | | | | | | | | | | | | | |
| State Capital Including COPs | | 345,347 | 21,466,589 | 6,060,117 | 13,832,000 | 9,275,482 | 18,956,465 | - | 20,991,000 | 10,127,645 | 4,970,191 | - | - |
| Capital Fees | Note 5 | - | - | - | - | - | - | - | 10,385,000 | - | - | - | - |
| Capital Grants & Gifts | Note 6 | - | 3,853,666 | 3,671,306 | 17,923,000 | - | 4,374,928 | - | 6,753,000 | 702,755 | 6,000,042 | 12,669,057 | 16,789,660 |
| Additions to Endowment Principal | | - | - | 664,567 | 1,170,000 | - | - | - | 7,000 | - | - | - | - |
| **Total Capital & Endowment** | | **$ 345,347** | **$ 25,320,255** | **$ 10,395,990** | **$ 32,925,000** | **$ 9,275,482** | **$ 23,331,393** | **$ -** | **$ 38,136,000** | **$ 10,830,400** | **$ 10,970,233** | **$ 12,669,057** | **$ 16,789,660** |

**Notes:**

1) Stipends and Fee-for-Service are funded from the Colorado General Fund but are not considered State Support for TABOR purposes
2) Special appropriations include Jobs Training for the Comm. Colleges, forest restoration for CSU and tobacco settlement funds for CU. General Fund Appropriations to the Comm. Colleges that are used for LDC, AVS and CVA K-12 funds have been netted out.
3)Tuition and Fees inlcude fees and continuing education tuition that are not appropriated. They are net of COF Stipends and scholarship allowance, i.e., the portion of tuition and fees funded by Pell and other sources of financial aid. See also note 5.
4) Grants, Contracts & Gifts are generally restricted in use. State financial aid is included in this amount
5) CU presents student capital fees separately. Other institutions include capital fees in their net tuition and fee lines.
6) Local District College Property Tax Revenue is used for both operating and capital. To the extent it was used for capital, the revenue is included with capital grants & gifts

2. Please provide a table of total spending, by institution, that reflects how much is spent to support students' education as compared to the total expenditures.

   *All institutions of higher education are required to provide the Department and Commission with annual revenue and expenditure reporting in what is known as the Budget Data Book. Core expenses are divided into categories that are nationally recognized and accepted by the National Association of College and University Business Officers (NACUBO). These NACUBO categories are: Instruction; Research; Public service; Academic support; Student services; Institutional support; Operation and maintenance of plant; Scholarships and fellowships expenses; Hospitals; and Transfers.*

   *Multiple categories directly support a student's education. For Budget Data Book reporting the following definitions are used for each category and provided in annual guidelines:*

   - ***Instruction*** *- Includes state-funded expenses that are part of an institution's instructional program, as well as, expenses for departmental research and public service that are not separately budgeted. Expenses relating to the following categories should be included under Instruction: Department heads/chairs; General academic instruction; Vocational/technical instruction; Special session instruction; Community education; Preparatory/remedial instruction; and Instructional Information Technology.*

     *Expenses relating to academic personnel whose primary activity is administration (e.g., academic deans) should be excluded from this category.*

   - ***Research*** *– Includes state-funded expenses for those activities specifically organized, and separately budgeted within the general fund, to produce research outcomes, including: Institutes and Research Centers; Individual and Project Research; and Research Information Technology.*

   - ***Public Service*** *– Includes state-funded expenses for activities that are established primarily to provide non-instructional services to individuals and groups external to the institution, including: Community Service (non-instructional); Public Broadcasting Services; Cooperative Extension Service; Colorado State Forest Service; Conferences and Institutes; Consulting Services; and Public Service Information Technology.*

   - ***Academic Support*** *– Includes state-funded expenses that provide support services for the institution's primary missions of instruction, research and public service. These expenses include: Libraries; Learning Materials; Museums and Galleries; Educational Media; Academic Administration; Academic Support Information Technology; Academic Personnel Development; and Course and Curriculum Development.*

   - ***Student Services*** *– Includes state-funded expenses for the offices of admissions and registrar and those activities whose primary purpose is to contribute to the student's* *emotional and physical well being and to his/her intellectual, cultural and social development outside the context of the formal instruction program. These expenses include: Student Services Administration; Social and Cultural Development; Counseling and Career Placement; Financial Aid Administration; Student Admissions; Student Records; Student Health Services; and Student Services Information Technology.*

- ***Institutional Support** – Includes state-funded expenses relating to activities concerned with management and long-range planning of the institution, including governing board administration and all offices with institution wide responsibilities, such as the president, chief academic officer, chief student services officer, chief business officer and chief development officer. In addition this includes expenses relating to: Executive Management; Fiscal Operations; General Administrative Operation and Services; Administrative Information Technology; and Public Relations/Development*

- ***Operation and Maintenance of Plant** – Includes state-funded expenses for the operation and maintenance of physical plant. Also included are: utilities, fire protection, property insurance, and grounds maintenance. Such expenses include: Physical Plant Administration; Building Maintenance; Custodial Services; Landscape and Grounds Maintenance; Major Repairs and Renovations; Utilities; Security, Policing, and Public Safety; Logistical Services; and Operations and Maintenance Information Technology.*

- ***Scholarships and Fellowships** – Includes expenses for financial aid to students from state appropriated funds under the control of the institution. Included are: Scholarships, fellowships and other outright grants to students selected by the institution and financed from current unrestricted state appropriated funds; Trainee stipends to enrolled students; Prizes and awards to students; Tuition waivers or remissions; Athletic scholarships; and SEOG matching contribution.*

  *Excluded are: Tuition and fee waivers for employees, which are benefits and are reported on the Formats on which the compensation is reported; Trainee stipends for individuals not enrolled in coursework; Assistantships to graduate students that require performance of services. These expenses are reported on the Format in which the department receiving the services is reported; Work-study expenses are reported on the Format in which the department receiving the services is reported; Any other award to students in which services are to be rendered by the awardees; and Loans to students.*

- ***Hospitals** – Includes patient care operations of the separately organized and budgeted hospital, including nursing and other professional services, general services, administrative services, fiscal services, etc., that are included within the organized hospital.*

*DHE staff pulled the FY2010-11 reported expenditures for each NACUBO category from the Budget Data Book in order to compile the table provided below. In general, it is expected that expenditures vary depending on the type, role, and mission of different institution* *categories. Institution categories consist of: Research institutions; four-year baccalaureate/masters institutions; and two-year institutions.*

## Education & General Expenditures

FY 2010-11 Data

Source: Budget Data Book, Format 20

### Research Institutions

| | CSM | CSU | CSU-P | UCB | UCCS |
|---|---|---|---|---|---|
| Instruction | $ 44,562,850 | $ 158,509,446 | $ 19,334,452 | $ 249,012,670 | $ 43,480,182 |
| Research | $ 5,353,540 | $ 16,596,663 | $ - | $ 9,290,888 | $ 532,239 |
| Public Service | $ - | $ 615,792 | $ 43,488 | $ 953,257 | $ 76,505 |
| Academic Support | $ 10,646,081 | $ 38,349,859 | $ 4,395,640 | $ 79,716,123 | $ 7,901,198 |
| Student Services | $ 3,420,839 | $ 21,763,780 | $ 5,177,714 | $ 20,715,551 | $ 5,784,596 |
| Institutional Support | $ 10,252,697 | $ 26,788,202 | $ 3,637,193 | $ 31,120,240 | $ 10,477,328 |
| O&M of Plant | $ 10,842,674 | $ 35,163,212 | $ 5,962,138 | $ 48,793,383 | $ 6,483,344 |
| Scholarships and Fellowships | $ 10,118,325 | $ 31,617,320 | $ 3,090,287 | $ 38,192,119 | $ 4,448,032 |
| Hospitals | $ - | $ - | $ - | $ - | $ 12,737 |
| Transfers | $ 8,597,665 | $ 7,555,404 | $ 476,553 | $ 95,968,846 | $ 13,146,485 |
| **Total** | **$ 103,794,668** | **$ 336,959,678** | **$ 42,117,465** | **$ 573,763,077** | **$ 92,342,645** |

| | UCD-AMC | UCD-DDC | UNC |
|---|---|---|---|
| Instruction | $ 80,679,570 | $ 77,438,525 | $ 52,860,443 |
| Research | $ 382,330 | $ 60,465 | $ 833,314 |
| Public Service | $ - | $ 200,905 | $ 219,178 |
| Academic Support | $ 19,224,968 | $ 20,688,101 | $ 16,514,035 |
| Student Services | $ 1,196,026 | $ 7,182,321 | $ 9,732,270 |
| Institutional Support | $ 20,329,891 | $ 13,859,559 | $ 9,863,412 |
| O&M of Plant | $ 17,727,958 | $ 8,025,849 | $ 9,449,278 |
| Scholarships and Fellowships | $ 1,773,297 | $ 7,297,897 | $ 13,133,092 |
| Hospitals | $ - | $ - | $ - |
| Transfers | $ 57,683,649 | $ 20,711,375 | $ 3,539,554 |
| **Total** | **$ 198,997,689** | **$ 155,464,997** | **$ 116,144,576** |

### Four-Year Baccalaureate/Masters Institutions

| | ASC | CMU | FLC | MSCD | WSC |
|---|---|---|---|---|---|
| Instruction | $ 11,782,002 | $ 22,496,562 | $ 16,098,760 | $ 64,986,612 | $ 8,691,890 |
| Research | $ - | $ 14,301 | $ - | $ - | $ - |
| Public Service | $ - | $ 784 | $ 45,351 | $ - | $ 40,943 |
| Academic Support | $ 2,344,477 | $ 4,718,614 | $ 5,277,258 | $ 9,509,618 | $ 1,584,878 |
| Student Services | $ 2,106,996 | $ 5,905,124 | $ 3,617,862 | $ 12,951,624 | $ 3,346,402 |
| Institutional Support | $ 3,064,237 | $ 3,974,508 | $ 4,507,081 | $ 15,473,460 | $ 3,235,261 |
| O&M of Plant | $ 2,640,131 | $ 8,229,679 | $ 2,787,595 | $ 7,635,921 | $ 1,818,549 |
| Scholarships and Fellowships | $ 2,686,496 | $ 3,652,271 | $ 7,230,256 | $ 3,214,473 | $ 1,115,513 |
| Hospitals | $ - | $ - | $ - | $ - | $ - |
| Transfers | $ 3,100,444 | $ 14,395,525 | $ 1,404,878 | $ 4,032,863 | $ 527,996 |
| **Total** | **$ 27,724,783** | **$ 63,387,368** | **$ 40,969,041** | **$ 117,804,571** | **$ 20,361,433** |

### Two-Year Institutions

| | ACC | CCA | CCD | CNCC | FRCC |
|---|---|---|---|---|---|
| Instruction | $ 13,053,239 | $ 12,292,408 | $ 16,430,510 | $ 3,739,263 | $ 37,233,352 |
| Research | $ - | $ - | $ - | $ - | $ - |
| Public Service | $ - | $ - | $ 60,461 | $ - | $ 148,767 |
| Academic Support | $ 4,095,441 | $ 1,778,403 | $ 5,097,947 | $ 523,371 | $ 4,912,883 |
| Student Services | $ 2,699,051 | $ 2,757,264 | $ 7,089,951 | $ 614,753 | $ 7,327,939 |
| Institutional Support | $ 4,406,580 | $ 4,612,435 | $ 4,951,291 | $ 1,356,631 | $ 8,328,041 |
| O&M of Plant | $ 3,845,172 | $ 3,623,756 | $ 3,364,110 | $ 859,482 | $ 5,989,768 |
| Scholarships and Fellowships | $ 364,468 | $ 296,534 | $ 367,373 | $ 182,786 | $ 1,475,251 |
| Hospitals | $ - | $ - | $ - | $ - | $ - |
| Transfers | $ 2,663,133 | $ 610,302 | $ 13,650,421 | $ (93,119) | $ 18,282,316 |
| **Total** | **$ 31,127,083** | **$ 25,971,102** | **$ 51,012,064** | **$ 7,183,168** | **$ 83,698,317** |

| | LCC | MCC | NJC | OJC | PCC |
|---|---|---|---|---|---|
| Instruction | $ 1,971,004 | $ 3,352,900 | $ 4,982,614 | $ 3,666,363 | $ 14,648,234 |
| Research | $ - | $ - | $ - | $ - | $ - |
| Public Service | $ - | $ - | $ - | $ 1,847 | $ 36,615 |
| Academic Support | $ 530,468 | $ 999,578 | $ 232,777 | $ 203,367 | $ 2,199,750 |
| Student Services | $ 981,390 | $ 571,579 | $ 1,210,466 | $ 1,093,686 | $ 2,589,397 |
| Institutional Support | $ 1,150,165 | $ 1,508,611 | $ 1,455,406 | $ 945,446 | $ 5,290,389 |
| O&M of Plant | $ 774,475 | $ 794,767 | $ 710,681 | $ 1,285,206 | $ 3,639,810 |
| Scholarships and Fellowships | $ 531,616 | $ 172,521 | $ 896,323 | $ 1,030,132 | $ 207,993 |
| Hospitals | $ - | $ - | $ - | $ - | $ - |
| Transfers | $ 218,522 | $ 200,375 | $ 612,695 | $ 1,000,000 | $ (76,959) |
| **Total** | **$ 6,157,639** | **$ 7,600,331** | **$ 10,100,961** | **$ 9,226,047** | **$ 28,535,230** |

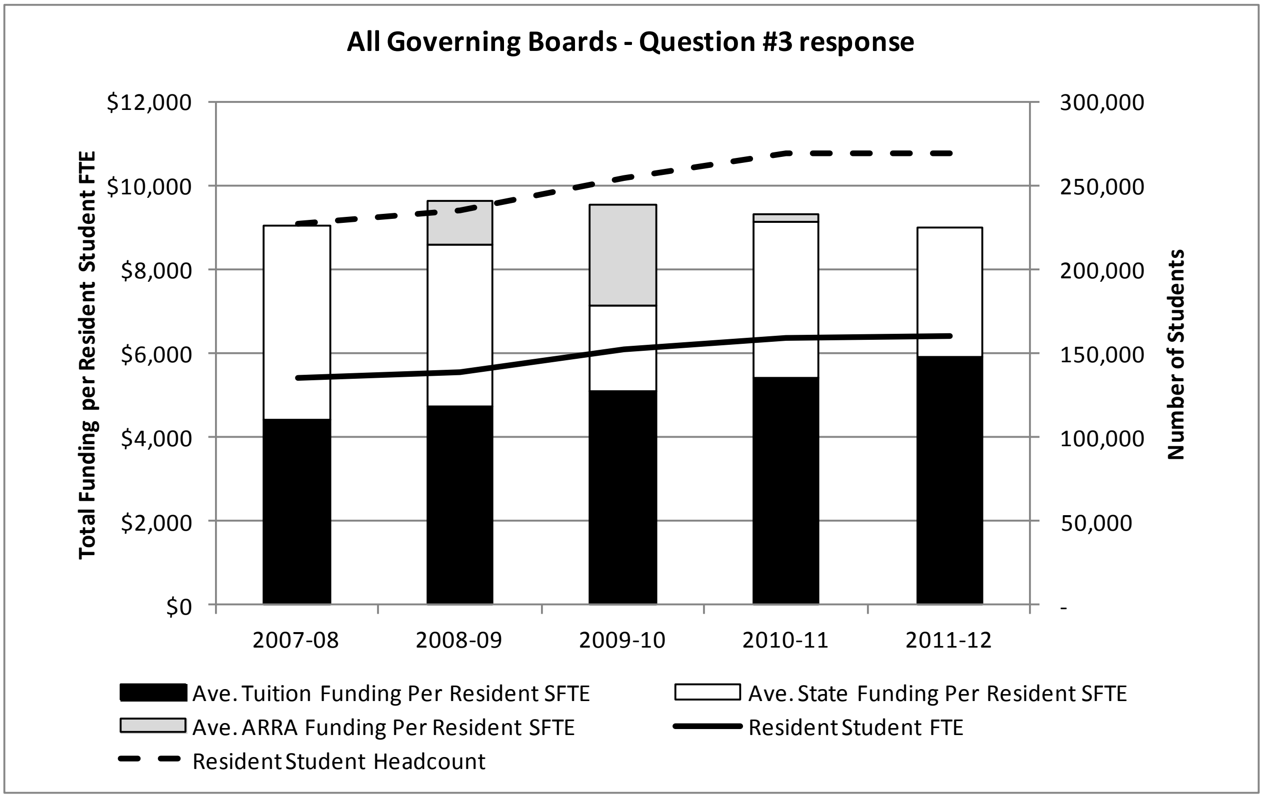
| | PPCC | RRCC | TSJC |
|---|---|---|---|
| Instruction | $ 26,701,038 | $ 16,738,864 | $ 5,026,007 |
| Research | $ - | $ - | $ - |
| Public Service | $ - | $ - | $ - |
| Academic Support | $ 4,588,007 | $ 2,466,235 | $ 742,160 |
| Student Services | $ 4,972,768 | $ 2,962,023 | $ 791,887 |
| Institutional Support | $ 6,129,483 | $ 3,583,918 | $ 1,411,069 |
| O&M of Plant | $ 5,864,934 | $ 3,432,016 | $ 1,464,942 |
| Scholarships and Fellowships | $ 418,653 | $ 387,783 | $ 476,667 |
| Hospitals | $ - | $ - | $ - |
| Transfers | $ 5,111,751 | $ 580,516 | $ 416,925 |
| **Total** | **$ 53,786,633** | **$ 30,151,355** | **$ 10,329,658** |

3. Beginning with January 2008, please provide data that delineates the effects of the economic drop over the last several years, by institution, with regard to student headcount, student FTE, and funding per student FTE.

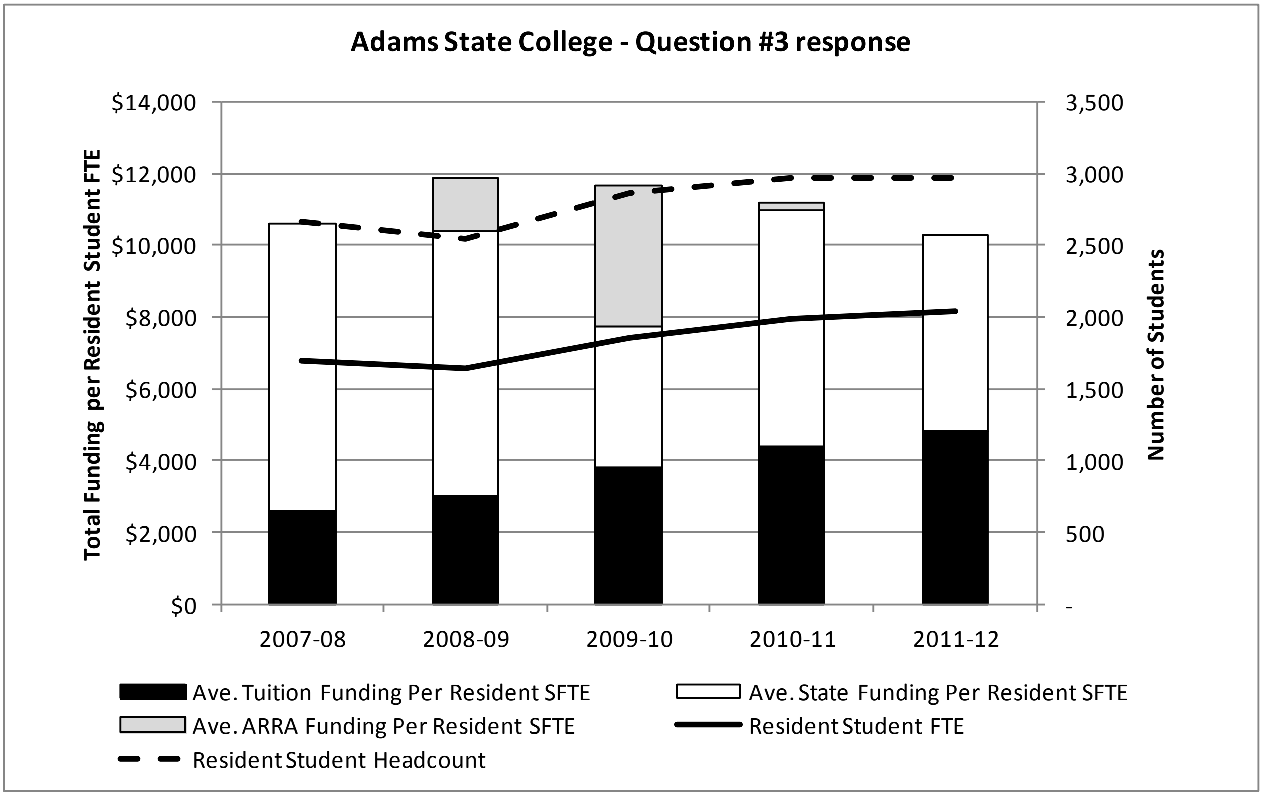
   *Since January 2008, the public institutions of higher education have experienced decreases in state funding while enrollments have generally increased across the system. This results in an ever decreasing amount of state funding per resident student. In order to backfill the state funding reductions public institutions of higher education have increased tuition costs which results in students and their families paying for more of the total cost to attend college. During FY 2008-09, FY 2009-10, and FY 2010-11, the American Recovery and Reinvestment Act of 2009 (ARRA) provided funding to or for public institutions of higher education, assisting with statewide budget balancing and mitigating even larger tuition increases in these years. These data confirm the counter-cyclical nature of enrollments in post-secondary education, when in periods of economic downturns workers that have been shed from the labor market return to higher education for training to become more competitive in rejoining the workforce. The following charts illustrate these trends at the governing board level across the public system of higher education when looking at resident students from FY 2007-08 to FY 2011-12.*

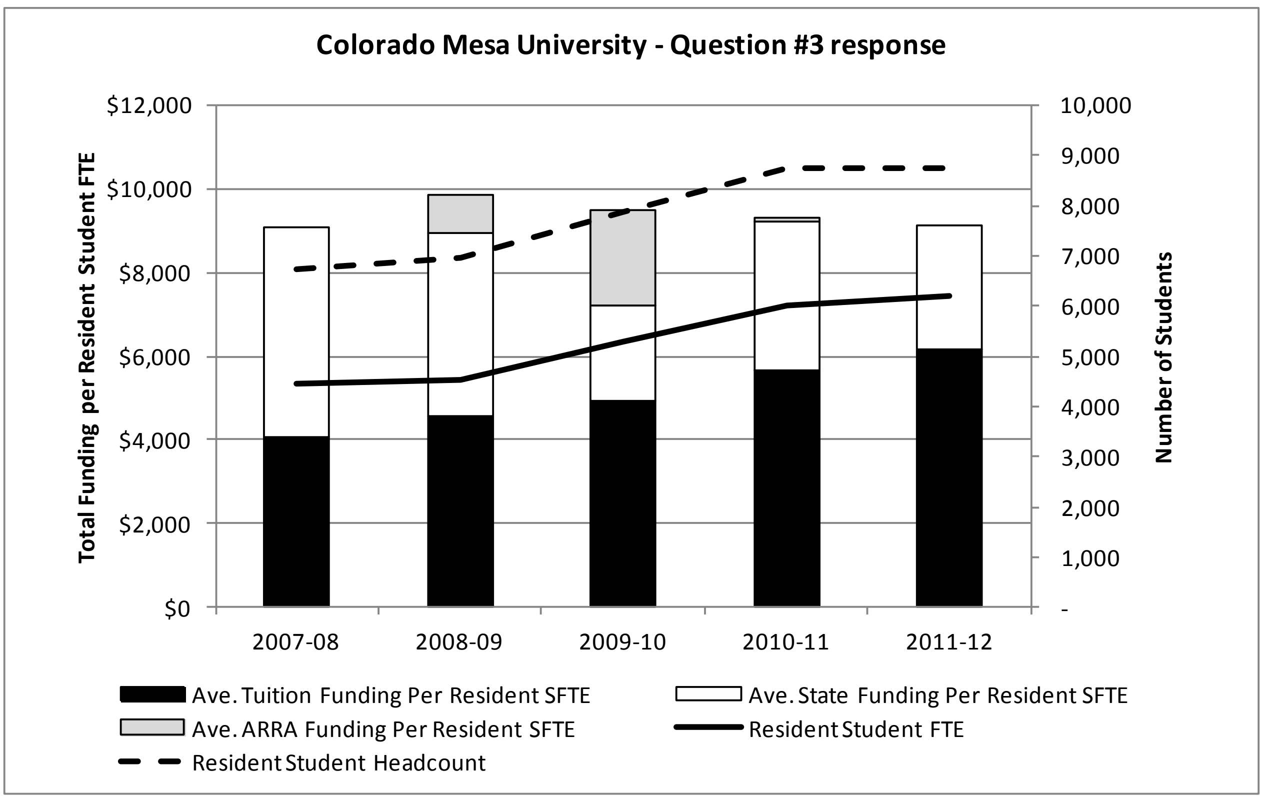
   *The data sets used in creating these charts include final appropriations by fiscal year, the February 2011 Legislative Council enrollment forecast data for student full-time equivalents, and Student Unit Record Database for headcount data. Headcount information is not final yet for FY 2011-12 thus FY 2010-11 headcounts were used as a placeholder for the purposes of these charts. State funding is solely based on the governing boards' receipt of total College Opportunity Fund monies via the student stipend and the fee-for-service contracts. Lastly, these charts do not adjust for inflation and are identified as raw dollars. As such, they overstate the purchasing power of dollars identified after FY 2007-08, or understate the purchasing power of dollars prior to FY 2011-12.*

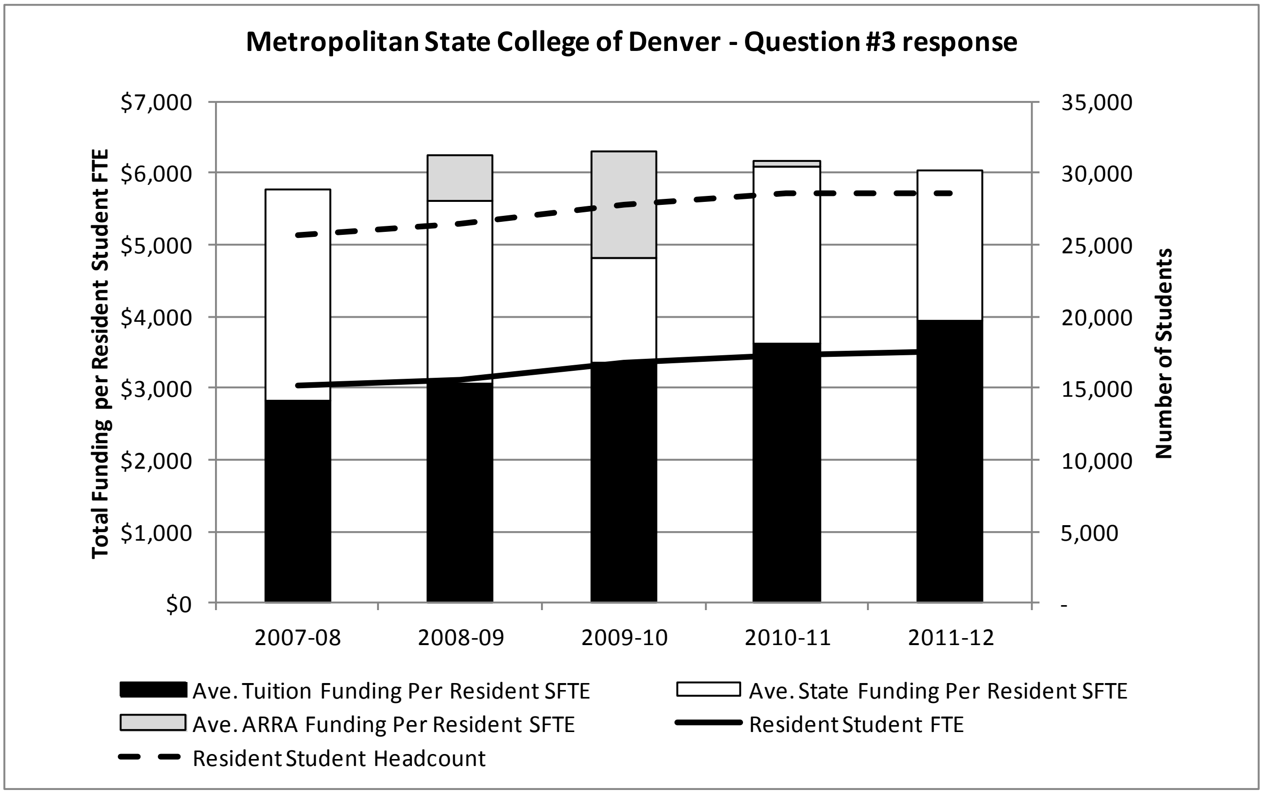
   *In the total aggregate average of all of the governing boards (immediately below), one can see how enrollments have increased since FY 2007-08. In particular enrollments experienced an upward tick between FY 2008-09 and FY 2009-10 and continue to increase in subsequent years at a more modest pace. The average tuition for resident students has increased overtime, while the state funding for resident students has decreased. Worth noting is the ARRA funding which provided a revenue stream to backfill reduced General Fund support to the public institutions of higher education which aided in statewide budget balancing in those years.*



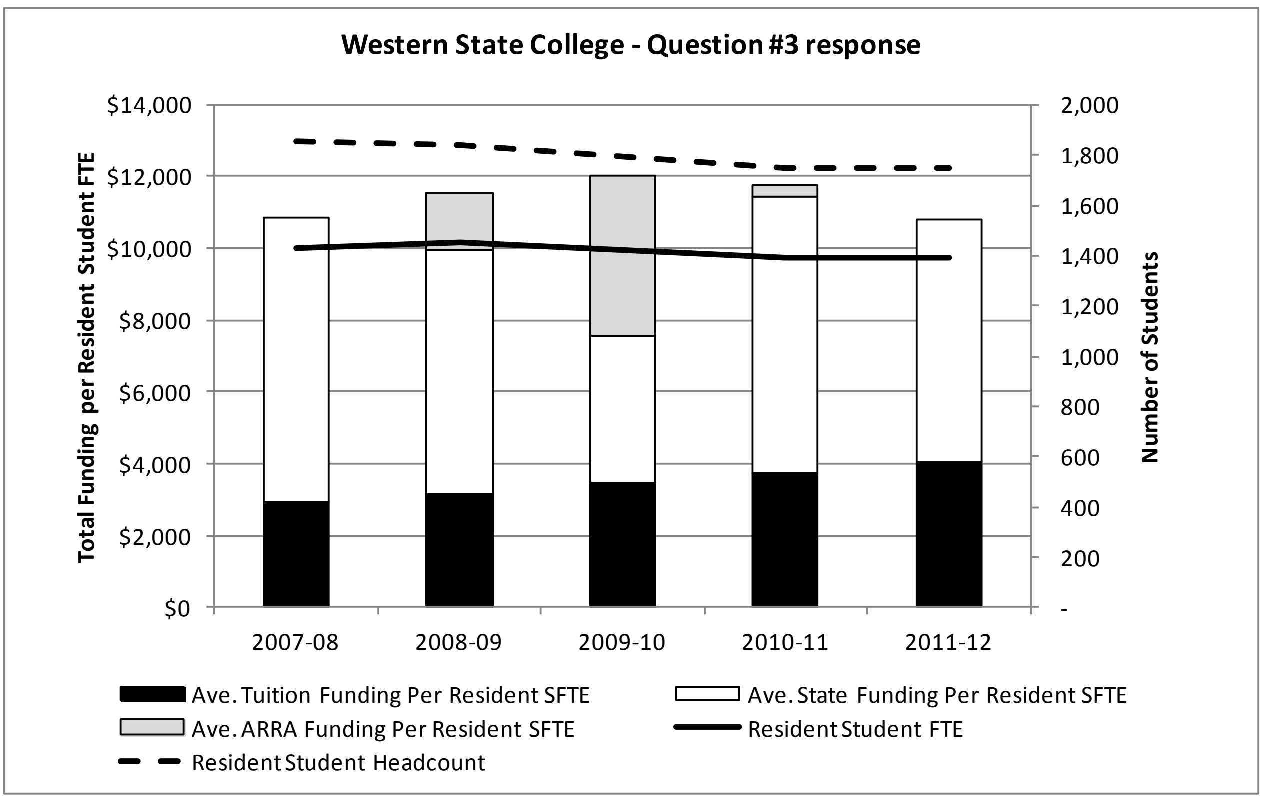

*The following charts identify this information on a governing board-by-governing board basis.*


Adams State College - Question #3 response
$14,000
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0
Total Funding per Resident Student FTE
3,500
3,000
2,500
2,000
1,500
1,000
500
-
Number of Students
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount

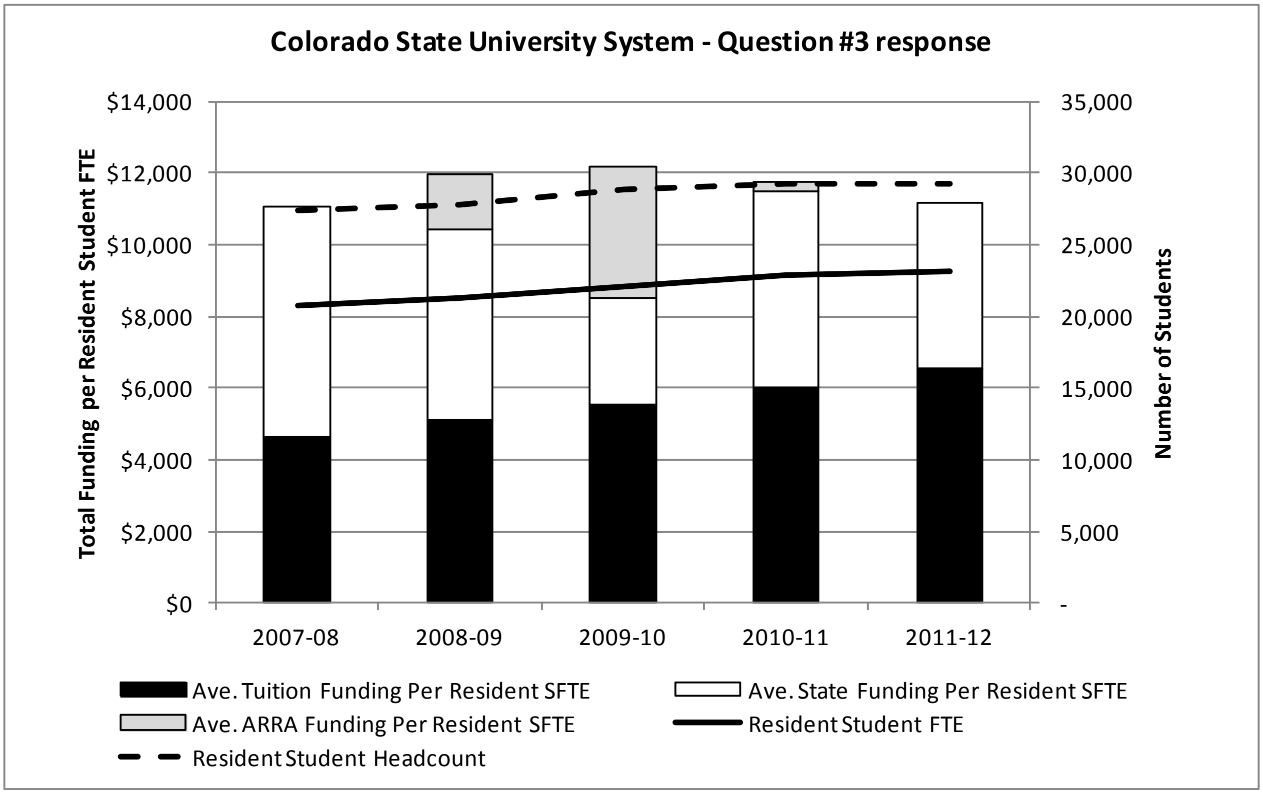

Colorado Mesa University - Question #3 response
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0
Total Funding per Resident Student FTE
10,000
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
-
Number of Students
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount

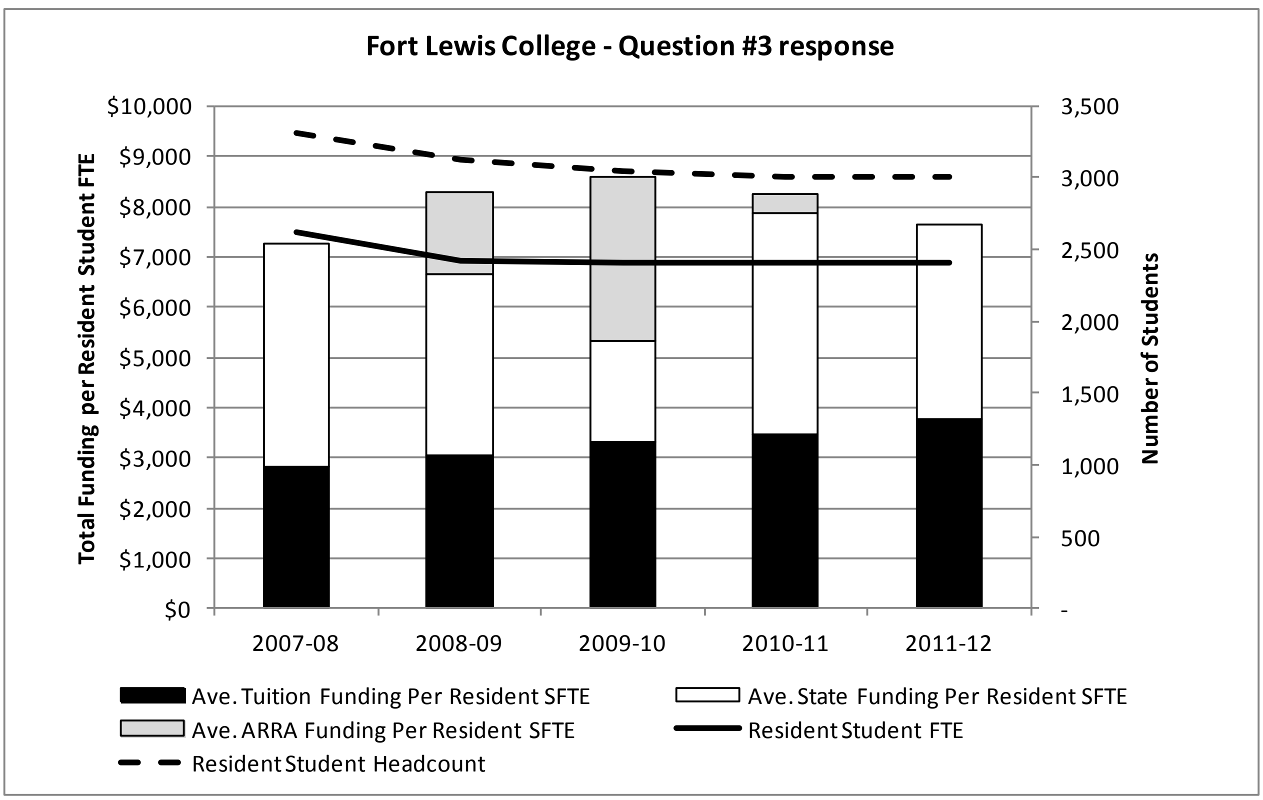


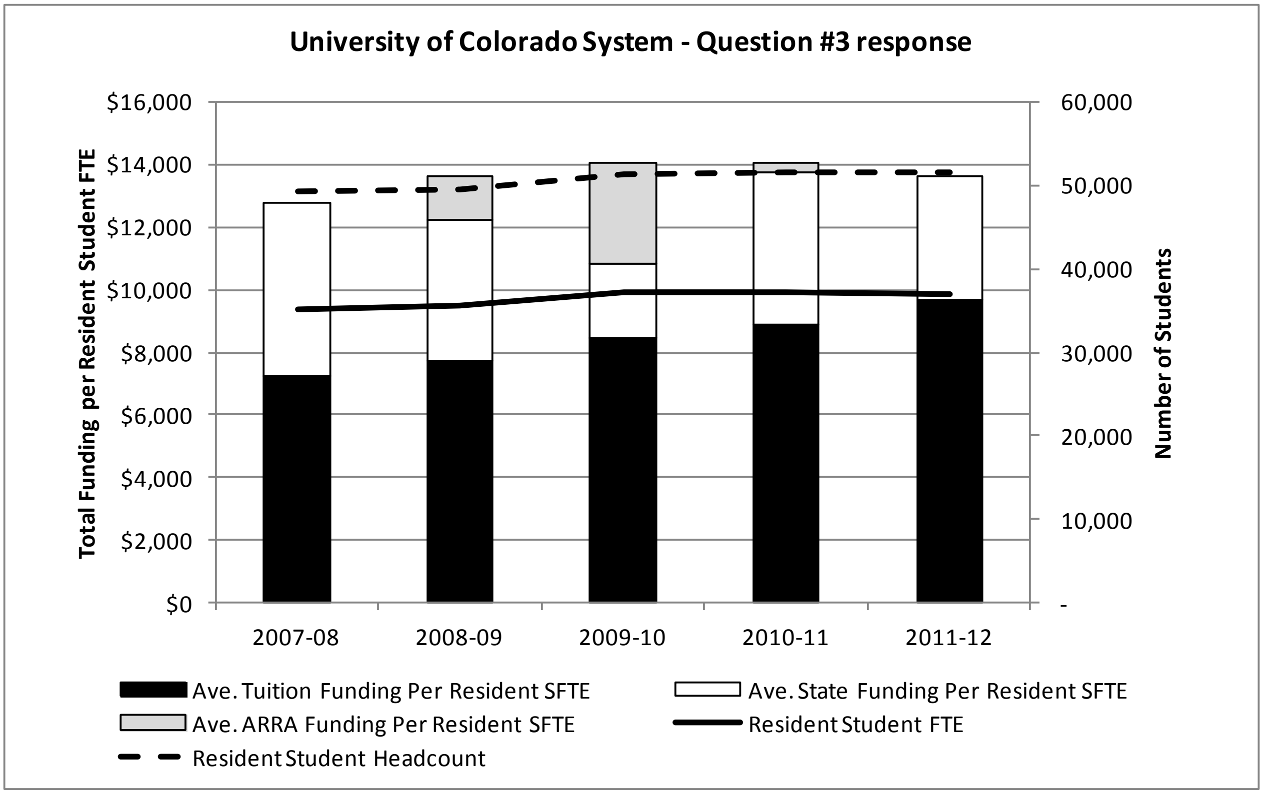
Metropolitan State College of Denver - Question #3 response
Total Funding per Resident Student FTE
$7,000
$6,000
$5,000
$4,000
$3,000
$2,000
$1,000
$0
35,000
30,000
25,000
20,000
15,000
10,000
5,000
-
Number of Students
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount

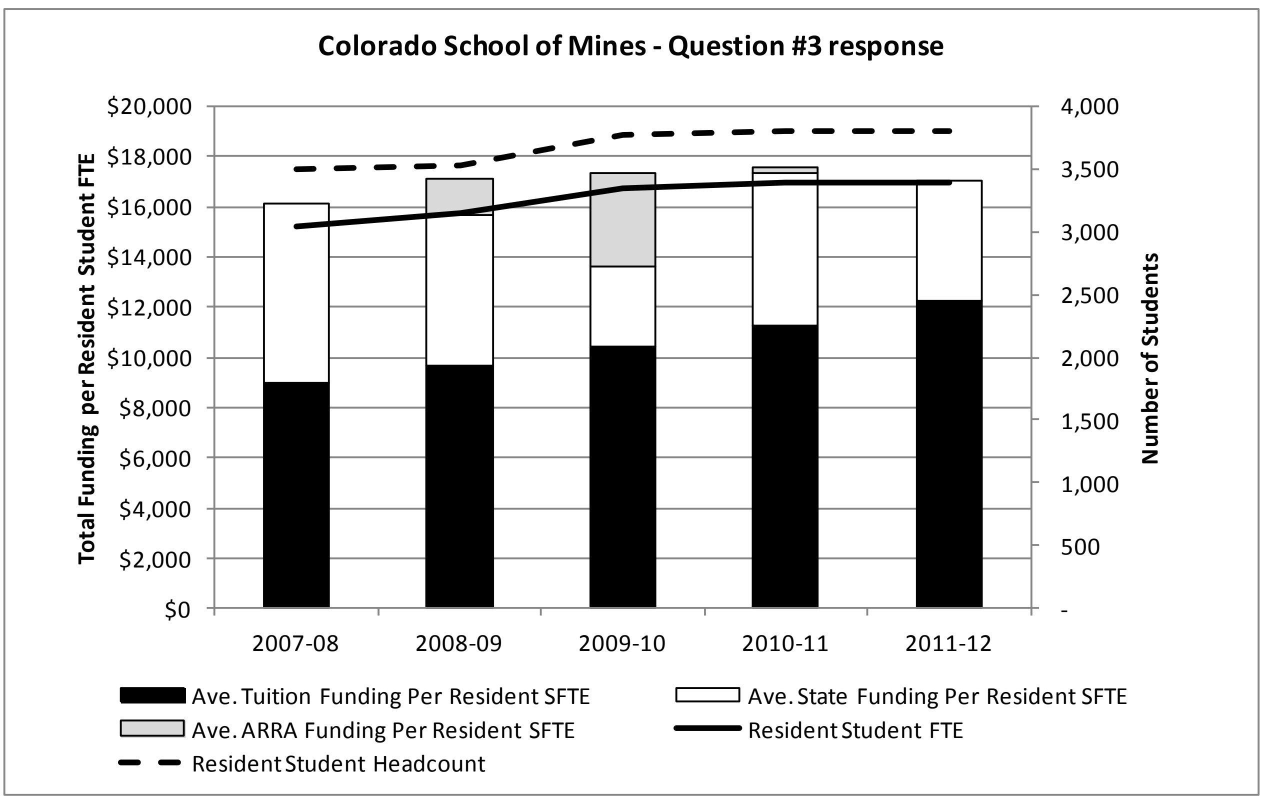



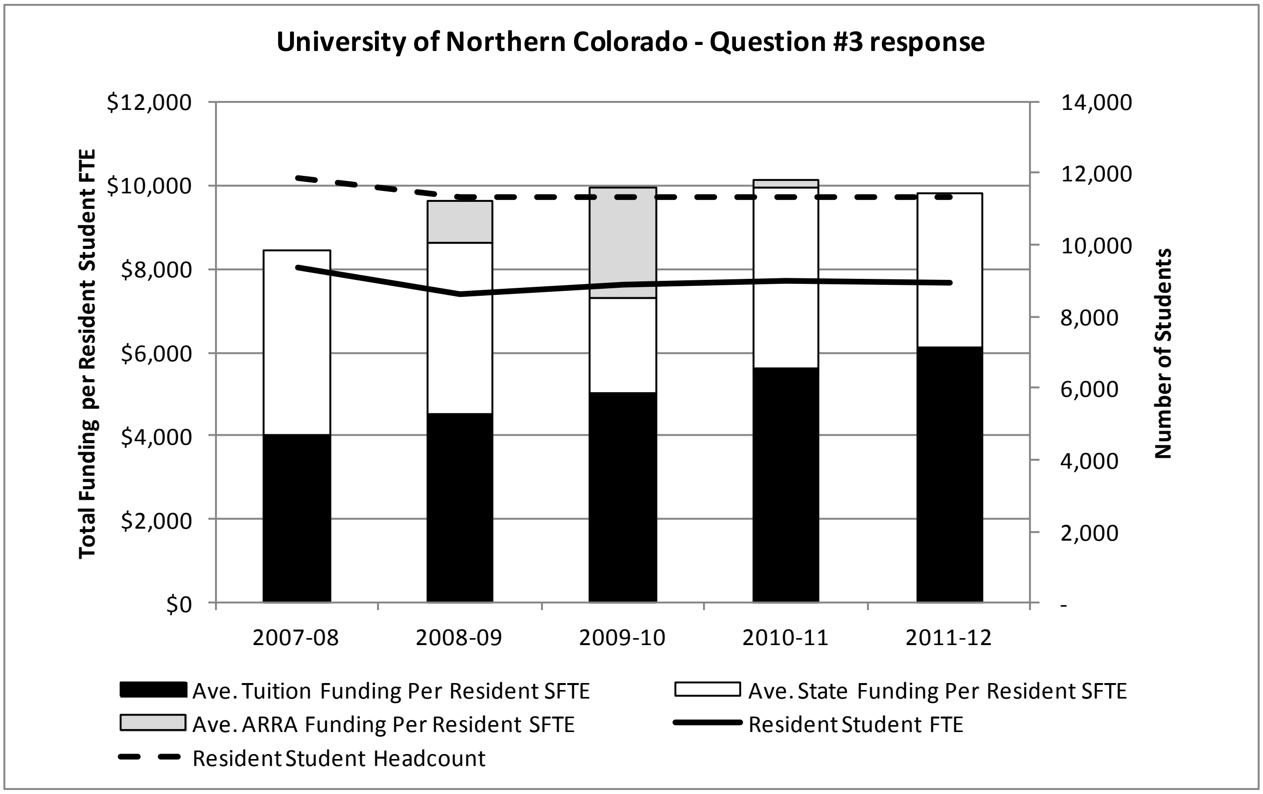
Western State College - Question #3 response
Total Funding per Resident Student FTE
$14,000
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0
2,000
1,800
1,600
1,400
1,200
1,000
800
600
400
200
-
Number of Students
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount

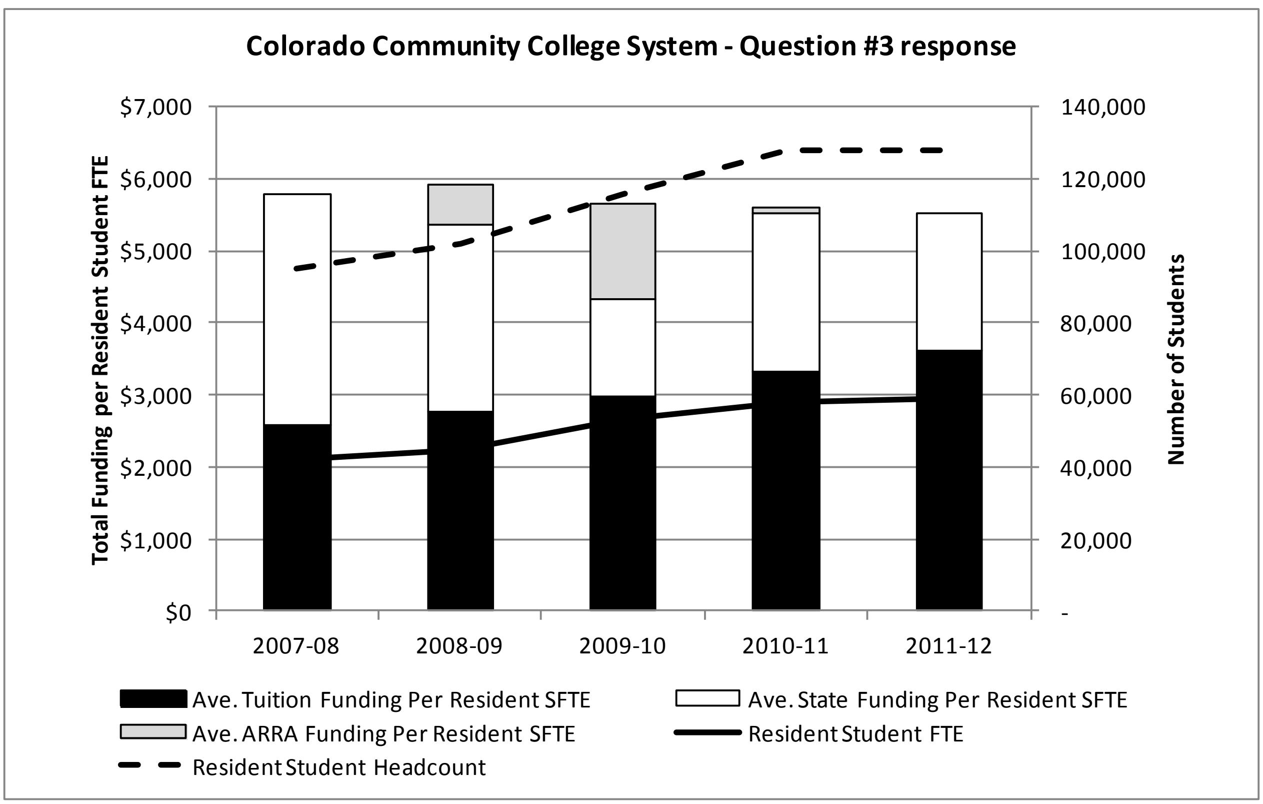

Colorado State University System - Question #3 response
$14,000
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0
35,000
30,000
25,000
20,000
15,000
10,000
5,000
-
Total Funding per Resident Student FTE
Number of Students
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount


Fort Lewis College - Question #3 response
$10,000
$9,000
$8,000
$7,000
$6,000
$5,000
$4,000
$3,000
$2,000
$1,000
$0
3,500
3,000
2,500
2,000
1,500
1,000
500
-
Total Funding per Resident Student FTE
Number of Students
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount


University of Colorado System - Question #3 response
Total Funding per Resident Student FTE
Number of Students
$16,000
$14,000
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0
60,000
50,000
40,000
30,000
20,000
10,000
-
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount


Colorado School of Mines - Question #3 response
Total Funding per Resident Student FTE
Number of Students
$20,000
$18,000
$16,000
$14,000
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0
4,000
3,500
3,000
2,500
2,000
1,500
1,000
500
-
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount


University of Northern Colorado - Question #3 response
Total Funding per Resident Student FTE
Number of Students
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0
14,000
12,000
10,000
8,000
6,000
4,000
2,000
-
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount


Colorado Community College System - Question #3 response
Total Funding per Resident Student FTE
Number of Students
$7,000
$6,000
$5,000
$4,000
$3,000
$2,000
$1,000
$0
140,000
120,000
100,000
80,000
60,000
40,000
20,000
-
2007-08
2008-09
2009-10
2010-11
2011-12
Ave. Tuition Funding Per Resident SFTE
Ave. State Funding Per Resident SFTE
Ave. ARRA Funding Per Resident SFTE
Resident Student FTE
Resident Student Headcount

4. How have student loan defaults changed in the Colorado higher education system over the last ten years, by institution? How long are the student loan debts tracked by the institutions after students graduate? How do Colorado higher education institutions compare to other higher education institutions nationally, both public and private, in terms of student loan debt and student loan defaults?

   *Student loan default rates are regulated and tracked by the U.S. Department of Education (DOE) through the National Student Loan Data System (NSLDS), a web based database. Nationally, the student loan default rates have begun to rise over the past five years. Default rates are calculated by looking at the number of students who went into default divided by the number of students who went into repayment. A student loan is in default when the payment is more than 270 days delinquent.*

   *To participate in the federal student aid program, an institution must be accredited by a nationally recognized accrediting body, admit students who have received a high school diploma or equivalent and be authorized to offer post secondary education in the state it operates.*

   *The Department of Education imposes sanctions on institutions with higher default rates. Institutions with default rates at or above ten percent for the prior three years are required to disburse funds over two payments and delay financial aid disbursements for first time borrowers for 30 days. Institutions with a default rate less than ten percent are exempted from these rules. Once default rates exceed 25 percent for three years institutions may lose eligibility to offer Direct Loans or Pell grants.*

   *In the most recent student cohort (2009), Colorado ranks as one of the territories with the highest rates with a default rate of 11.7 percent (Figure 3). The national average is 8.8 percent. By sector, both the two year public institutions and proprietary institutions have the highest default rates, private non-profit and four year public institutions have lower default rates. Default rates by institution over the last three years with a percent change are included in the attached spreadsheet.*

   *Colorado's student loan default rates have been increasing above the national student loan default rates since FY 2005. The most recent increases reflect the current economic conditions. The Obama administration has responded by expanding student loan repayment options for borrowers.*

   *Below is a graph (Figure 1) that charts Colorado's default rates over the past ten years. The default rates in the chart do not consider adjustments made to default rates through appeals. The rates reflect the number of students in default divided by the number of students in repayment for each year. The national chart (Figure 3) shows the national average default rate since 1989.*

*Figure 1 - * Rates do not include appeals or adjustments.*

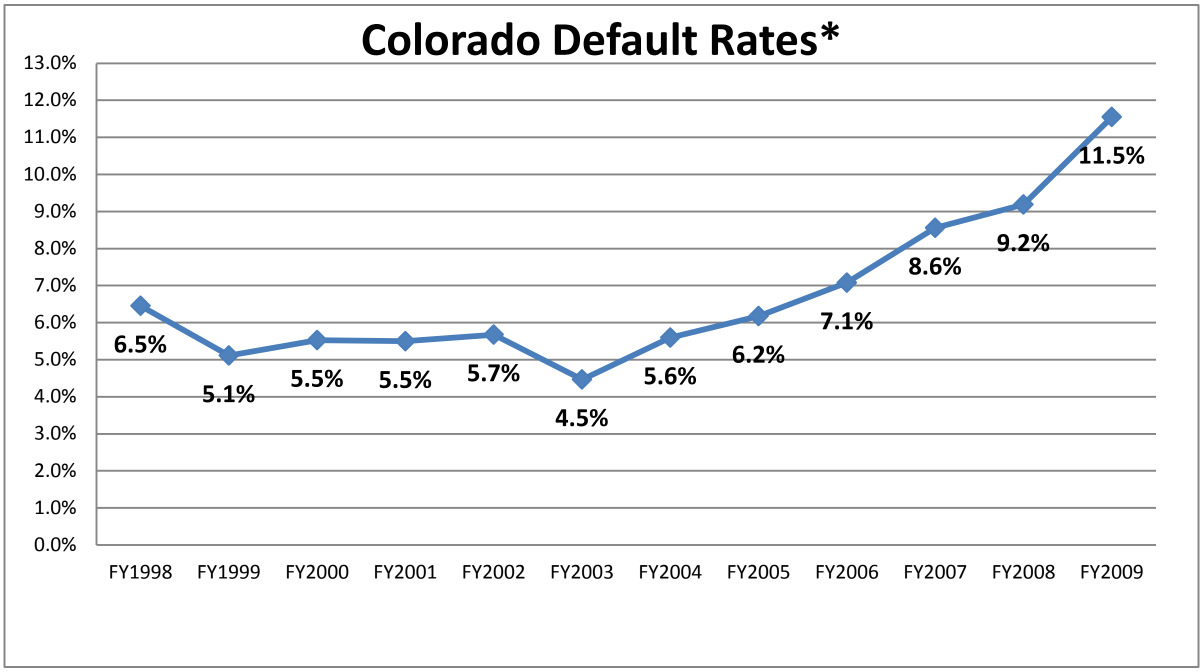



*Figure 2*

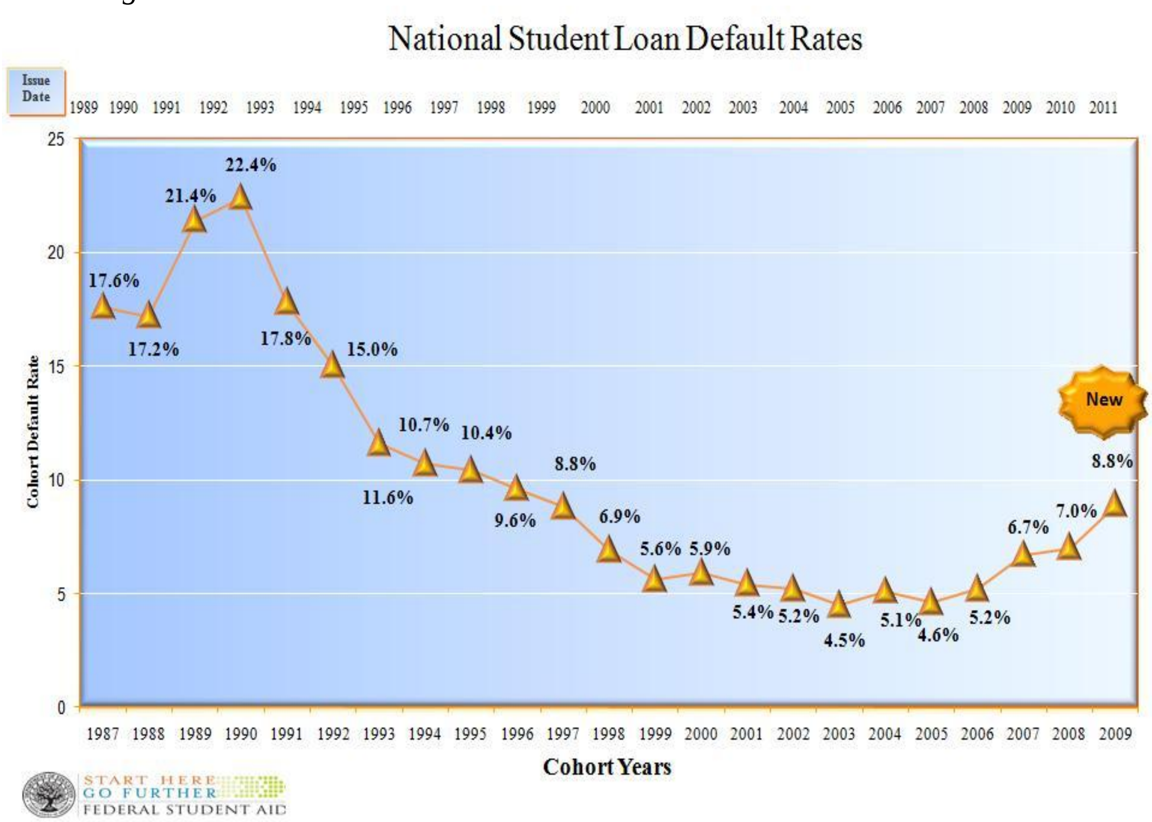


*Figure 3*

| FY2009 Official Cohort Default Rates by State/Territory | | | | |
|---|---|---|---|---|
| Calculated July 31, 2011 | | | | |
| State | Number of Schools | Number of Borrowers in Default | Number of Borrowers in Repayment | Default Rate |
| Arizona | 93 | 44,216 | 276,057 | 16.0% |
| Puerto Rico | 37 | 4,199 | 28,886 | 14.5% |
| Colorado | 95 | 9,158 | 78,179 | 11.7% |
| Arkansas | 66 | 3,444 | 29,495 | 11.6% |
| Iowa | 88 | 10,780 | 93,602 | 11.5% |
| Tennessee | 123 | 7,311 | 67,684 | 10.8% |
| Oklahoma | 89 | 4,632 | 42,958 | 10.7% |
| Florida | 298 | 19,279 | 183,047 | 10.5% |
| Nevada | 24 | 1,149 | 11,029 | 10.4% |
| Kentucky | 87 | 5,170 | 50,220 | 10.2% |
| Texas | 293 | 21,405 | 211,695 | 10.1% |
| Wyoming | 10 | 750 | 7,353 | 10.1% |
| Mississippi | 43 | 3,232 | 32,085 | 10.0% |
| West Virginia | 56 | 2,588 | 26,637 | 9.7% |
| Georgia | 127 | 8,016 | 86,212 | 9.2% |
| Alabama | 56 | 5,095 | 55,106 | 9.2% |
| Illinois | 239 | 16,134 | 175,800 | 9.1% |
| Louisiana | 83 | 4,155 | 48,011 | 8.6% |
| Ohio | 246 | 13,443 | 157,945 | 8.5% |
| Indiana | 113 | 7,736 | 91,443 | 8.4% |
| Michigan | 135 | 10,711 | 130,277 | 8.2% |
| Guam | 1 | 50 | 603 | 8.2% |
| Alaska | 9 | 354 | 4,467 | 7.9% |
| California | 550 | 21,529 | 275,068 | 7.8% |
| New Jersey | 129 | 5,203 | 66,069 | 7.8% |
| Oregon | 77 | 3,629 | 46,862 | 7.7% |
| New Mexico | 28 | 1,242 | 15,974 | 7.7% |
| Maine | 37 | 1,170 | 15,149 | 7.7% |
| Missouri | 159 | 6,462 | 84,096 | 7.6% |
| Idaho | 25 | 1,286 | 17,582 | 7.3% |
| New York | 406 | 16,182 | 227,692 | 7.1% |
| Washington | 95 | 3,768 | 52,587 | 7.1% |
| Virginia | 113 | 5,271 | 76,506 | 6.8% |
| Kansas | 79 | 2,867 | 41,817 | 6.8% |
| Rhode Island | 21 | 1,283 | 18,813 | 6.8% |
| Maryland | 79 | 3,313 | 48,831 | 6.7% |
| Pennsylvania | 336 | 12,254 | 186,632 | 6.5% |
| South Dakota | 25 | 919 | 14,119 | 6.5% |
| Delaware | 16 | 520 | 8,057 | 6.4% |
| South Carolina | 74 | 2,652 | 41,669 | 6.3% |
| District | 20 | 1,707 | 27,112 | 6.2% |
| North Carolina | 124 | 3,866 | 63,798 | 6.0% |
| Utah | 43 | 2,093 | 34,580 | 6.0% |
| Connecticut | 81 | 2,226 | 37,174 | 5.9% |
| Minnesota | 106 | 5,916 | 101,103 | 5.8% |
| Hawaii | 23 | 356 | 6,182 | 5.7% |
| Nebraska | 49 | 1,356 | 24,110 | 5.6% |
| Wisconsin | 86 | 3,592 | 65,875 | 5.4% |
| New Hampshire | 39 | 861 | 17,169 | 5.0% |
| Massachusetts | 173 | 4,012 | 83,713 | 4.7% |
| Vermont | 28 | 364 | 9,847 | 3.6% |
| North Dakota | 23 | 422 | 12,216 | 3.4% |
| Montana | 25 | 370 | 10,614 | 3.4% |
| Virgin Islands | 1 | 4 | 221 | 1.8% |
| | | | | |
| http://www2.ed.gov/offices/OSFAP/defaultmanagement/2009staterates.pdf | | | | |

*Figure 4*

| NAME | Year | Percentage of CO Students in Default | Default Rate | Year | Percentage of CO Students in Default | Default Rate | Year | Percentage of CO Students in Default | Default Rate | Percent Change from FY2007 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Public Four Year** | | | | | | | | | | |
| Adams State College | 2007 | 1.5% | 11.4% | 2008 | 1.4% | 12.3% | 2009 | 1.2% | 13.5% | 18.4% |
| Colorado School of Mines | 2007 | 0.1% | 1% | 2008 | 0.1% | 1.3% | 2009 | 0.1% | 2.3% | 130.0% |
| Colorado State University | 2007 | 1.4% | 2.1% | 2008 | 1.2% | 2% | 2009 | 1.0% | 2.2% | 4.8% |
| Colorado State University-Pueblo | 2007 | 1.4% | 7.4% | 2008 | 1.0% | 6.4% | 2009 | 1.5% | 11.6% | 56.8% |
| Fort Lewis College | 2007 | 1.3% | 9.8% | 2008 | 1.1% | 8.9% | 2009 | 1.0% | 10.9% | 11.2% |
| Mesa State College | 2007 | 2.3% | 9.1% | 2008 | 2.0% | 9.3% | 2009 | 1.7% | 10.1% | 11.0% |
| Metropolitan State College of Denver | 2007 | 7.5% | 10.9% | 2008 | 7.2% | 11% | 2009 | 5.4% | 11.3% | 3.7% |
| University of Colorado at Boulder | 2007 | 1.3% | 1.8% | 2008 | 1.4% | 1.8% | 2009 | 1.1% | 2.2% | 22.2% |
| University of Colorado at Colorado Springs | 2007 | 1.0% | 4.1% | 2008 | 0.9% | 3.8% | 2009 | 0.9% | 5.3% | 29.3% |
| University of Colorado Denver | 2007 | 2.0% | 2.8% | 2008 | 2.0% | 3.3% | 2009 | 1.6% | 3.8% | 35.7% |
| University of Northern Colorado | 2007 | 1.9% | 4.5% | 2008 | 1.8% | 5% | 2009 | 1.5% | 5.5% | 22.2% |
| Western State College of Colorado | 2007 | 0.4% | 5.2% | 2008 | 0.6% | 8.5% | 2009 | 0.4% | 7.3% | 40.4% |
| **Public Two Year** | | | | | | | | | | |
| Aims Community College | 2007 | 1.5% | 11.5% | 2008 | 1.4% | 12% | 2009 | 1.1% | 12.1% | 5.2% |
| Arapahoe Community College | 2007 | 1.7% | 11.6% | 2008 | 1.5% | 11% | 2009 | 1.5% | 12.5% | 7.8% |
| Colorado Mountain College | 2007 | 0.6% | 8.3% | 2008 | 0.8% | 13.6% | 2009 | 0.4% | 9.5% | 14.5% |
| Colorado Northwestern Community College | 2007 | 0.4% | 16.3% | 2008 | 0.3% | 15.7% | 2009 | 0.2% | 9.6% | -41.1% |
| Community College of Aurora | 2007 | 1.3% | 13% | 2008 | 1.7% | 16.2% | 2009 | 1.3% | 15.6% | 20.0% |
| Community College of Denver | 2007 | 2.7% | 16% | 2008 | 2.9% | 15.9% | 2009 | 2.1% | 15.9% | -0.6% |
| Front Range Community College | 2007 | 3.4% | 10.1% | 2008 | 3.4% | 11.3% | 2009 | 3.3% | 12.9% | 27.7% |
| Lamar Community College | 2007 | 0.4% | 14.7% | 2008 | 0.5% | 18.4% | 2009 | 0.5% | 23.4% | 59.2% |
| Morgan Community College | 2007 | 0.3% | 10.6% | 2008 | 0.3% | 15.4% | 2009 | 0.3% | 15.1% | 42.5% |
| Northeastern Junior College | 2007 | 0.5% | 10.3% | 2008 | 0.6% | 14.7% | 2009 | 0.7% | 18.3% | 77.7% |
| Otero Junior College | 2007 | 1.1% | 23.3% | 2008 | 1.1% | 21% | 2009 | 1.1% | 29.6% | 27.0% |
| Pikes Peak Community College | 2007 | 2.6% | 11.2% | 2008 | 2.8% | 11.6% | 2009 | 2.6% | 13% | 16.1% |
| Pueblo Community College | 2007 | 2.8% | 16.3% | 2008 | 3.3% | 17.9% | 2009 | 3.4% | 23.2% | 42.3% |
| Red Rocks Community College | 2007 | 1.2% | 10.7% | 2008 | 1.4% | 13.4% | 2009 | 1.2% | 13.1% | 22.4% |
| Trinidad State Junior College | 2007 | 0.9% | 20.1% | 2008 | 0.8% | 21.1% | 2009 | 0.7% | 22.1% | 10.0% |
| **Area Vocational Schools** | | | | | | | | | | |
| Delta - Montrose Technical College | 2007 | 0.0% | 4.8% | 2008 | 0.1% | 10.8% | 2009 | 0.1% | 16.1% | 235.4% |
| Pickens Technical College | 2007 | 0.0% | 0% | 2008 | 0.0% | 0% | 2009 | 0.0% | 0% | 0.0% |
| **Non- Profit Private** | | | | | | | | | | |
| Colorado Christian University | 2007 | 0.3% | 3% | 2008 | 0.3% | 2.7% | 2009 | 0.4% | 4.1% | 36.7% |
| Colorado College | 2007 | 0.0% | 0% | 2008 | 0.0% | 1.5% | 2009 | 0.0% | 1.4% | |
| Naropa University | 2007 | 0.1% | 2.1% | 2008 | 0.1% | 2.7% | 2009 | 0.1% | 3.3% | 57.1% |
| Regis University | 2007 | 1.4% | 3.3% | 2008 | 1.6% | 4.1% | 2009 | 1.4% | 4.8% | 45.5% |
| University of Denver | 2007 | 0.7% | 1.9% | 2008 | 0.6% | 1.8% | 2009 | 0.6% | 2.4% | 26.3% |
| **Proprietary** | | | | | | | | | | |
| Art Institute of Colorado (The) | 2007 | 1.5% | 6.7% | 2008 | 0.8% | 4.7% | 2009 | 1.4% | 9.9% | 47.8% |
| Colorado Technical University | 2007 | 21.9% | 10.9% | 2008 | 27.5% | 12.4% | 2009 | 29.5% | 16.4% | 50.5% |
| Concorde Career College | 2007 | 0.9% | 10.1% | 2008 | 0.9% | 10.2% | 2009 | 0.6% | 8.2% | -18.8% |
| Everest College | 2007 | 5.0% | 19.6% | 2008 | 5.5% | 26.2% | 2009 | 4.8% | 27.7% | 41.3% |
| Everest College | 2007 | 1.5% | 15.7% | 2008 | 1.5% | 19.9% | 2009 | 1.7% | 21.1% | 34.4% |
| Heritage College | 2007 | 1.2% | 8.5% | 2008 | 1.4% | 11.1% | 2009 | 1.6% | 14% | 64.7% |
| Institute of Business & Medical Careers | 2007 | 0.6% | 11.3% | 2008 | 0.3% | 6.8% | 2009 | 0.3% | 6.9% | -38.9% |
| IntelliTec College | 2007 | 1.1% | 14.8% | 2008 | 0.8% | 13.6% | 2009 | 0.6% | 14.2% | -4.1% |
| IntelliTec College | 2007 | 0.9% | 24% | 2008 | 1.1% | 23.5% | 2009 | 0.7% | 19.8% | -17.5% |
| IntelliTec Medical Institute | 2007 | 0.4% | 7.8% | 2008 | 0.3% | 10.2% | 2009 | 0.4% | 17.9% | 129.5% |
| Kaplan College | 2007 | 0.8% | 16.6% | 2008 | 0.7% | 17.7% | 2009 | 0.4% | 12.5% | -24.7% |
| Redstone College | 2007 | 0.3% | 5.9% | 2008 | 0.3% | 7.7% | 2009 | 0.4% | 11.4% | 93.2% |
| Rocky Mountain College of Art & Design | 2007 | 0.1% | 3.2% | 2008 | 0.1% | 6.5% | 2009 | 0.2% | 13.1% | 309.4% |
| Westwood College - Denver North | 2007 | 8.4% | 11.8% | 2008 | 6.8% | 10% | 2009 | 10.4% | 15.6% | 32.2% |

*Figure 4 Continued*

| Institutions in Colorado that do not participate in State Funded Financial Aid | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Private Non-Profit** | | | | | | | | | | |
| Boulder College of Massage Therapy | 2007 | 0.0% | 1.1% | 2008 | 0.1% | 4.4% | 2009 | 0.1% | 5.2% | 372.7% |
| Colorado Center for Medical Laboratory Science, T | 2007 | 0.0% | 0% | 2008 | 0.0% | 0% | 2009 | 0.0% | 0% | |
| Colorado Heights University | 2007 | 0.0% | 0% | 2008 | 0.0% | 0% | 2009 | 0.0% | 0% | |
| Denver Seminary | 2007 | 0.0% | 0.7% | 2008 | 0.0% | 1.4% | 2009 | 0.0% | 1.2% | 71.4% |
| Iliff School of Theology | 2007 | 0.0% | 2.7% | 2008 | 0.0% | 1.5% | 2009 | 0.0% | 0% | -100.0% |
| Institute of Taoist Education and Acupuncture | 2007 | 0.0% | | 2008 | 0.0% | | 2009 | 0.0% | 0% | |
| Montessori Casa International | 2007 | 0.0% | | 2008 | 0.0% | | 2009 | 0.0% | 0% | |
| Nazarene Bible College | 2007 | 0.2% | 8.6% | 2008 | 0.2% | 8.5% | 2009 | 0.2% | 8.6% | 0.0% |
| Rocky Mountain Montessori Teacher Training Pro | 2007 | 0.0% | 5.8% | 2008 | 0.0% | 5.3% | 2009 | 0.0% | 9.4% | 62.1% |
| **Proprietary** | | | | | | | | | | |
| Academy of Natural Therapy | 2007 | 0.0% | 0% | 2008 | 0.1% | 12.9% | 2009 | 0.0% | 12.5% | 0.0% |
| Bel - Rea Institute of Animal Technology | 2007 | 0.2% | 3.2% | 2008 | 0.1% | 1.8% | 2009 | 0.1% | 4.1% | 28.1% |
| CollegeAmerica Denver | 2007 | 2.7% | 21.8% | 2008 | 1.8% | 18.5% | 2009 | 2.1% | 27.9% | 28.0% |
| Colorado School of Healing Arts | 2007 | 0.0% | 2% | 2008 | 0.1% | 5.8% | 2009 | 0.1% | 6.2% | 210.0% |
| Colorado School of Trades | 2007 | 0.1% | 4.4% | 2008 | 0.1% | 4.8% | 2009 | 0.0% | 3.1% | -29.5% |
| Colorado School of Traditional Chinese Medicine | 2007 | 0.0% | 0% | 2008 | 0.0% | 8.3% | 2009 | 0.0% | 0% | |
| Cuttin' Up Beauty Academy | 2007 | 0.1% | 34.7% | 2008 | 0.2% | 40.6% | 2009 | 0.1% | 44.4% | 28.0% |
| Denver Academy of Court Reporting | 2007 | 0.1% | 8.4% | 2008 | 0.1% | 7.1% | 2009 | 0.0% | 5.9% | -29.8% |
| Empire Beauty School -Arvada | 2007 | 0.1% | 6.1% | 2008 | 0.1% | 12.3% | 2009 | 0.1% | 14.5% | 137.7% |
| Empire Beauty School -Thornton | 2007 | 0.1% | 5.8% | 2008 | 0.1% | 7% | 2009 | 0.1% | 10.3% | 77.6% |
| Empire Beauty School-Lakewood | 2007 | 0.0% | 6.1% | 2008 | 0.1% | 12% | 2009 | 0.0% | 9.5% | 55.7% |
| Empire Beauty School-Littleton | 2007 | 0.2% | 7.8% | 2008 | 0.2% | 7.1% | 2009 | 0.3% | 15.1% | 93.6% |
| Glenwood Beauty Academy | 2007 | 0.0% | 9.3% | 2008 | 0.1% | 10.2% | 2009 | 0.0% | 9.6% | 3.2% |
| Hair Dynamics Education Center | 2007 | 0.2% | 12.9% | 2008 | 0.1% | 3.8% | 2009 | 0.2% | 11.9% | -7.8% |
| International Salon and Spa Academy | 2007 | 0.1% | 5.3% | 2008 | 0.2% | 9.3% | 2009 | 0.2% | 13.3% | 150.9% |
| Jones International University | 2007 | 0.2% | 2.9% | 2008 | 0.2% | 2.4% | 2009 | 0.4% | 4.9% | 69.0% |
| Lincoln College of Technology | 2007 | 1.5% | 10.9% | 2008 | 0.9% | 11.6% | 2009 | 1.8% | 26% | 138.5% |
| Massage Therapy Institute of Colorado | 2007 | 0.0% | 0% | 2008 | 0.0% | 9% | 2009 | 0.0% | 7% | |
| Platt College | 2007 | 0.1% | 10.6% | 2008 | 0.1% | 16.3% | 2009 | 0.1% | 12.5% | 17.9% |
| Remington College - Colorado Springs Campus | 2007 | 3.1% | 13.1% | 2008 | 0.6% | 8.4% | 2009 | 0.2% | 9.2% | -29.8% |
| Salon Professional Academy (The) | 2007 | 0.1% | 15.2% | 2008 | 0.0% | 5.7% | 2009 | 0.0% | 4.7% | -69.1% |
| TONI&GUY Hairdressing Academy | 2007 | 0.0% | 6.1% | 2008 | 0.0% | 2.3% | 2009 | 0.0% | 2.5% | -59.0% |
| University of the Rockies | 2007 | 0.0% | 0% | 2008 | 0.0% | 2.5% | 2009 | 0.0% | 3.3% | |
| Xenon International Academy III | 2007 | 0.0% | 4.3% | 2008 | 0.0% | 2.3% | 2009 | 0.0% | 5.6% | 30.2% |

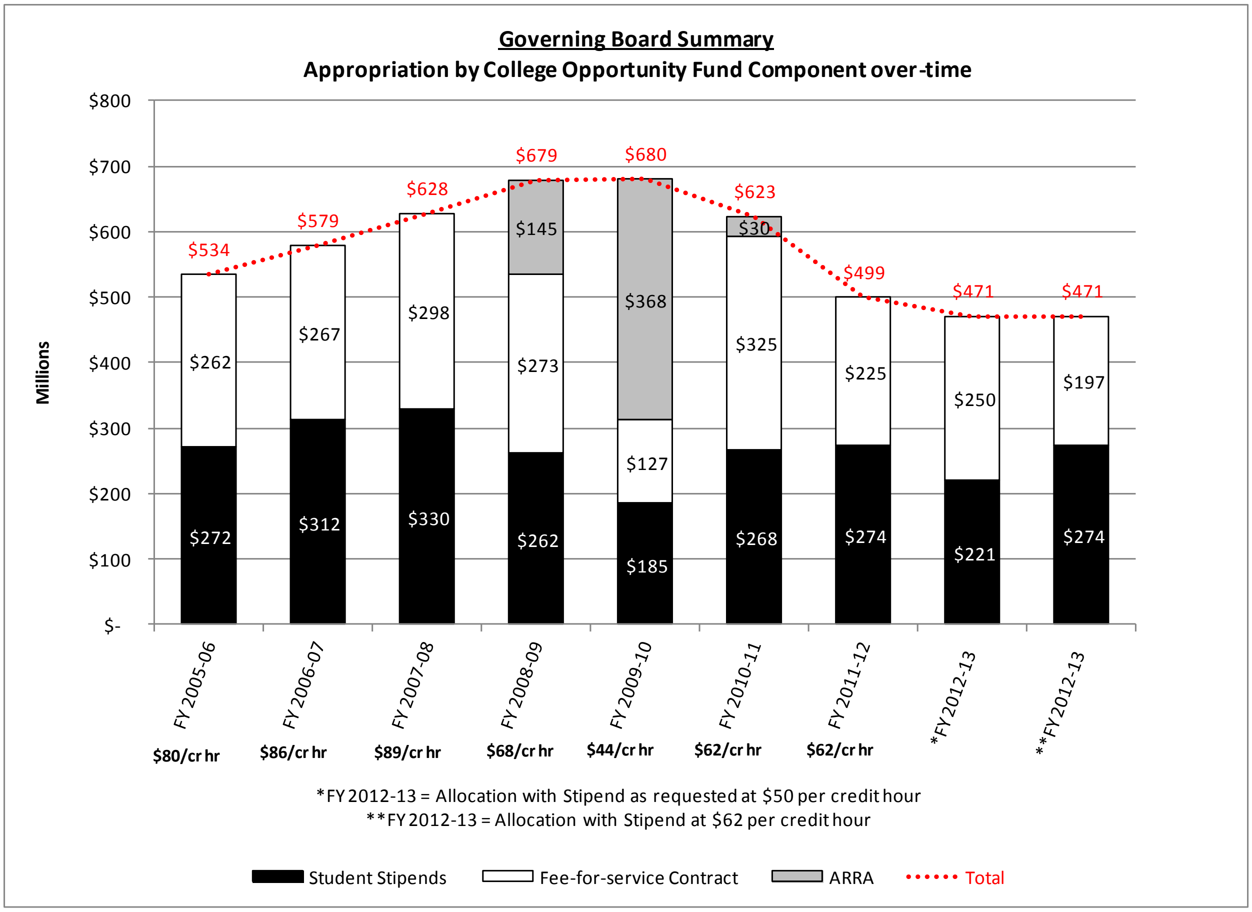
5. How much of the operation reduction to universities and colleges is from stipends versus fee-for-service contracts? Why did the Department choose the split that it did?

   *Since FY 2005-06, the College Opportunity Fund (COF) has been the mechanism for providing general fund state support to Colorado's public institutions of higher education. COF replaced direct appropriations to the governing boards with a combination of (1) stipends provided directly to students and (2) fee-for-service contracts provided to the governing boards. Each governing board has a unique split of state support dollars between COF stipend and fee-for-service funding depending on factors such as enrollment and the services provided through the fee-for-service contracts.*

   *While the department does not determine the split between the COF student stipend and fee-for-service contract for each governing board, DHE is responsible for requesting adjustments to the credit hour amount for the COF student stipend upward or downward based upon total General Fund support available in conjunction with the operating funding allocation request. As a matter of practice the Department has usually opted to take General Fund reductions from governing board's fee-for-service contract allocation if possible because it is less confusing to students and their families and it is administratively less costly and burdensome for the institutions.*

   *In recent years budget balancing has required additional reductions in the amount of state support for each governing board. As institution enrollments have gone up and state support has been further reduced there is no longer an adequate level of funds available to take the entire reduction from fee-for-service.[1] Without adequate fund levels in fee-for-service it becomes necessary to reduce the COF student stipend credit hour amount. It has been necessary to reduce the COF student stipend credit hour amount several times in recent years. The following chart illustrates the aggregated numbers at a governing board summary level for all public institutions of higher education participating in the College Opportunity Fund program.*

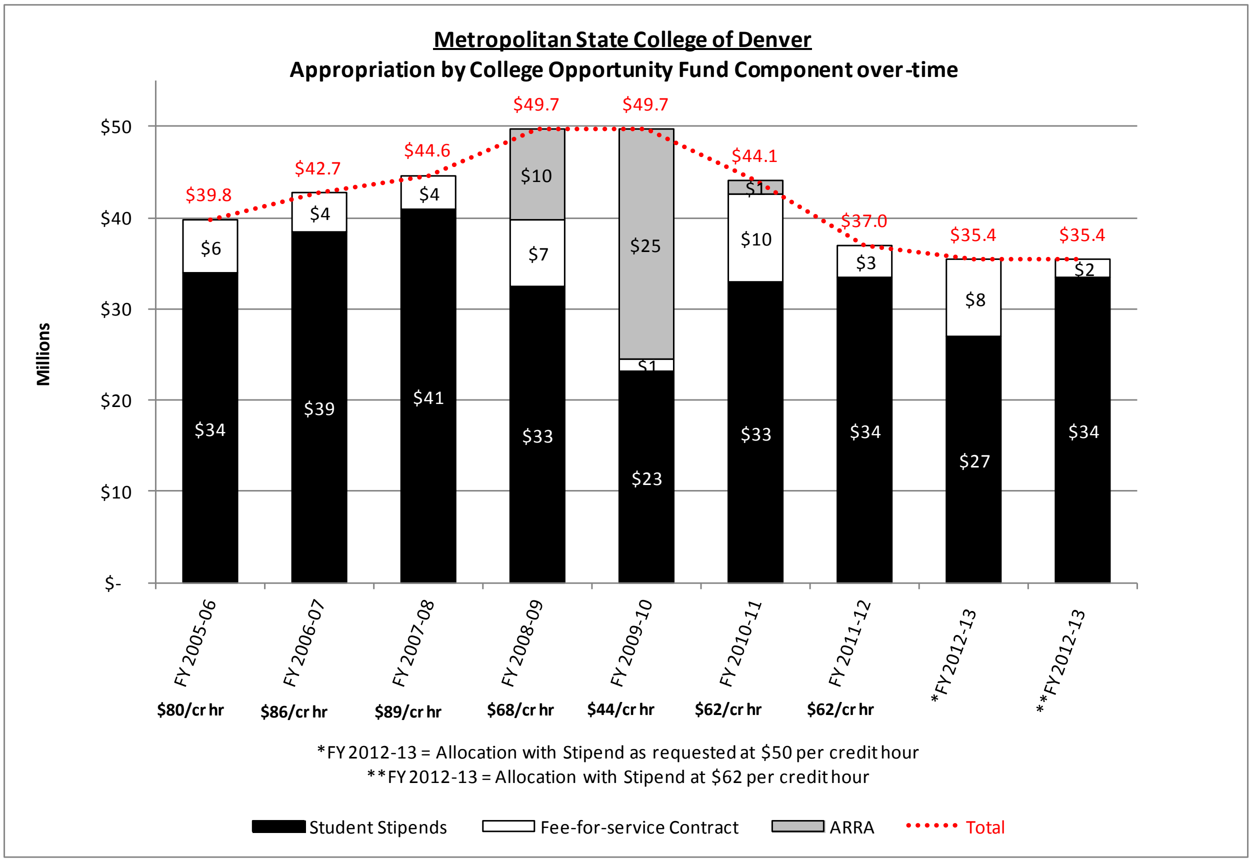
[1] *The FY 2012-13 department budget request recommends reducing the COF student stipend to $50 per credit hour because it will allow for institutions to have an adequate level of fee-for-service funding available to comply with additional statutory provisions and programs.*




*The chart above illustrates the total COF amount allocated/available to the institutions since its inception in FY 2005-06. Worth noting is the causality of the reduction in total General Fund to the COF program in conjunction with growing enrollments and the resulting reduction in the stipend credit hour rate.*

*Specifically, in FY 2008-09 the governing boards experienced a reduction of $145 million General Fund which was backfilled with the American Recovery and Reinvestment Act of 2009 State Fiscal Stabilization Fund. As a result of this reduction and growing enrollments of the COF eligible population the FY 2008-09 the COF student stipend was reduced to $68 per credit hour. In FY 2009-10 the COF student stipend was set at $44 per credit hour (its lowest point). Moving forward the College Opportunity Fund student stipend ratcheted back up to $62 per credit hour in FY 2010-11 and is set at this level in the current fiscal year.*

*Since the FY 2012-13 budget request includes an additional funding reduction to meet necessary statewide budget balancing needs, the Department included a downward adjustment in the COF student stipend rate to $50 per credit hour. The governing boards' proportional share of COF student stipend and fee-for-service contracts vary by a wide margin, with the Metropolitan State College of Denver (Metro) governing board having the smallest proportionate share of fee-for-service contract monies in its overall allocation from* *the College Opportunity Fund.*




*As is illustrated in the chart above, one can see how Metro only has a small share of its total funding from the fee-for-service contracts with roughly $3 million out of $37 million in the current fiscal year (roughly 9%).*

*The funding allocation request in FY 2012-13 for state support for public colleges' operations (see BRI-01) has Metro experiencing a reduction from $37.0 million to $35.4 million. The Department believes this reduction necessitates a reduction in the COF student stipend rate to $50 per credit hour. By reducing the stipend amount to this level, Metro's funding allocation for the fee-for-service contracts is $8 million. This dollar amount provides room for additional enrollment growth in the COF student stipend rate as the FY 2012-13 COF eligible population is determined following the current year Spring Census in February 2012. Additionally this dollar amount meets the requirements of the "Higher Education Intercept Act" under which a public higher education institution has to have an amount of fee-for-service funding equal to or greater than its annual debt service payment for debt issued under the Intercept Act program.*

*If the adjustment were not made to the COF student stipend rate in FY 2012-13, current funding levels would result in a fee-for-service allocation of $1.9 million for Metro, before* *accounting for additional COF student stipend eligible population growth which will occur in Spring 2012. In any event, the stipend rate will not impact the overall General Fund allocation and total COF program allocations by governing boards as requested by the Department for FY 2012-13.*

*Most importantly, state statue prohibits the student's share of tuition from increasing as a result of a decreased student stipend rate:*

> "Regardless of when an institution receives moneys in the form of a stipend on behalf of a student, or if the stipend amount is reduced by the general assembly, a state institution of higher education shall not increase the student's share of in-state tuition to make up for an actual or effective reduction during the same fiscal year in the stipend amount from which the total in-state tuition amount was calculated or for issues related to timing of stipend payments."
>
> \- Section 23-18-202 (4)(a), C.R.S. (2011)

6. Please provide a breakdown of institutional aid by institution.

*More than 50 percent of Institutional Merit Aid is awarded by dual qualification of need and merit at the majority of institutions. The institutional aid data reflects total spending but does not reflect institution specific programs such as institution based work-study programs.*

| 2010-2011 SURDS-All Students | | | | | |
|---|---|---|---|---|---|
| **Institution** | **Inst. Outside Funds** | **Inst. Need Based Awards** | **Inst. Merit Based Funds** | **Total Inst. Aid** | **Count of Inst. Aid Recipients*** |
| **Public Four Year** | | | | | |
| Adams State College | 683,808 | 1,708,466 | 3,035,852 | 5,428,126 | 1,674 |
| Colorado Mesa University | - | 17,134 | 3,761,536 | 3,778,670 | 1,458 |
| Colorado School of Mines | 9,824,309 | 2,603,411 | 15,367,071 | 27,794,791 | 3,181 |
| Colorado State University | - | 11,100,660 | 36,559,670 | 47,660,330 | 9,595 |
| Colorado State University - Pueblo | 2,836,073 | 796,061 | 563,643 | 4,195,777 | 1,310 |
| Fort Lewis College | 3,517,385 | 216,734 | 3,493,382 | 7,227,501 | 2,493 |
| Metropolitan State College of Denver | 2,396,401 | 812,083 | 1,726,022 | 4,934,506 | 2,756 |
| University of Colorado Boulder | - | 24,071,698 | 61,592,318 | 85,664,016 | 12,854 |
| University of Colorado Colorado Springs | 2,933 | 3,966,370 | 3,451,395 | 7,420,698 | 2,223 |
| University of Colorado Denver | 207,762 | 6,376,053 | 8,086,593 | 14,670,408 | 5,324 |
| University of Northern Colorado | 11,515,046 | 4,013,303 | 5,399,744 | 20,928,093 | 5,402 |
| Western State College | - | 503,311 | 2,496,140 | 2,999,451 | 1,005 |
| **Public Two Year** | | | | | |
| Aims Community College | - | 196,980 | 740,243 | 937,223 | 945 |
| Arapahoe Community College | - | 180,767 | 201,383 | 382,150 | 2,007 |
| Colorado Mountain College | 519,677 | - | - | 519,677 | 269 |
| Colorado Northwestern Community College | - | 34,000 | 491,010 | 525,010 | 249 |
| Community College of Aurora | - | 64,360 | 174,323 | 238,683 | 322 |
| Community College of Denver | - | 296,114 | 183,350 | 479,464 | 774 |
| Front Range Community College | - | 1,194,642 | 264,154 | 1,458,796 | 2,089 |
| Lamar Community College | - | 27,691 | 673,651 | 701,342 | 401 |
| Morgan Community College | - | 80,492 | 154,603 | 235,095 | 592 |
| Northeastern Junior College | - | 750 | 903,249 | 903,999 | 616 |
| Otero Junior College | - | - | 1,030,275 | 1,030,275 | 457 |
| Pikes Peak Community College | - | 225,022 | 129,447 | 354,469 | 583 |
| Pueblo Community College | - | 327,059 | 50,017 | 377,076 | 511 |
| Red Rocks Community College | - | 50,626 | 120,439 | 171,065 | 214 |
| Trinidad State Junior College | - | 25,000 | 540,522 | 565,522 | 262 |
| **Non-Profit Private** | | | | | |
| Colorado Christian University | 356,477 | 447,219 | 5,910,477 | 6,714,173 | 867 |
| Colorado College | 8,372,304 | 11,003,695 | 6,816,120 | 26,192,119 | 1,019 |
| Denver University | 6,539,500 | 15,279,734 | 77,330,742 | 99,149,976 | 7,104 |
| Regis University | - | 5,967,436 | 18,544,924 | 24,512,360 | 2,008 |
| **Area Vocational Schools** | | | | | |
| Delta Montrose A.V.S. | 480 | - | - | 480 | 1 |
| Emily Griffith Opp. School | 80,594 | - | - | 80,594 | 85 |
| Pickens Technical Center - Voc Tech | - | - | - | - | |

| Institution | Inst. Outside Funds | Inst. Need Based Awards | Inst. Merit Based Funds | Total Inst. Aid | Count of Inst. Aid Recipients* |
|---|---|---|---|---|---|
| **Proprietary** | | | | | |
| Blair Junior College | - | - | - | - | |
| Colorado Institute of Art | 1,245,530 | - | - | 1,245,530 | 1,203 |
| Colorado Technical University | 100,514 | - | - | 100,514 | 21 |
| Concorde Career Institute | - | - | - | - | |
| DeVry University | 101,706 | - | 6,810 | 108,516 | 90 |
| Everest College (Parks) | - | - | - | - | |
| Heritage College | - | 15,503 | - | 15,503 | 159 |
| Institute of Business and Medical Careers | - | - | - | - | |
| Intellitec College - Co. Springs | - | - | - | - | |
| Intellitec College - Grand Junction | - | - | - | - | |
| Intellitec Medical Institute | - | - | - | - | |
| International Beauty College | - | - | 500 | 500 | 1 |
| Kaplan College | - | 13,531 | - | 13,531 | 201 |
| Rocky Mtn. Coll. Art & Design | - | - | 3,815,434 | 3,815,434 | 639 |
| Westwood College (DIT) | - | - | 9 | 9 | 1 |
| Westwood College of Aviation | - | - | 25,079 | 25,079 | 2 |
| **Total** | **48,300,499** | **91,615,905** | **263,640,127** | **403,556,531** | **72,967** |

*Unduplicated--students may have received more than one type of institutional award

Institutional Aid SURDS Field Definitions:

| | |
|---|---|
| Institutional Award of Outside Funds | **Definition:** : The dollar amount paid from institutionally controlled gift funds, i.e. the funds are received from other than state or federal sources, and the recipients are chosen by the school. |
| | **Codes/Notes:** Examples:<br>Athletics<br>Institutional funds<br>Donor gifts<br>Endowment funds<br>Foundation funds<br>Long term institutional loans<br>Student fees earmarked for student aid<br>Daniels Opportunity<br>Reisher<br><br>NOTE: Report all institutional funds here for 2004-2005 only. For 2005-2006, will report as institutional need or merit. For 2004-2005, institutional funds will be reported in filed 35 or 39 which are differentiated by whether funds are institutionally controlled or not. |
| Institutional- Need-Based Awards (for academic year 2006) | **Definition:** An award that was paid to the student from institutional funds where financial need is either the only component or the primary component used to determine the recipient. |

| | |
|---|---|
| | **Codes/Notes:** Awards to be included are those funds awarded based solely on financial need, as well as funds where need is at least one component that must be met (e.g. A student must have need, but must also demonstrate a minimum GPA). Note: When designating an award for this field, institutions should look at how the institution designates eligibility for the fund, not the individual student's eligibility. Awards that are made based solely on merit or talent, but actually satisfy need for a particular student who happens to be needy, should not be included (but should be put in the Institutional Merit Funds field). |
| Institutional - Merit Funds (for academic year 2006) | **Definition:** An award that was paid to the student from institutional funds without ANY regard for financial need when determining the recipient. |
| | **Codes/Notes:** Information is requested on institutional aid funds that are awarded only on merit. Examples would be athletic or music scholarship, which are awarded based solely on talent. Awards that are made based solely on merit or talent, but actually satisfy need for a particular student who happens to be needy, should be included in this category. |

7. Please provide data on the performance metrics for the 3 non-profit private institutions that receive COF funding and how their performance compares to the public institutions for the purpose of determining whether the State is getting value out of COF.

*The charts below show the number of minority and low income students for the three non-profit private institutions that participate in the College Opportunity Fund (COF). At this time the Department does not calculate retention or graduation rates for the non-profit private institutions because the longitudinal data necessary for graduation reports does not yet exist. The Department, is working cooperatively with the non-profit private institutions on obtaining clean and accurate enrollment and degree completion data sets and will be able to provide retention reports in the near future and graduation reports in the next few years.*

**STUDENT HEADCOUNT (MINORITY* ONLY)**

| Enrollment Level | Minority* Headcount - Enrolled in Fall | | | | | |
|---|---|---|---|---|---|---|
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | # | # | # | # | # | #** |
| Colorado Christian University | | | | 397 | 392 | 443 |
| Denver University | 1,459 | 1,568 | 1,624 | 1,800 | 1,880 | 2,544 |
| Regis University | 1,984 | 2,009 | 2,095 | 2,056 | 2,205 | 2,169 |

Source: SURDS Enrollment Fall Term
Report run Dec 7, 2011; ra

Headcount is unduplicated and does not include Exclusive ESP (Extended Studies Program) Students

*2005-2009, Ethnicity limited to Black or African American, American Indian or Alaska Native, Asian, Hispanic; 2010 also included multiple races and separated Asian and Hawaiian/Pacific Islander.

**2010 began new federal ethnicity reporting guidelines that allowed students to select multiple race/ethnicity categories and included a "rollup" procedure weighing non-resident alien, hispanic over multi-ethnicity selections.

| STUDENT HEADCOUNT (LOW-INCOME*) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Enrollment Level | Low-Income* Headcount | | | | | | |
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY2011 |
| | # | # | # | # | # | # | # |
| Colorado Christian University | - | - | - | 786 | 869 | 1,080 | 1,536 |
| Denver University | 2,275 | 2,193 | 2,383 | 2,498 | 2,550 | 3,196 | 3,684 |
| Regis University | 5,610 | 2,079 | 2,100 | 2,070 | 2,063 | 2,757 | 3,467 |
| Source: SURDS Financial Aid; Limited to FAFSA Flag = 1 | | | | | | | |
| Report run Dec 7, 2011; ra | | | | | | | |
| * Low-income based on EFC 9-month calculation, less than or equal to $3850 (2006-08) $4041 (2009) $4617 (2010) $5273 (2011) | | | | | | | |
| Enrollment Level | ALL Financial Aid Students | | | | | | |
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY2011 |
| | # | # | # | # | # | # | # |
| Colorado Christian University | - | - | - | 2,321 | 2,466 | 2,483 | 2,953 |
| Denver University | 7,413 | 7,919 | 8,327 | 8,826 | 9,193 | 9,671 | 9,946 |
| Regis University | 6,966 | 7,086 | 7,617 | 7,353 | 7,805 | 8,363 | 8,727 |
| Enrollment Level | ALL Enrolled Students, Full Academic Year | | | | | | |
| | FY2005 | FY2006 | FY2007 | FY2008 | FY2009 | FY2010 | FY2011 |
| | # | # | # | # | # | # | # |
| Colorado Christian University | - | - | - | - | 5,433 | 3,601 | 3,910 |
| Denver University | - | 11,442 | 12,657 | 13,078 | 12,594 | 12,866 | 12,980 |
| Regis University | 17,027 | 16,442 | 15,762 | 15,598 | 15,179 | 14,841 | 14,932 |

| Minority Enrollment | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010* |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 14.63% | 14.72% | 15.00% | 15.10% | 15.37% | 15.58% | 16.13% | 16.22% | 16.32% | 17.19% | 19.18% |
| * New IPEDS Race/ethnicity codes applied | | | | | | | | | | | |
| Denominator is total enrollment | | | | | | | | | | | |

8. When was the WICHE optometry program created? Are there other programs like it?

   *The Western Interstate Commission for Higher Education Professional Student Exchange Program (PSEP) was created in 1951. Colorado initially participated in a Dentistry program from 1956-1973 but ended participation following the creation of a Dentistry School in Colorado at CU's Health Sciences Center. From 1973 to present, Colorado has participated in the Professional Student Exchange Optometry Program.*

   *There are no other WICHE Professional Student Exchange Programs offered in Colorado. The twelve WICHE states offer professional degree studies in other healthcare programs including dentistry, allopathic medicine, occupational therapy, osteopathic medicine, pharmacy, physical therapy, veterinary medicine, podiatry, and a master's degree in physician's assistant. There are other member-state organizations similar to WICHE such as the Southern Regional Education Board that offer professional student exchanges in healthcare-related fields for residents of the member states.*

9. Does S.B. 10-003 provide any flexibility for institutions with regard to work study and need based financial aid?

   *The tuition flexibility bill included a provision to permit public and nonprofit private* *institutions to opt out of financial aid guidelines set forth by the Colorado Commission on Higher Education (CCHE) and develop financial aid policies that are aligned with institutional goals. For the institutions that submitted a Financial Accountability Plan, financial aid polices are aligned with the provisions in the plan. Institutions eligible for financial aid flexibility that do not submit Financial Accountability Plans will determine financial aid strategies to best serve enrolled students. Under both scenarios, institutions must continue to adhere to state statute that defines financial aid eligibility. All state based aid must be awarded to Colorado residents as defined in C.R.S. §23-7 et seq. Need based aid must be awarded to students with documented need. For work-study, at least 70 percent of funds must be awarded to students with need and the remaining 30 percent may be awarded to students without need. Proprietary institutions will continue to follow financial aid policies approved by the Commission. All institutions continue to comply with reporting and audit requirements to maintain eligibility for participation.*

10. Are the minority and low-income enrollments increasing or decreasing over time relative to total enrollment?

*Both minority and low-income enrollments have increased over time. The statewide average for total minority enrollments was 20.5% in 2005 and was 23.9% in 2010. The statewide average for total low income (Pell Grant Recipient) enrollments was 27.5% in 2005 and 30.8% in 2010.*

Table Three: Minority Enrollment, 2005-2010

| Fall Minority Enrollment | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| 2-Year Colleges[1] | 26.3% | 28.3% | 27.7% | 26.3% | 27.5% | 28.9% |
| 4-Year Colleges | 17.5% | 17.7% | 18.3% | 18.3% | 19.1% | 20.7% |
| Statewide Average | 20.5% | 21.2% | 21.5% | 21.1% | 22.3% | 23.9% |

*Total Undergraduate Headcount*
*Source: SURDS enrollment reports*

Table Four: Low-income Enrollments (Pell Grant Recipients), 2005 - 2010

| Pell Eligible Enrollment | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| 2-Year Colleges[1] | 40.5% | 40.9% | 33.6% | 33.6% | 32.1% | 42.8% |
| 4-Year Colleges | 20.8% | 19.8% | 18.7% | 18.5% | 18.2% | 23.1% |
| Statewide Total | 27.5% | 26.8% | 23.7% | 23.6% | 23.3% | 30.8% |

*Low-income based on EFC 9-month calculation, less than or equal to $3850 (2006-08) $4041 (2009) $4617 (2010).*
*Source: SURDS financial aid reports.*

[1] *Data for "2-Year Colleges" includes the Colorado Community College System only.*

11. Please provide weighted averages statewide for the performance measures related to access and retention.

*The development of statewide goals related to access and retention was not required pursuant* *to SB 04-189, which created the performance contracts currently in force in Colorado. Nevertheless the tables below illustrate systemwide performance on common metrics found in the state's performance contracts, including metrics related to access and retention.*

*For specific performance information by governing board please refer to Appendix A in the Department of Higher Education's Strategic Plan which is attached to the end of this document. This section of the department's Strategic Plan includes specific goals and benchmarks that were adopted by each governing board pursuant to the requirements of Senate Bill 04-189. These performance contracts were signed in 2005 and, pursuant to SB 11-052, continue to remain in place until December 1, 2012 (pursuant to state statue –Section 23-5-129 (5) (a.5), C.R.S. (2011)).*

*In contrast to SB 04-189, which did not require the development of broad statewide performance goals, Senate Bill 11-052 charges the CCHE to develop new statewide goals through a Master Plan on or before September 1, 2012. These statewide goals will then be transmitted into new performance contracts with the governing boards by December 1, 2012. This action will represent the first time that state-level goals developed through a master plan will be implemented directly through performance contracts. That is to say, in December 2012, the Department will not only be able to show both statewide and institution-specific goals in its Strategic Plan, but the aggregated institution goals will directly correspond with the state-level ones.*

**Table One: Retention Rates, 2004-05 to 2009-2010**

| Fall Retention Rates | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 48.7% | 50.1% | 54.9% | 53.2% | 58.2% | 55.3% |
| **4-Year Colleges** | 73.3% | 72.5% | 74.3% | 75.3% | 75.0% | 75.7% |
| **Statewide Average** | 67.4% | 72.6% | 69.5% | 70.6% | 71.3% | 70.6% |

*Source: SURDS Enrollment Reports*

**Table Two: Graduation Rates, 2005-2010**

| Graduation Rates | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 25.8% | 21.4% | 23.4% | 24.8% | 22.5% | 20.8% |
| **4-Year Colleges** | 55.6% | 56.0% | 58.3% | 57.7% | 57.7% | 57.2% |
| **Statewide Average** | 47.9% | 46.0% | 49.0% | 49.8% | 48.8% | 49.3% |

*Graduate within 6 years at 4-Year Colleges; Graduate within 3 years at 2-Year Colleges*
*Source: SURDS Enrollment Reports*

**Table Three: Minority Enrollment, 2005-2010**

| Fall Minority Enrollment | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 26.3% | 28.3% | 27.7% | 26.3% | 27.5% | 28.9% |
| **4-Year Colleges** | 17.5% | 17.7% | 18.3% | 18.3% | 19.1% | 20.7% |
| **Statewide Average** | 20.5% | 21.2% | 21.5% | 21.1% | 22.3% | 23.9% |

*Total Undergraduate Headcount*
*Source: SURDS enrollment reports*

**Table Four: Low-income Enrollments (Pell Grant Recipients), 2005 - 2010**

| Pell Eligible Enrollment | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges**[1] | 40.5% | 40.9% | 33.6% | 33.6% | 32.1% | 42.8% |
| **4-Year Colleges** | 20.8% | 19.8% | 18.7% | 18.5% | 18.2% | 23.1% |
| **Statewide Total** | 27.5% | 26.8% | 23.7% | 23.6% | 23.3% | 30.8% |

*Low-income based on EFC 9-month calculation, less than or equal to $3850 (2006-08) $4041 (2009) $4617 (2010).*
*Source: SURDS financial aid reports.*

12. What are consequences of achieving or not achieving the performance measures related to access and retention? How were these measures set originally?

*Senate Bill 04-189 created the College Opportunity Fund Program (COF), which shifted most of the allocation of state funding from institutions to individual students through the COF stipend. The bill also created the concept of institution-specific performance contracts. The performance contracts were in effect from 2005-2009 and, at the time, were unique in the country in that they articulated specific performance targets for the institutions participating in COF. The measures collected through the performance contracts were created based upon the guidance of the bill and addressed common statewide goals such as showing improvement in student enrollment, retention, completion and access for underserved students.*

*Senate Bill 04-189 did not provide a mechanism for performance funding and, neither through law nor through the performance contracts, did it explicitly articulate consequences for non compliance.*

*In 2010, the Department conducted an extensive review of the performance contract process. As cited in "Addendum B" of the Department's HB 10-1119 strategic plan, this review resulted in several recommendations for improving future performance evaluation. One of the recommendations was to build in greater accountability at the outset of the performance contract process and to work collaboratively with the institutions to create incentives and consequences to improve performance in the future. Additionally, and in contrast to SB 04-189, Senate Bill 11-052 explicitly requires the creation of new performance contracts and a performance-based funding system. CCHE and the Department are currently working with the institutions in fulfilling the mandates found in SB 11-052, including the creation of a new statewide master plan and performance contracts with increased accountability and incentives for better performance.*

13. Please discuss what the role of CCHE is in the strategic plan process both under the S.B. 11-052 and under the H.B. 10-1119 processes.

*The CCHE has the responsibility for the statewide strategic planning for Colorado's public system of higher education. Historically, CCHE has provided the Colorado General Assembly with an updated strategic planning document every four years. With the passage of Senate Bill 04-189, which created the College Opportunity Fund program (COF), this planning process was replaced with a requirement that each governing board develop and execute performance contracts to address common statewide goals such as enrollment,* *student retention, completion rates and access for underserved students. As a result, the CCHE did not create a revised strategic plan during the years 2005 to 2009 when the performance contracts were in effect. In 2010, the CCHE extended the existing performance contracts and the system undertook an extensive ten-month planning process which resulted in a report called "The Degree Dividend," which was formally adopted by the CCHE in December 2010 as the statewide strategic plan.*

*Senate Bill 11-052 was passed last session and directs the CCHE to prepare and deliver a statewide master plan by September 2012, to prepare new performance contracts, and, for the first time, to introduce performance funding to Colorado's public higher education system. In August 2011, the CCHE adopted preliminary goals for the master plan required by SB 11-052. Two weeks ago, on December 2, 2011, the CCHE hosted an all day "summit", attended by campus CEOs and chairs for all institution governing boards. The summit provided an opportunity for campus representatives to provide direct feedback and input on the CCHE's preliminary goals. After the goals are finalized, likely in January, the CCHE and the Department will continue to work with the institutions to develop specific "performance-based goals" as required by Senate Bill 11-052.*

*House Bill 10-1119 (The SMART Act), passed a year before SB 11-052, complementary to SB 11-052, as it requires departments to create strategic plans and performance-based goals and measures.*

*The Department recently completed a strategic plan to comply with the requirements of HB 10-1119 and presented the plan to the CCHE on December 2, 2011. That plan outlines the history and evolution of higher education strategic planning and the historic role of the CCHE. It also provides summary level data for each institution under a performance contract and describes the remaining steps in the process necessary to negotiate new performance contracts under SB 11-052. Over the coming year, the CCHE will develop and employ revised performance measures, which will be formally connected to performance outcomes to funding as required under SB -052 and consistent with HB 10-1119.*

14. Could the Higher Education Strategic Planning Steering Committee strategic plan be used as the basis for submission for H.B. 10-1119? Why or why not?

*Earlier this year the Department and the CCHE considered this question carefully in light of the varying statutory requirements related to "systemwide planning." Ultimately we found that the Higher Education Strategic Plan (HESP) process and its resulting document, "The Degree Dividend," were not in concert with the requirements of HB 10-1119 and therefore the strategic plan would not be suitable to satisfy the expectations of the SMART Act.*

*The five high level recommendations articulated in The Degree Dividend are supported by 24 sub-recommendations. Collectively the recommendations set out a high level vision for how Colorado's education system can meet the needs of the citizens of the state and deal with the significant challenges facing the state but the report did not include specific performance targets or the tools needed to enact performance funding. The recommendations included in*

*"The Degree Dividend" are the foundation for the more specific performance based measurements articulated in Senate Bill 11-052. The work that is currently underway with the institutions and the CCHE will result in updated performance contracts that will include the performance measures envisioned by HB 10-1119, The SMART Act. This work will be completed on or by December 1, 2012.*

15. Do research dollars drive Colorado's high ranking with regard to degree productivity? How have funding reductions affected Colorado's degree productivity?

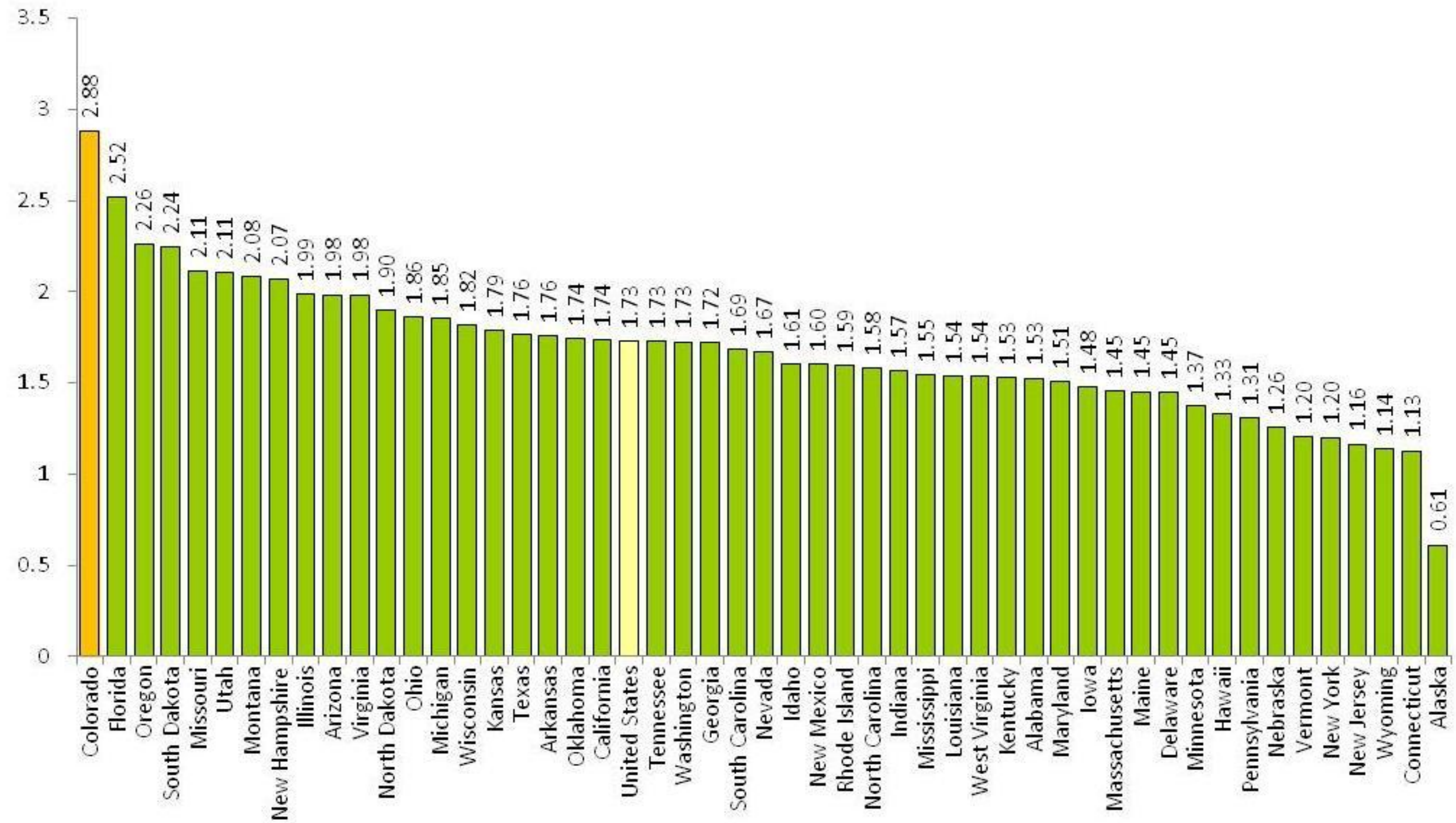
*Research dollars are one factor that drive Colorado's degree productivity, but these funds are more complementary than causal. Colorado's research institutions have historically done extremely well in securing extramural research funding. These dollars permit institutions to support the work of graduate students and upgrade facilities and equipment, which are utilized by both graduate and undergraduate students. Improvements in research funding also impact institutions' capacity to recruit and retain high quality faculty, which in turn improves the quality of instruction and the potential for future research revenues.*

*As demonstrated in the charts below, Colorado is competitive in producing degrees at lower cost across every tier (research, four-year and two year). Because productivity is measured as the number of degrees and certificates produced per state and tuition dollar invested, state funding reductions have an impact on the calculation of Colorado's degree productivity. Much of Colorado's high productivity ranking is related to the relatively low state investment in higher education as compared to other states.*

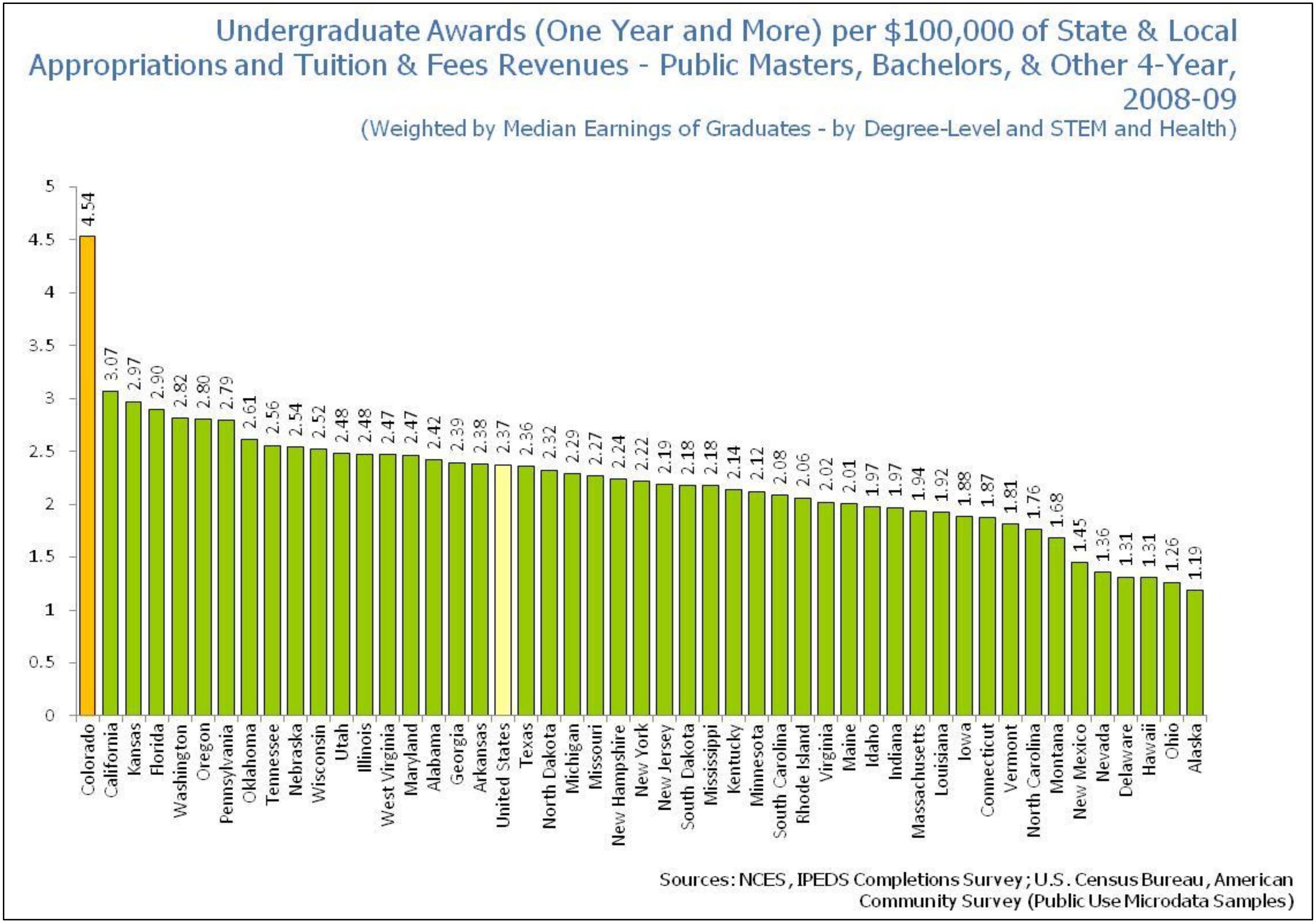
*Colorado's high degree productivity ranking was a topic of discussion at the December 2nd higher education summit. At that meeting, NCHEMS President Dr. Dennis Jones explained that Colorado is productive because its institutions keep producing degrees in spite of low state funding. He emphasized, however, that this does not necessarily mean that Colorado is significantly better at degree production, just that the state is average at producing degrees, compared to other states, in spite of a low state investment. The implication is that Colorado has room to improve degree production or "throughput" (i.e., student retention and timely completion). Charts showing Colorado's degree productivity (source: NCHEMS presentation to CCHE on December 2, 2011) and research institution responses to question 15 follow:*

## Undergraduate Awards (One Year and More) per $100,000 of State & Local Appropriations and Tuition & Fees Revenues - Public Research & Medical, 2008-09

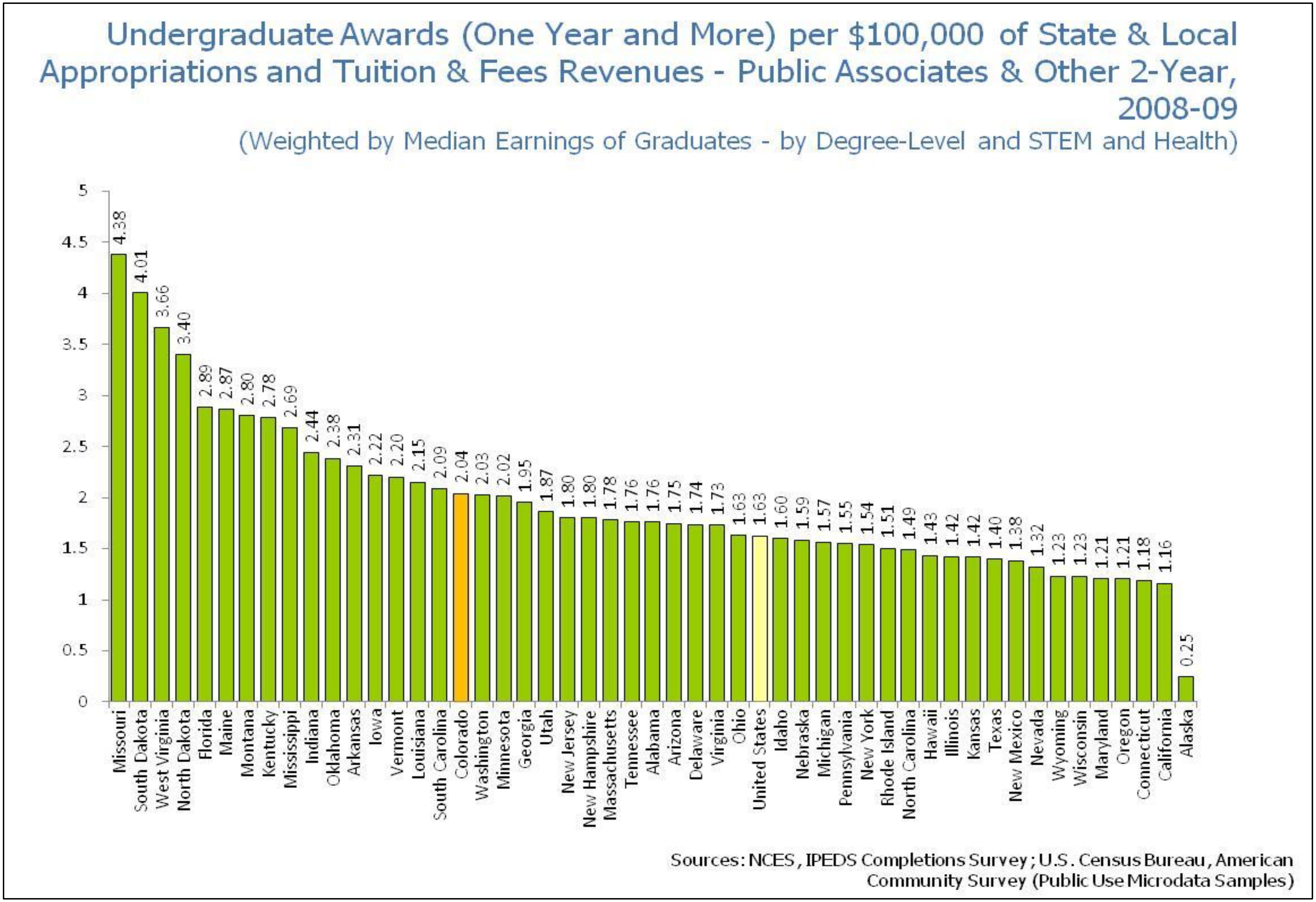
(Weighted by Median Earnings of Graduates - by Degree-Level and STEM and Health)




Sources: NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)



Undergraduate Awards (One Year and More) per $100,000 of State & Local Appropriations and Tuition & Fees Revenues - Public Masters, Bachelors, & Other 4-Year, 2008-09
(Weighted by Median Earnings of Graduates - by Degree-Level and STEM and Health)
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Colorado 4.54
California 3.07
Kansas 2.97
Florida 2.90
Washington 2.82
Oregon 2.80
Pennsylvania 2.79
Oklahoma 2.61
Tennessee 2.56
Nebraska 2.54
Wisconsin 2.52
Utah 2.48
Illinois 2.48
West Virginia 2.47
Maryland 2.47
Alabama 2.42
Georgia 2.39
Arkansas 2.38
United States 2.37
Texas 2.36
North Dakota 2.32
Michigan 2.29
Missouri 2.27
New Hampshire 2.24
New York 2.22
New Jersey 2.19
South Dakota 2.18
Mississippi 2.18
Kentucky 2.14
Minnesota 2.12
South Carolina 2.08
Rhode Island 2.06
Virginia 2.02
Maine 2.01
Idaho 1.97
Indiana 1.97
Massachusetts 1.94
Louisiana 1.92
Iowa 1.88
Connecticut 1.87
Vermont 1.81
North Carolina 1.76
Montana 1.68
New Mexico 1.45
Nevada 1.36
Delaware 1.31
Hawaii 1.31
Ohio 1.26
Alaska 1.19
Sources: NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)


Undergraduate Awards (One Year and More) per $100,000 of State & Local Appropriations and Tuition & Fees Revenues - Public Associates & Other 2-Year, 2008-09
(Weighted by Median Earnings of Graduates - by Degree-Level and STEM and Health)
0
0.5
1
1.5
2
2.5
3
3.5
4
4.5
5
Missouri 4.38
South Dakota 4.01
West Virginia 3.66
North Dakota 3.40
Florida 2.89
Maine 2.87
Montana 2.80
Kentucky 2.78
Mississippi 2.69
Indiana 2.44
Oklahoma 2.38
Arkansas 2.31
Iowa 2.22
Vermont 2.20
Louisiana 2.15
South Carolina 2.09
Colorado 2.04
Washington 2.03
Minnesota 2.02
Georgia 1.95
Utah 1.87
New Jersey 1.80
New Hampshire 1.80
Massachusetts 1.78
Tennessee 1.76
Alabama 1.76
Arizona 1.75
Delaware 1.74
Virginia 1.73
Ohio 1.63
United States 1.63
Idaho 1.60
Nebraska 1.59
Michigan 1.57
Pennsylvania 1.55
New York 1.54
Rhode Island 1.51
North Carolina 1.49
Hawaii 1.43
Illinois 1.42
Kansas 1.42
Texas 1.40
New Mexico 1.38
Nevada 1.32
Wyoming 1.23
Wisconsin 1.23
Maryland 1.21
Oregon 1.21
Connecticut 1.18
California 1.16
Alaska 0.25
Sources: NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)

***University of Northern Colorado:***
*At UNC our research is primarily applied research that directly translates to classroom discussion for both undergraduates and graduates. Students who participate in the real-world application of what they are learning become more engaged in their education and tend to persist to degree completion. The outcomes associated with participation in undergraduate research are well documented and include the acquisition of functional skills and abilities and the development of higher level critical thinking. The positive impact of participation in undergraduate research on students who are first generation or from underrepresented minority populations is particularly striking.*

*For example, UNC has used research dollars in arts education (not an area typically thought of in the research context) to provide students the opportunity to fulfill elements of their degree requirements through interdisciplinary and integrative arts education research programming. This serves two important purposes 1) improves the quality of their education which translates to better K-12 teachers 2) through stipends for participation, reduces the need for external employment to fund their educations and allows them to complete their degrees more quickly.*

*Funding reductions have direct and indirect negative consequences for degree productivity. As funding is reduced, it becomes more difficult to support students in two important ways, 1) financial aid and 2) services such as advising, tutoring and co-curricular activities. Degree productivity is dependent upon student ability and interest in being fully engaged in their education. Without adequate financial aid, students have a greater economic need to work and therefore have reduced time for their education. Without adequate support services, students (especially first-generation students) may not have the extra attention necessary for them to perform well academically. Furthermore, education research consistently links engagement with the campus community outside the classroom as being a key driver of success in the classroom and persistence to degree completion. The kinds of support and activities that lead to non-classroom engagement are scaled back and funding is reduced.*

*[1] Campbell, A., & Skoog, G. (2004). Preparing undergraduate women for science careers. Journal of College Science Teaching, 33, 24-26.*

***Aims Community College:***
Do research dollars drive Colorado's high ranking with regard to degree productivity?

*Does not apply to Aims Community College – Aims does not receive research dollars.*

How have funding reductions affected Colorado's degree productivity?

*In relation to funding reductions to financial aid - students may not have the money to pay for housing, transportation, child care, etc. That means they have to work, and this extends the time to completion—above the 150% mark. This reflects less degree productivity because the measurements set by the state are faulty for community college students. The completion* *measurements should be modified to reflect what really happens with community college student completion. Truly, if you want an accurate answer, the metrics have to be right to measure this correctly. Without adequate financial aid funding and funding for ancillary student services to help support students, degree production in the State will suffer. Students cannot afford to pay for college, support a family, and complete a degree program, without adequate funding for services to support them through the process and complete within a reasonable amount of time. Even with adequate funding, the bench mark of 150% time to completion in unrealistic for a community college student.*

***Colorado Mountain College:***
*From a community college perspective, research dollars have very little direct impact on degree productivity since they are not research institutions. Indirectly, in the short run, research dollars to universities can negativity impact community colleges degree productivity by diverting funds that could be used otherwise to support students directly with more tutoring, more full-time faculty, more scholarships, etc. In the long run, however, strong university research is needed for a vibrant economy, which creates the engine for job growth for which community college students and others need. Thus, a good balance of state dollars for research and direct student support is needed. By the principle of diminishing returns, each dollar spent on lower-income students would have a bigger bang-for-the-buck in degree productivity (and societal impact) than research dollars spent more on more upper-class student activities. Therefore, a higher per FTE reimbursement to community colleges may be warranted.*

*Funding reductions negatively impact Colorado degree production in the sense that there obviously is less funding for student tutors, full-time faculty, student technology, remediation software, lab equipment, etc. etc. Also, tuition increases have made it harder on students to attend full time, as they may need to work more hours to afford higher tuition rates. Financial aid cuts also contribute to this situation.*

***Colorado School of Mines:***
*Research dollars have an impact on degree productivity in the following ways: 1) Graduate degree production is greatly dependent on the level of sponsored research support generated by faculty. As research awards increase, so do the number of students enrolled in graduate programs. 2) Research grants provide funding for critical computer and laboratory equipment which offsets the school's responsibility to purchase these high-cost items, freeing up dollars to support other costs.*

***Western State College:***
*At Western, programs that have received significant private support are more likely to attract, retain, and graduate majors compared to those that are completely reliant on state support and tuition and fee revenue. The programs with private support allow more faculty interactions, scholarship support for students, research and internship opportunities for students throughout their academic career, and additional staffing for greater expertise in some subjects and areas.*

16. How competitive is Colorado with other states for nonresident students? Does the low cost per degree in Colorado impact our competitiveness for nonresident students?

*At the statewide level DHE is confident that the state is competitive with other states for non-resident students.*

*An examination of trends in FTE enrollments at intervals of three, five, ten, fifteen, and twenty years all demonstrate increased enrollment among four enrollment categories: Resident Undergraduate; Non-Resident Undergraduate; Resident Graduate; and Non-Resident Graduate.*

***Trends in FTE enrollment***

| | 3-Year Trend<br>FY 2008-09<br>to<br>FY 2010-11 | 5-Year Trend<br>FY 2006-07<br>to<br>FY 2010-11 | 10-Year Trend<br>FY 2001-02<br>to<br>FY 2010-11 | 15-Year Trend<br>FY 1996-97<br>to<br>FY 2010-11 | 20-Year Trend<br>FY 1991-92<br>to<br>FY 2010-11 |
|---|---|---|---|---|---|
| Resident Undergraduate | 15.6% | 20.2% | 30.7% | 43.2% | 45.2% |
| Non-Resident Undergraduate | 8.5% | 20.1% | 18.3% | 27.7% | 38.6% |
| Resident Graduate | 10.9% | 13.1% | 20.2% | 20.0% | 38.0% |
| Non-Resident Graduate | 12.1% | 33.3% | 24.1% | 15.2% | 21.1% |
| **Total FTE** | **14.3%** | **19.9%** | **28.3%** | **39.0%** | **43.4%** |

*Despite the national economic downturn and financial challenges that families have experienced over the last three years Colorado's percentage of non-resident students at both the undergraduate and graduate levels has increased. The overall rate of growth between residents and non-residents has been comparable for nearly every year in the study.*

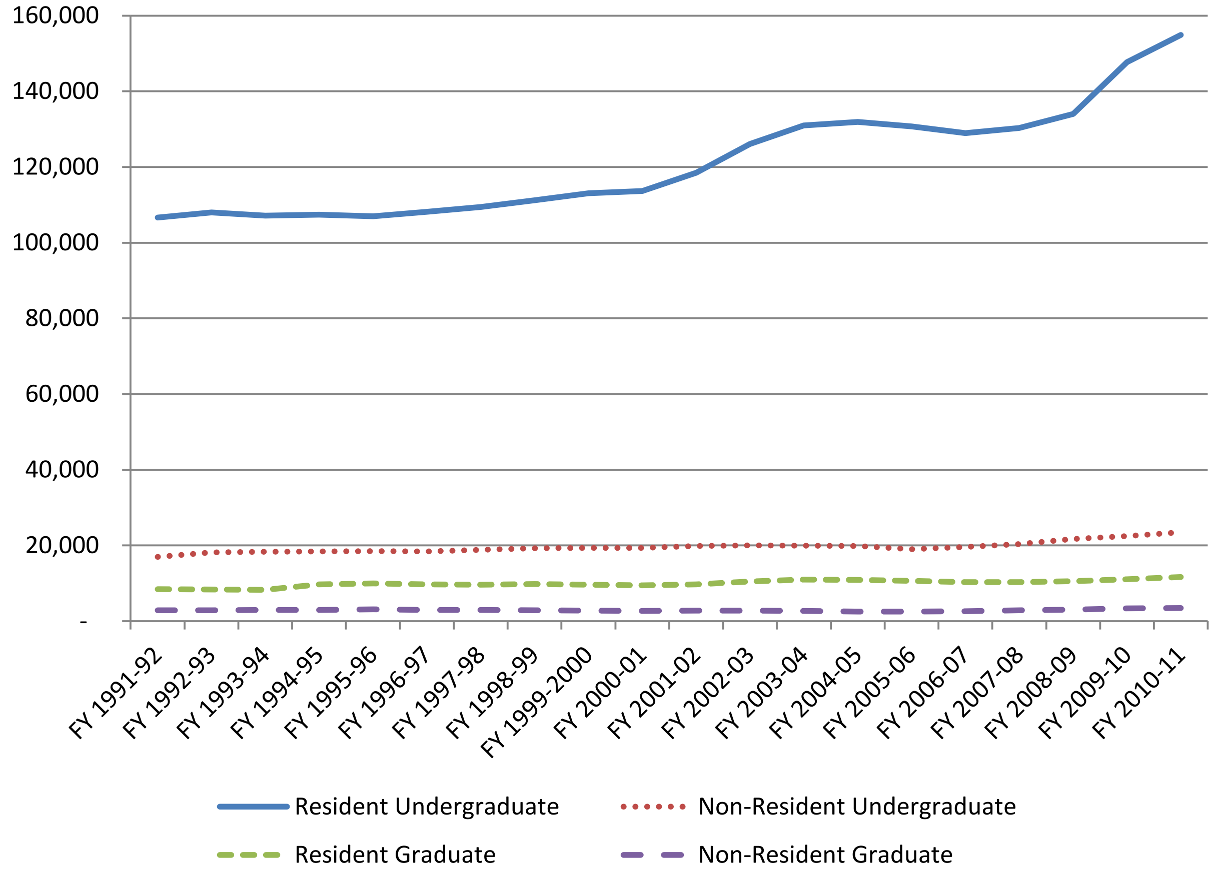
*DHE staff analyzed the annual percentage increase of each of the four populations and found that all averaged over a 1% annual increase for each of the twenty years in the sample. Specifically, the average annual increase for each populating ranges between 1-2%, and is displayed in the following table.*

***Average annual increase of FTE***

| | |
|---|---|
| Resident Undergraduate | 2.0% |
| Non-Resident Undergraduate | 1.8% |
| Resident Graduate | 1.8% |
| Non-Resident Graduate | 1.1% |
| **Total FTE** | **1.9%** |

*As would be expected the resident undergraduate population is the largest and has demonstrated the greatest rates of growth throughout the analysis. The following graph displays the populations in the number of FTE to demonstrate the magnitude of the resident undergraduate population.*

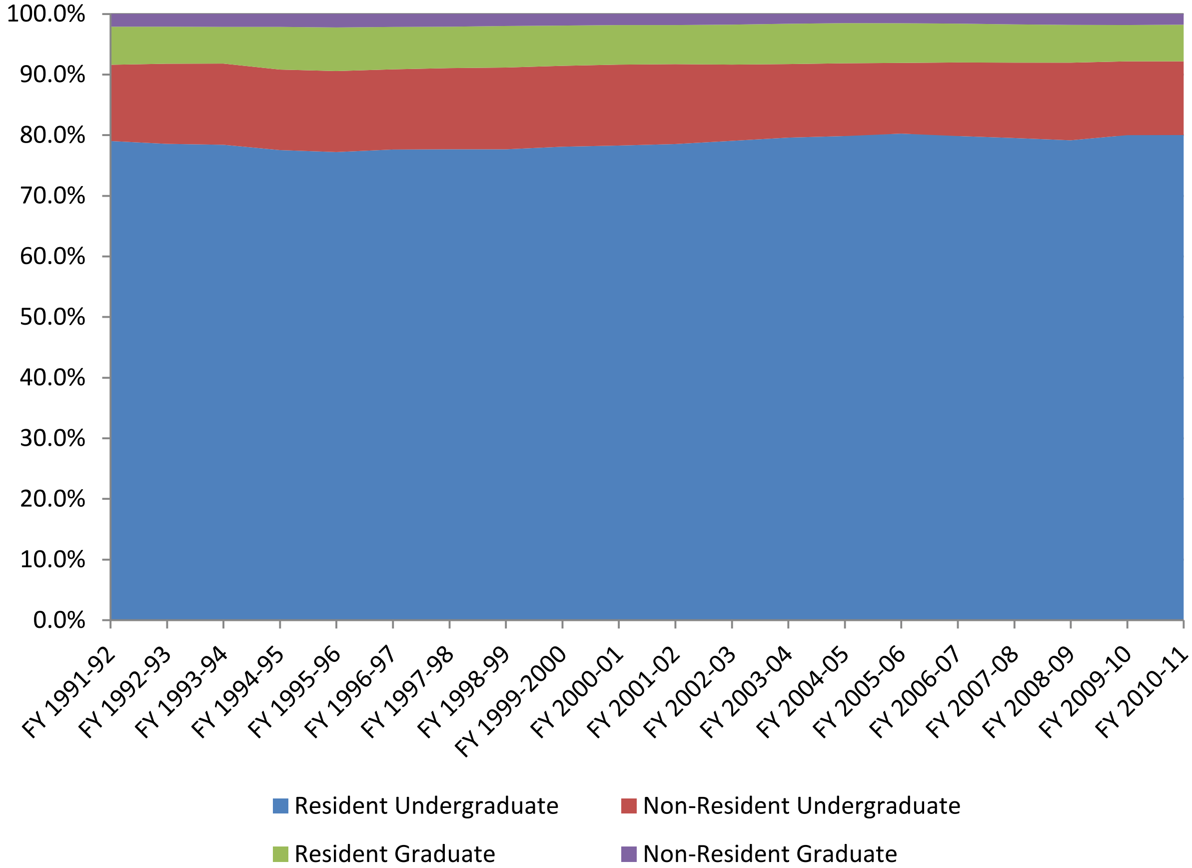
***FTE population in Colorado by category***




*The following chart displays the percentage of total FTE that each of the four categories occupy. Resident undergraduates continually account for between 77.7% and 80.3% of all students in the state while non-resident undergraduates account for anywhere from a low of 11.7% to a high of 13.5% of the population.*

*The DHE is confident that the Governing Boards have done a consistent and admirable job of maintaining access for Colorado residents while also maintaining non-resident tuition competitiveness in the national market.*

***Share of Colorado FTE population by category***




***University of Northern Colorado:***

*Competition with other institutions for students is not solely driven by the cost of the institution. Quality of programs and personalized attention are factors that influence student choice. Investing in programs (including facilities, equipment, faculty salaries, etc.) to ensure that they are high-quality may assist in maintaining competitiveness. Making sure to offer a student-focused environment (keeping class sizes small, offering tutoring services and other academic support, etc.) will enhance our personalized attention.*

*The School of Theatre Arts and Dance and the School of Music have been highly successful in recruiting out-of-state students at levels of up to and exceeding 25% of incoming freshmen classes on an annual basis. This compares well with peer programs in Indiana, Texas, Georgia, California, and other parts of the country. The key to our success is the quality of the programs as demonstrated in student outcomes over the past decade.*

*Continued undergraduate program quality, and perceived quality, is dependent upon a diverse and interrelated set of factors that includes both research and graduate programs. We believe competing for non-resident students is best accomplished with maximum flexibility to address the market factors unique to our programs and our students.*

***Aims Community College:***
*Aims is already one of the lowest cost institutions in the State. We believe that the cost of some of our unique degree and certificate offerings gives us a competitive edge for some nonresident students (aviation & nursing programs). The benefit of nonresident students is that they help defray some of the costs for resident students. However, unlike many of the four year institutions, community colleges have limited number of nonresident students.*

***Colorado Mountain College:***
*Colorado Mountain College believes that Colorado has a competitive advantage in attracting non-resident students who are interested in outdoor activities. Outdoor amenities coupled with a mild climate compared to the Midwest and East Coast makes Colorado a desirable location. Whether or not Colorado schools are low cost is in the eye of the beholder and what they perceive as a "good value". CMC's low tuition cost is very attractive and competitive for non-resident students who are seeking a small college experience at the 2-year level.*

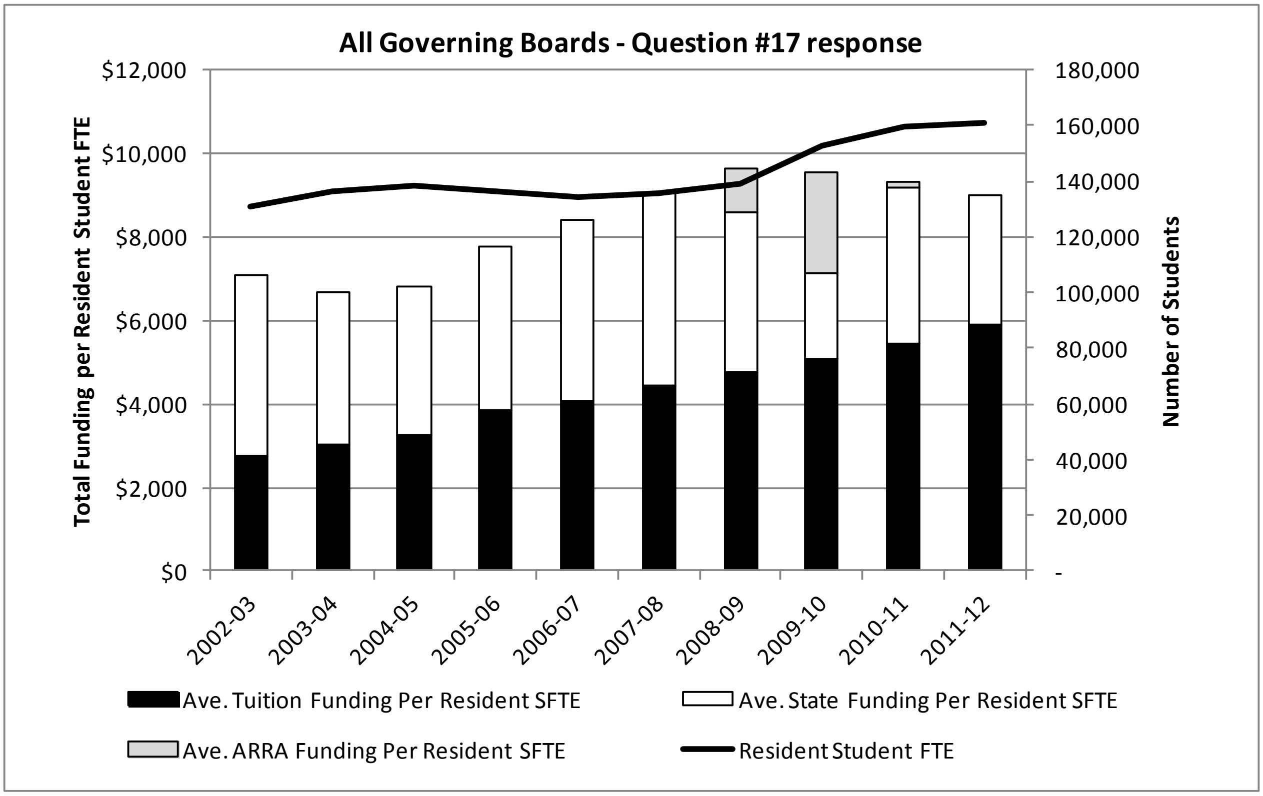
***Fort Lewis College:***
*Fort Lewis College believes that its success at attracting nonresident students is based on students' overall academic experience, as well as the campus setting in Southwest Colorado.*

***Colorado School of Mines:***
*At the Colorado School of Mines, we have been able to provide a high quality product with diminishing state support by pricing non-resident tuition at a high rate, allowing us to subsidize our resident students' cost of education. Our high non-resident tuition rate, along with the quality of degree produced, puts us in competition with private institutions. In order to compete effectively, we must offer services on par with private institutions, which has become increasingly difficult to achieve with the decline in state support.*

***Western State College:***
*Western's nonresident population currently comprises 25% of the College's total student population and gross nonresident tuition comprises approximately 27% of the College's overall E&G revenues. As such, nonresident tuition provides significant subsidization to resident instruction. Western believes that our location and the relatively low nonresident tuition rate are contributing factors in our growing nonresident population. However, as state appropriations continue to decline and reliance on tuition becomes greater, the ability to continue to attract a large share of nonresident students to Western will be challenged.*

17. How has the distribution of General Fund to institutions in relation to student FTE changed over the past 10 years?

*Over the past ten years the state's contribution of General Fund to the College Opportunity Fund (which funds colleges through student stipend and fee-for-service contracts) has not kept pace with increasing enrollments of student full-time equivalents (SFTE). The following chart illustrates what the governing boards have experienced over this 10 year time frame.*




*In FY 2002-03, the average state funding per resident SFTE was approximately $4,300.*

*In FY 2011-12, the average state funding per resident SFTE is approximately $3,100.*

**These amounts are not adjusted for inflation.*

*Enrollments have increased from approximately 130,700 resident SFTE to 160,900 resident SFTE over this timeframe.*

18. Are international students staying in Colorado after attaining their degrees?

*The Department does not collect data on international students staying in Colorado after attaining their degrees. Typically, international students are in the country and in Colorado under the authority of a student visa obtained through the State Department of the federal government. Upon award of a degree the international student typically returns to his/her country of origin since the visa is tied to status as an enrolled active student in pursuit of a degree or credential. For this type of an individual to return to the United States at a later time requires an additional and separate visa from the State Department.*

19. How do Referendum C dollars relate to the student share of overall General Fund and resident tuition resources?

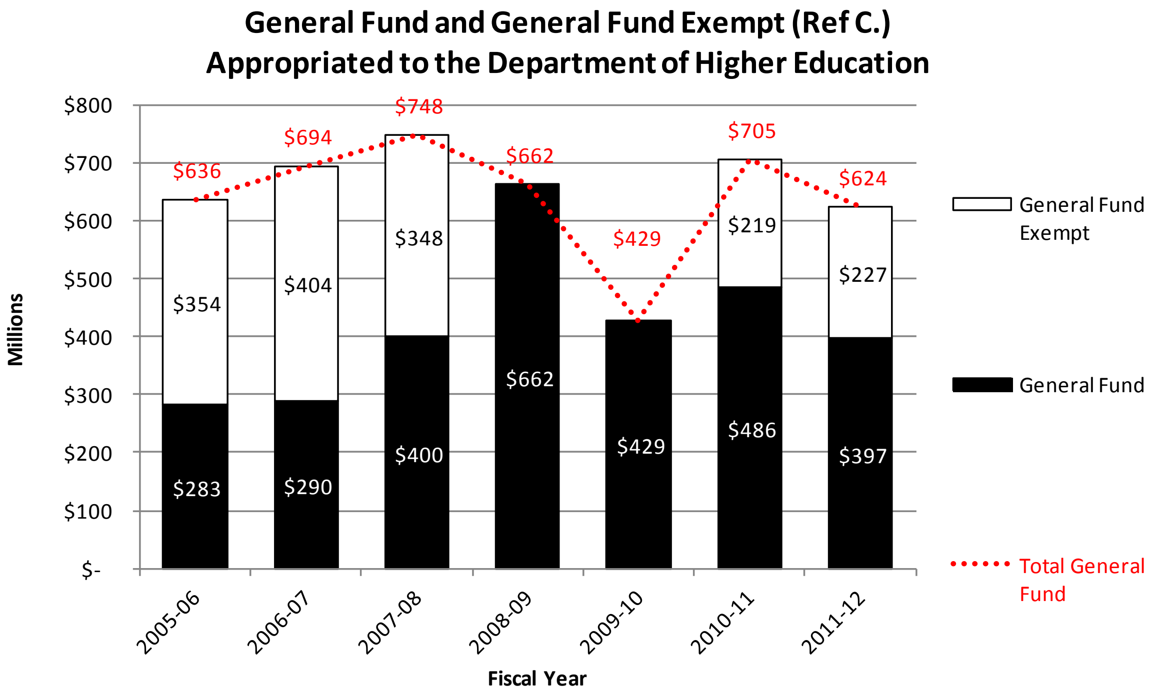
*The passage of Referendum C allowed for a higher level of state support for public colleges and universities than if the ballot measure had not passed because it allowed the state to retain funding that would otherwise have been refunded. While the level of state support provided to higher education because of Referendum C had an impact in keeping resident tuition lower than it would have been if the Referendum had not passed, it is very difficult to quantify a precise impact on institutions and tuition levels.*

*The Joint Budget Committee's FY 2011-12 Appropriations Report explains Referendum C dollars as follows:*

> *Referendum C was referred to and passed by the registered electors of the State at the November 2005 general election. This measure authorized the State to retain and spend moneys in excess of the constitutional limitation on state fiscal year spending as follows:*
>
> - *For FY 2005-06 through FY 2009-10, authorizes the State to retain and spend all state revenues in excess of the limitation on state fiscal year spending; and*
> - *For FY 2010-11 and each succeeding year, authorizes the State to retain and spend all state revenues in excess of the limitation on state fiscal year spending, but less than a newly defined "excess state revenues" cap for the given fiscal year.*
>
>   *The excess state revenue cap is equal to the highest annual total state revenues from FY 2005-06 through FY 2009-10, adjusted each subsequent fiscal year for inflation, the percentage change in state population, enterprises, and debt service charges.*
>
> *Within the state General Fund, the measure established the General Fund Exempt account, which consists of the amount of state revenues in excess of the limitation on state fiscal year spending that the State would have refunded had Referendum C not passed. The measure further established that moneys in the account would be appropriated or transferred to fund:*
>
> - *health care;*
> - *education, including related capital construction projects;*
> - *retirement plans for firefighters and police officers, so long as the General Assembly determines that such funding is necessary; and*
> - *strategic transportation projects included in the Department of Transportation's strategic transportation project investment program.*
>
> *The measure clarified that the statutory limitation on General Fund appropriations, and the exceptions or exclusions thereto, apply to moneys in the General Fund Exempt account.*
>
> *The Joint Budget Committee document explanation cited above, articulates why, in years when available the Department of Higher Education receives a portion of its appropriation as General Fund Exempt (GFE) monies based on the requirements of Section 24-77-104.5, C.R.S.*

*Link to document (see pages 10-11): [http://www.state.co.us/gov_dir/leg_dir/jbc/FY11-12apprept.pdf](http://www.state.co.us/gov_dir/leg_dir/jbc/FY11-12apprept.pdf)*

*The General Fund Exempt appropriation to the Department of Higher Education compared to regular General Fund is identified in the following table.*



Note: The General Fund includes appropriations to the College Opportunity Fund, direct General Fund appropriations for college operations and financial aid.

*The relationship of Referendum C funding to resident tuition is more difficult to quantify. Nevertheless, because Referendum C allowed state funding that would have been refunded to be allocated to higher education operations as demonstrated above, it is safe to say that it has assisted in keeping resident tuition at lower levels across Colorado public institutions than if the Referendum had not passed.*

**QUESTIONS COMMON TO ALL DEPARTMENTS**

20. Please describe the process the department used to develop its strategic plan.

*In developing its response to the requirements of HB 10-1119, the Department of Higher Education attempted to provide a point-in-time answer that described and reconciled the competing goals envisioned in HB 10-1119 with the specific master planning and performance contract requirements of Senate Bill 11-052, a performance planning bill unique to the Department of Higher Education.*

*The purposes of HB 10-1119 and SB 11-052 are generally in agreement, as both require Colorado's system of higher education to utilize performance measures that are relevant and linked to funding. However, the timelines and processes in each bill are different. Specifically, SB 11-052 requires the following:*

1. *That all performance contracts used by the CCHE and the higher education governing boards remain in place through December 2012;*
2. *That the CCHE prepares and delivers a formal master plan for higher education no later than September 2012, and*
3. *That the CCHE and governing boards execute new performance contracts for higher education systems, using the newly adopted master plan as the basis for the contracts, by December 2012.*

*Unlike previous statewide performance plans or contracts, those created pursuant to SB 11-052 will form the basis upon which performance funding could be enacted. The CCHE and the Department are working to fulfill the requirements in SB 11-052.*

*In its report to the General Assembly pursuant to the requirements of HB 10-1119, the Department (1) described the background and history of strategic planning for Colorado public higher education; (2) provided information on current and future strategic plans for higher education, their effect, and their use in the budgeting process; (3) provided historical data on student access and success as required in existing performance contracts; and (4) described the process currently underway by the CCHE and the governing boards to fulfill the requirements of Senate Bill 11-052, that is, to create a new statewide master plan and new performance contracts, which will be used for performance funding.*

***History Colorado:***
*History Colorado's strategic plan was collaboratively drafted with input from all program areas within the agency in creating the objectives and associated performance measures that have been incorporated into the plan.*

21. Please explain why the department has audit recommendations that have not been fully implemented after extended periods of time. What are the obstacles the department has faced in implementing recommendations? How does it plan to address outstanding audit findings? If applicable, please focus on those financial audit findings classified as "material weakness" or "significant deficiency".

*The Department has no outstanding recommendations that have not been addressed and implemented.*

***History Colorado:***
*History Colorado has implemented all prior year audit recommendations.*

22. How does the Department define FTE? Is the Department using more FTE than are appropriated to the Department in the Long Bill and Special Bills? How many vacant FTE does the Department have for FY 2009-10 and FY 2010-11?

*OSPB and DPA are working with all departments to provide quarterly reports on FTE usage to the JBC. These reports will ensure that all departments are employing the same definition of FTE. This definition comprises a backward-looking assessment of total hours worked by department employees to determine the total full-time equivalent staffing over a specific period. We intend for these reports to provide the JBC with a more clear linkage between employee head-count and FTE consumption. As it concerns FTE usage in excess of Long Bill 'authorizations,' departments will continue to manage hiring practices in order to provide the most efficient and effective service to Colorado's citizens within the appropriations given by the General Assembly.*

*Currently the DHE utilizes the statutory definition of FTE: "the budgetary equivalent of one permanent position continuously filled full time for an entire fiscal year," or 2,080 hours worked as equal to 1.0 FTE. The Department has not exceeded FTE levels as authorized in the Long Bill and Special Bills. The chart below shows the Department's appropriated and actual FTE usage by division for FY 2009-10, FY2010-11 and projected utilization for FY2011-12:*

**Department of Higher Education**

**Table of Appropriated and Actual FTE - Fiscal Years 2010 -2012**

| LB Line | Bill Number | Bill Description | FY 2010 | FY 2011 | FY 2012 |
|---|---|---|---|---|---|
| **CCHE Administration (Cash/Reapprop Funds)** | | | | | |
| | SB09-259 | Long Bill FY 2010 | 20.8 | | |
| | HB10-1301 | Supplemental | 6.7 | | |
| | HB10-1376 | Long Bill FY 2011 | | 27.5 | |
| | SB10-108 | General Ed Course Review | | 0.4 | |
| | HB11-1155 | Lt Governor duties | | (0.5) | (1.0) |
| | SB11-052 | HE Master Planning | | | 2.0 |
| | SB11-209 | Long Bill FY 2012 | | | 25.9 |
| | Appropriated FTE | | 27.5 | 27.4 | 26.9 |
| | Actual FTE | | 20.6 | 21.3 | 22.8 |
| | Vacant Positions | | 0.5 | 1.5 | 0.4 |
| | Remaining FTE Balance | | 6.4 | 4.6 | 3.7 |
| **CCHE Administration (Federal Funds)** | | | | | |
| | SB09-259 | Long Bill FY 2010 | 3.6 | | |
| | HB10-1376 | Long Bill FY 2011 | | 3.6 | |
| | SB11-209 | Long Bill FY 2012 | | | 3.6 |
| | Appropriated FTE | | 3.6 | 3.6 | 3.6 |
| | Actual FTE | | 4.1 | 5.1 | 5.1 |
| | Vacant Positions | | 0.0 | 0.0 | 0.0 |
| | Remaining FTE Balance | | (0.5) | (1.5) | (1.5) |
| **Division of Private Occupational Schools (Cash Funds)** | | | | | |
| | SB09-259 | Long Bill FY 2010 | 7.8 | | |
| | HB10-1376 | Long Bill FY 2011 | | 7.8 | |
| | SB11-209 | Long Bill FY 2012 | | | 7.8 |
| | Appropriated FTE | | 7.8 | 7.8 | 7.8 |
| | Actual FTE | | 6.0 | 6.9 | 7.0 |
| | Vacant Positions | | 0.0 | 0.0 | 0.0 |
| | Remaining FTE Balance | | 1.8 | 0.9 | 0.8 |
| **Total - All Appropriations** | | | | | |
| | Appropriated FTE | | 38.9 | 38.8 | 38.3 |
| | Actual FTE | | 30.7 | 33.3 | 34.9 |
| | Vacant Positions | | 0.5 | 1.5 | 0.4 |
| | Remaining FTE Balance | | 7.7 | 4.0 | 3.0 |

***History Colorado:***

*OSPB and DPA are working with all departments to provide quarterly reports on FTE usage to the JBC. These reports will ensure that all departments are employing the same definition of FTE. This definition comprises a backward-looking assessment of total hours worked by department employees to determine the full-time equivalent staffing over a specific period. We intend for these reports to provide the JBC with a more clear linkage between employee head-count and FTE consumption. As it concerns FTE usage in excess of Long Bill "authorizations", departments will continue to manage hiring practices in order to provide the most efficient and effective service to Colorado's citizens within the appropriation given by the General Assembly.*

*History Colorado has not exceeded the FTE count contained in the Long Bill and special bills affecting the agency. Based on the most recent budget submission, History Colorado did not utilize the equivalent of 8.3 FTE in FY 2009-10 and 9.7 FTE in FY 2010-11 relative to the 125.9 FTE authorized in the Long Bill for both fiscal years.*

*Available FTE positions were due to retirement payouts, the closure of the museum at 1300 Broadway and reassessment of positions with the construction of the new History Colorado Center in Denver at 1200 Broadway. All open FTE positions are scheduled to be filled to meet the needs of the new facility.*

**9:45 – 10:25 Colorado Community College System**

23. Are community colleges enterprises under TABOR?

    *Yes, the Colorado Community College System is considered an enterprise under TABOR and this is inclusive of all 13 colleges.*

24. How have the lower than expected Amendment 50 limited gaming moneys impacted community colleges?

    *The original blue book estimates for Amendment 50 limited gaming funds were at around $29 million annually for the Community College System; actuals have come in between $5.3 and $6 million. Amendment 50 funding is required to be dedicated to instruction and/or financial aid. Currently, the colleges are using the funding to backfill General Fund operating cuts and deal with the historic increases in enrollment. Funding levels of the sort forecast in the Blue Book would have allowed the community colleges the ability to invest in its instructional infrastructure as well as allow significant flexibility to use financial aid as a tool to attract, retain and graduate students.*

25. What is your governing board's recommendation for readdressing Amendment 50 given the lower than anticipated revenue?

*Unfortunately, the recession hit just as Amendment 50 was being implemented. As a result, overall gaming play and revenues are down, which has limited the potential Amendment 50 revenue generated on behalf of community colleges. When the economy recovers in a meaningful way, we are hopeful that Amendment 50 revenue generation will pick up. Recent changes to the gaming tax rates, where marginal rates were lowered across the board, will likely cause tax revenues to decline further. However, under the Constitution, the Limited Gaming Commission has exclusive purview in setting these rates. And, currently the impact on Amendment 50 recipients is not identified in statute as a consideration when the Gaming Commission reviews potential changes to the rates. We hope to have legislation introduced in the upcoming session to explicitly identify that the impact to Amendment 50 recipients should be a consideration when setting limited gaming tax rates.*

26. What are your institutions doing to reduce the amount of time it takes to receive a degree?

*CCCS has implemented a set of strategies to intentionally pair our access mission with a completion agenda. Among the strategies and approaches we are taking include: redesigning developmental education; controlling "credit creep" by reviewing all CTE programs; establishing plans of study, a two-year model—semester by semester—road map for CTE programs; implementation of degrees with designation transfer programs; improved transfer policies with implementation of statewide 60+60 articulation agreements; and alternative flexible educational delivery include online, hybrid, and remote labs.*

27. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

*We measure employee FTE per the prescribed methodology in the DHE instructions of the Budget Data Books. The primary difference in the way that DHE prescribes FTE measurement for higher education institutions is in instructor/faculty. For those with 9 month contracts, this is equal to 1 FTE; for those with 12 month contracts (who also teach summer term), this is equal to 1.2 FTE.*

28. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Are your institutions still running up against the cap despite this change?

*The change in this statutory requirement did not impact the community college system. We predominately serve resident students, with 94% of our students coming from within Colorado.*

29. Please provide a breakdown of student fees by institution.

<u>*FY 2011-12 Mandatory Fees for Full-Time Students (30 credit hours)*</u>

*Arapahoe Community College -- $185*
*Colorado Northwestern Community College -- $249*
*Community College of Aurora -- $179*

*Community College of Denver – $652*
*Front Range Community College – $227*
*Lamar Community College – $397*
*Morgan Community College – $172*
*Northeastern Junior College – $595*
*Otero Junior College – $206*
*Pikes Peak Community College – $274*
*Pueblo Community College -- $511*
*Red Rocks Community College – $243*
*Trinidad State Junior College -- $406*

*In addition to these mandatory fees that all students pay, there are fees that are charged depending on the course a student selects, including a high cost course fee of $6.15 per credit hour and a variety of materials and insurance fees (primarily in the allied health area). A complete listing by course of these fees can be found on the individual colleges' web sites or at the DHE web site, with the following link:* http://highered.colorado.gov/i3/Reports.aspx?cat=8

30. What is status of the fee process with regard to voting for fee increases? Have your institutions been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

    *CCCS has no knowledge of and has not been a party to any lawsuits filed related to voting for fee increases. CCCS has system-wide policies regarding the student referendum process that apply to all of the community colleges in the System. The procedures of conducting student fee referendum are delegated to each college's president. A simple majority of the votes cast by the entire student body in the election determine the outcome of any student fee referendum. There must be at least thirty days notice of the referendum and it must be scheduled in consultation with student government. The notice will, at a minimum, include how the students will be informed of the election, the amount and purpose of the proposed fee, and the number of years that the fee will be imposed.*

31. How are your institutions saving costs with regard to salaries and benefits? How do your institutions determine which positions are nationally competitive and therefore might require salary of benefits increases?

    *There are two primary ways that community colleges have been limiting its personnel/benefits costs in this difficult budgetary environment:*

    1) *Keeping compensation low compared to peers. The average CCCS full-time faculty member's salary is $46,618, $10,586 (or 18.5%) below the national average for two-year institutions according to the College and University Professional Association (CUPA) data. CCCS also have had no salary increases in some years and minimal increases in others, as well as having employees pick up more of health, life and dental benefit costs. We are very concerned in the long-term about how this impacts our competitiveness, especially given the significant percentage of faculty who are currently eligible to retire.*

*2) The extensive use of adjunct instructors in lieu of full-time faculty. The average adjunct instructor pay is $594 per credit hour, which on a 30-credit hour teaching load translates into $17,820 annually. As enrollment has grown, the use of adjunct instructors has grown as well. At some urban colleges, the percentage of credit hours taught by adjunct instructors is as high as 79%.*

*We use surveys methodologies of national and regional data to determine where gaps in salaries and benefits exist.*

32. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

    *Providing no state funding for CCCS by FY 2015-16 would have profound consequences for maintaining geographic, minority, and low-income access to higher education in the State. At current enrollment levels, it would require doubling resident tuition to generate the additional revenue necessary to backfill the lost state funds. And, given the massive tuition increase this would entail, enrollment would drop dramatically, which would necessitate even higher tuition increases to make up the lost revenue due to lower enrollment. Since CCCS serves the highest share of the state's students who are eligible for need-based financial aid and nearly half the minority undergraduates attending public higher education institutions, this would significantly impact those demographic populations' ability to access higher education, persist over time, and complete their certificate or degree or transfer. In addition, surveys indicate that one of the primary reasons students attend our institutions is geographic proximity. This is especially true at our small, rural colleges, which depend more on state funds than our urban colleges due to economies of scale. With the levels of tuition increase necessary to backfill, enrollment at these rural institutions would suffer significantly and endanger their ability to serve students.*

33. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

    *The Higher Education Strategic Plan (HESP) report from last year did identify potential ideas for ways to get additional funding to the state and to higher education. However, in the current economic climate and with the current set of interconnected constitutional requirements in the State, it is very difficult for any kind of funding stream ideas to get enough traction and support to be viable.*

34. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

    *At the same time that funding has been reduced to higher education, CCCS has experienced historic student enrollment increases--a 40% increase over the last four fiscal years. CCCS has worked hard to balance the need to manage these enrollment increases in combination with the state cuts to operating budgets since FY 2008-09. On the compensation and benefits side, CCCS had no salary increases in FY 2009-10 and FY 2010-11. In addition, employees* *are increasingly picking up more of health, life and dental benefit costs. On the operations side, CCCS has increasingly moved to centralized services to cut costs, with a particular emphasis on enterprise-wide information technology. And, where feasible, we have delayed controlled maintenance. On the programmatic side, the use of adjunct instructors (which are significantly less expensive than full-time faculty) has increased, with over 60% of the credit hours throughout the system being taught by adjunct instructors. In addition, an increasing share of students are taking on-line or hybrid courses, which reduces stress and operating costs at CCCS facilities.*

35. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*CCCS has several innovative programs, including online content delivery; mobile learning labs; and remote science labs.*

*Online Education: Through CCCS colleges, students are able to fulfill the complete AA and AS degree programs, as well as many certificate and career associates degrees by taking courses in an online delivery format. Each of our 13 colleges offers online courses, which are supplemented by online courses available through the CCCS consortial delivery model, CCCOnline. CCCOnline serves over 30,000 students annually, offering courses that are taught by fully credentialed faculty, and meet the standard Common Course Numbering System objectives and outcomes. A nationally recognized model of efficient online course delivery, CCCOnline centrally manages and staffs all course and program design and development. CCCOnline hires faculty to build courses and programs, trains the faculty, and provides quality assurance. Courses are designed under a "master" development model, where many sections of a given course are duplicated off the "master" and taught by adjunct faculty. As they enroll, CCCOnline aggregates students from all 13 colleges and loads them into course sections that could include students from more than one institution. Because the pool of students typically is larger than at any one college, CCCOnline can add course sections or delete those that don't fill. This distribution system allows for optimum section enrollment – meaning classes are neither too big, nor too small – for reasonable interaction and cost effectiveness. This model not only allows for economies of scale but also saves significant dollars in current and future capital needs.*

*Mobile Learning Labs: In 2007, CCCS colleges designed and deployed the first Mobile Learning Lab in an effort to respond to the demand for high-skilled welders in remote areas around the state. Since then, five additional mobile learning labs have been deployed to deliver technical training in manufacturing/machining, electrical systems, mechanical systems, health careers and process technology. The lecture can be delivered online with the mobile learning lab deployed to provide the hands on components.*

*NANSLO Science Labs Online: The North American Network of Science Labs Online (NANSLO) represents an international collaborative partnership between postsecondary institutions in the U.S. and Canada. NANSLO partners are developing online science course content for the critical gatekeeper courses of physics, biology, and chemistry. This 15-month* *project, which began April 15, 2011, is funded through a grant from the Next Generation Learning Challenges via the Bill & Melinda Gates Foundation.*

*NANSLO will result in courseware available for online use by any institution world-wide via Creative Commons Licensing. CCCS is replicating the robotic science lab first tested at North Island College, in British Columbia, Canada, and will make use of live video and robotics to facilitate students' remote manipulation of lab equipment. The robotics and live video allows students the opportunity to engage in actual science experiments in fully equipped labs 24 hours a day from rural and urban settings alike.*

*This project will deepen student engagement in online science courses and enable more students, especially those who find it difficult to take classes on campus, to persist in science-related programs. The project will expand access and address persistence barriers by offering quality alternatives to gatekeeper science courses offered in traditional classroom settings.*

36. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

    *CCCS has a robust on-line and hybrid set of course offerings and student enrollment through its CCC-Online and college operations. Since 2003, the share of on-line student FTE to total student FTE has grown from 9% to over 18%. At CCCS, the shift away from an exclusive brick and mortar educational experience is already underway and being embraced. However, please note that for some of our career and technical class offerings, it is more difficult (or sometimes not feasible) to move to an exclusive on-line instructional model.*

37. How is the business community reacting to the reduced state funding for higher education?

    *Due to our workforce mission, CCCS colleges are engaged in on-going discussions with businesses in Colorado regarding their workforce needs. It is clear that many of these business people recognize the critical value of having an educated workforce in order to be able to find good employees and to sustain the economic prosperity of their businesses and the State. Based on our discussions, they are sympathetic to the arguments that advocate for not cutting (and even increasing) state funding to higher education—and worry long-term about the impact and consequences of the current de-investment in higher education in the state. But, they also recognize that, in the short term, the current economic environment is difficult for both businesses and citizens and that the web of interconnected constitutional requirements make it more difficult to find ways to make reasonable and sustained investments in higher education.*

38. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

    *As state funding for higher education continues its downward trend and students increasingly see higher tuition costs, CCCS believes that for its student populations, it will be difficult to* *sustain progress made over the last 5 years in meeting performance related to preliminary master plan goals. Increased costs to our students (especially in the magnitudes laid out in question #32) will most certainly drive increases in debt loads and spread out the time to degree completion—and will likely discourage participation, especially from our students in underserved populations, on the front end.*

39. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

    *At this point, it is too early to provide a definitive answer to this question—and will depend on the eventual level of operating cuts allocated to our governing board. Unlike many of our 4-year counterparts, community colleges have a difficult time using tuition increases to generate institutional financial aid. This is primarily due to our concentration of low and lower-middle income students. We do not have the number of high-income students to make this strategy viable. As a result, our strategy to date has been to continue to have a lower tuition costs relative to four-year institutions.*

40. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

    *Prior to the 2009-10 academic year, CCCS colleges participated in what is known as the Federal Family Education Loan Program (FFELP), a public-private partnership in which private, nonprofit, and state-based lenders made federally guaranteed loans to students and parents. Based on developments in the financial industry, it became a very real threat that community college students might not have been eligible for student loans through the FFELP program. Lenders were actually refusing to lend to students who attend many of our colleges.*

    *In order to protect our students' abilities to finance their postsecondary education, CCCS made the decision to move to direct loans. Not only have we found that our students continued to be eligible for financing, but the process is much less complicated for our financial aid professionals as they are working with only one processing agent instead of multi-lenders and we have eliminated obstacles caused by the market's volatility, which threatened access to the financial markets of our students.*

    *While moving to direct lending has been a positive experience for CCCS institutions, colleges are experiencing declines in default prevention partnerships. Previously, many colleges relied on partnerships with private sector loan providers to assist in counseling student borrowers and in default aversion efforts. As of July 1, 2010 Congress eliminated the role of these private sector entities, making it the institutions' responsibility to provide this service.*

41. Please discuss your institution or governing board's experience with articulation agreements.

    *The Colorado Community College System has identified improved transfer as a top priority. Not only is transfer one of the statutory missions of community colleges, it is imperative to Colorado's economic success that students have access to postsecondary education. With* *community college tuition the most affordable of any Colorado public institution, and class size generally smaller, it is important to allow students the option to begin at a community college without the fear of lost credits or prolonged undergraduate programs.*

*CCCS continues to work with all public 4-year institutions and DHE on the development of statewide articulation agreements. There are currently 10 agreements completed. On average, these transfer agreements are taking between 6 and 9 months to complete. Some disciplines, such as in the sciences, take longer.*

*The GE Council has established a 5-step statewide articulation agreement process:*

*Step 1:* ***Faculty to Faculty Conference.*** *Twice a year, faculty representatives are brought together to review curriculum, evaluate options and develop proposed curriculum for the first 60 hours of an undergraduate degree.*

*Step 2:* ***Curriculum Worksheet Creation & Verification.*** *Using information/notes from the faculty-to-faculty conversation, DHE staff creates a curriculum worksheet which is circulated electronically for verification and issue identification.*

*Step 3:* ***Initial Comprehensive Institutional Review (ICIR).*** *GE Council members facilitate an initial comprehensive institutional review. The curriculum worksheet is reviewed by discipline faculty, transfer department, academic advisors, college administrators, and registrars. Identified issues are discussed at the following GE Council Meeting.*

*Step 4:* ***Draft Agreement - Final Review.*** *The GE Council reviews the Phase 3 Draft Agreement at the next meeting.*

*Step 5:* ***Procurement of Signatures/CCHE Approval.*** *The final agreement is sent to each institution for CEO and CAO signature. CCHE approves each agreement.*

*In addition to the legislatively mandated articulation agreements, CCCS has established 17 system-wide articulation agreements with private regionally accredited institutions. Individual community colleges have over 500 institution-to-institution articulation agreements in place.*

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

42. What is your institution doing to reduce the amount of time it takes to receive a degree?

*The Colorado School of Mines continues to evaluate its curriculum to maintain relevance and quality while also ensuring efficiency for students to complete degree requirements. Since 2002, Mines has reduced credit hour requirements for each of its bachelors of science degrees, including hour reductions in degree requirements for Chemical Engineering (by 3 hours), Chemistry (by 4 hours), and 13 additional degree programs which have all been reduced significantly (in required credit hours). More recently, through the reduction of core* *curriculum requirements and the creation of distributed core requirements, there is increased degree program flexibility that now occurs earlier in students' academic careers. This flexibility is intended to enhance efficiency to degree attainment.*

*In addition, working groups of faculty and staff have been reviewing the structure of student advising and other student success support mechanisms. Recommendations are being formulated now to create a new advising center to offer higher quality academic advising and guidance to new students and sophomores, which by reducing gaps in information and confusion should ultimately result in a more efficient path to degree attainment.*

43. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

    *For non-faculty positions at Mines, a full FTE equates to a 40 hour, 12 month assignment. Positions are budgeted for the proportion of full-time for which they are authorized. Thus, if a position is established for 20 hours per week, it would be assigned a half (.5) FTE. For tenure/tenure-track faculty and instructor/lecturer positions, a full FTE equates to a 9-10 month assignment (fall and spring semesters). These appointments may be entirely teaching, or some combination of teaching, scholarship, and service. For research faculty positions, a full FTE equates to a 12 month assignment.*

44. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Is your institution still running up against the cap despite this change?

    *This question is not applicable to Mines.*

45. Please provide a breakdown of student fees by institution.

The fees included are what was submitted to SURDS. They include both mandatory and per use fees.
There are other fees that are optional that are not listed here but can be found here:
http://inside.mines.edu/UserFiles/File/finance/budget/FY12/FY12%20Fees%20and%20Charges.pdf.

Colrado School of Mines Fee Schedule Fiscal Year 2011-2012

| Type of Fee | Term | Year | Residency | Category | Level | Name/Desc | 15Hr Rate |
|---|---|---|---|---|---|---|---|
| **MANDATORY FEES** | Full Year | 2012 | All | Mandatory Fee | All | Academic Construction Building Fee | $ 275.00 |
| | Full Year | 2012 | All | Mandatory Fee | All | Associated Student Fee | $ 90.60 |
| | Full Year | 2012 | All | Mandatory Fee | All | Athletic Fee | $ 55.00 |
| | Full Year | 2012 | All | Mandatory Fee | All | Health Services Fee | $ 60.70 |
| | Full Year | 2012 | All | Mandatory Fee | All | Intermodal Transportation Fee | $ 46.75 |
| | Full Year | 2012 | All | Mandatory Fee | All | Student Services Fee | $ 250.00 |
| | Full Year | 2012 | All | Mandatory Fee | All | Recreation Center Fee | $ 96.50 |
| | Full Year | 2012 | All | Mandatory Fee | All | Technology Fee | $ 60.00 |
| **TOTAL** | | | | | | | **$ 934.55** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **PER USE FEES** | | | | | | | |
| **Course Specific Fees (primarily lab fees)** | Full Year | 2012 | All | Other Fee | UG | Physics Lab PHGN200 | $ 20.00 |
| | Full Year | 2012 | All | Other Fee | UG | Physics Lab PHGN100 | $ 10.00 |
| | Full Year | 2012 | All | Other Fee | UG | Bio Lab (BELS 311/313) | $ 150.00 |
| | Full Year | 2012 | All | Other Fee | UG | Physics Lab PHGN384 | $ 100.00 |
| | Full Year | 2012 | All | Other Fee | UG | Chemistry Lab (All Chemistry Lab Courses) | $ 30.00 |
| | Full Year | 2012 | All | Other Fee | UG | Golph PAGN 251 A, B, C, D | $ 45.00 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Fieldwork Fees (primarily cost of travel)** | Full Year | 2012 | All | Other Fee | UG | GEGN 316 Field Trip | $ 370.00 |
| | Full Year | 2012 | All | Other Fee | Grad | GEOL 501 Field Trip | $ 250.00 |
| | Full Year | 2012 | All | Other Fee | Grad | GEOL 610 Field Trip | $ 500.00 |
| | Full Year | 2012 | All | Other Fee | Grad | GEOL 611 Field Trip | $ 250.00 |
| | Full Year | 2012 | All | Other Fee | UG | GPGN 486 Field Trip | $ 150.00 |
| | Full Year | 2012 | All | Other Fee | UG | PEGN 315 Field Trip | $ 850.00 |
| | Full Year | 2012 | All | Other Fee | UG | PEGN 316 Field Trip | $ 400.00 |
| | | | | | | | |
| **Program Fees** | Full Year | 2012 | All | Other Fee | Grad | Executive Master of Science in Environmental Science | $3,000.00 |
| | Full Year | 2012 | All | Other Fee | Grad | Economics and Business IFP Exchange Program | $1,000.00 |
| | Full Year | 2012 | All | Other Fee | UG | Design, EPICS II, EPICS 251 Field Trip | $ 500.00 |
| | | | | | | | |
| **Charges for Services** | Full Year | 2012 | All | User Fee | All | Health Benefit Plan | $1,476.00 |
| | Full Year | 2012 | All | User Fee | All | Residence Hall - Traditionals | $4,638.00 |
| | Full Year | 2012 | All | User Fee | All | Meal Plan - Marble | $4,250.00 |
| | | | | | | | |

Additional options are avaialble for housing and meal plans. Health Plans fees are waived for studends that provide proof of Health Insurance.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **OTHER ADMINISTRATIVE CHARGES** | | | | | | | |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Application On-line - Graduate - Domestic Early | $ 50.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Application On-line - Graduate - Domestic Regular | $ 75.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Application On-line - Graduate - Second Application Processing Fee | $ 25.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Application On-line - Graduate - Non Degree Early | $ 10.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Application On-line - Graduate - Non Degree Regular | $ 25.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Graduate Late Registration Fee (after 5 days) | $ 100.00 |
| | Full Year | 2012 | All | Charge-For-Service | All | Exchange/Visiting Scholar Processing Fee | $ 600.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Student Orientation - New and Transfer Students | $ 122.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Student Orientation - Preview CSM (Fall) | $ 20.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Student Orientation - Discover CSM (Spring) | $ 20.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Application Paper - Undergraduate | $ 45.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Application Outside Source On-line - Undergraudate | $ 45.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Application Transfer Student - Undergraduate | $ 45.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Application Paper - Graduate | $ 100.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | New Enrollment Confirmation Fee | $ 200.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Application On-line - Graduate - CSM Student | $ 25.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Study Abroad - Application Fee | $ 25.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Study Abroad - Mailing Cost Feed | $ 50.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Study Abroad - Non-exchange Fee | $ 600.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Study Abroad - Late Fee | $ 50.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Student Orientation - Parents Day/Week-end | $ 18.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Student Orientation - Student Blaster Card | $ 20.80 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Graduation Fees - Bachelors | $ 140.00 |
| | Full Year | 2012 | All | Charge-For-Service | UG | Graduation Fees - Double-degree | $ 195.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Graduation Fees - Masters Non-thesis | $ 465.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Graduation Fees - Masters Thesis | $ 625.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Graduation Fees - Doctoral | $ 685.00 |
| | Full Year | 2012 | All | Charge-For-Service | Grad | Graduation Fees - Extra thesis binding | $ 28.00 |

46. What is status of the fee process with regard to voting for fee increases? Has your institution been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

*The Mines Board of Trustees annually reviews and approves all student fees and other charges. These fees are charged to students only after the review and approval of the Board. Any proposed new fee or fee increase in excess of inflation for permanent student purposes will be approved by a student vote, with the following exceptions: Instructional and course fees; charge for services; fees for academic facilities construction; any approved permanent student purpose fees which have bonding commitments and requirements. Mines has not been a party to any lawsuits related to fees nor are we aware of any.*

47. a) How is your institution saving costs with regard to salaries and benefits?

*To control salary costs, prior to proceeding with any announcement of a vacancy, the vice president of the area under which the position exists must recommend to the President that the position be filled and the President must provide authorization to do so. All non-academic faculty salaries for new hires and promotions must be reviewed by Mines Human Resources Office and calibrated against external salary data and internal salary practices. Human Resources sets an intended salary target range based on this analysis. Deviations from Human Resources target range must be approved by the President before they can be offered (See Mines Salary Administration policy).*

*New hire and promotion faculty salaries are set by Academic Affairs based on individual credentials/achievements, nexus to Mines mission, correlation to external national faculty salary data (CUPA-HR National Faculty Salary Survey and the annual Oklahoma State University Faculty Salary Survey by Discipline by Carnegie Classifications of Research Universities with very high and high research activity), and awareness of other Colorado institution's salaries in specific disciplines.*

*For Classified staff, we follow and comply with the benefits and salary rules established by DPA. For most Classified positions, we do not attempt to determine nationally competitive salary and benefits levels. The local labor market and achieving internal consistency are more appropriate indicators. For faculty and administrative positions, we use the CUPA-HR Administrative Compensation and Mid-Level Professional Positions surveys to provide labor market indicators. We combine these data with internal salary modeling.*

*Regarding benefits savings, Mines is a member of the Colorado Higher Education Insurance Benefits Alliance Trust (CHEBA Trust) which includes nine higher education institutions in Colorado and has been in existence for about 24 years. CHEIBA Trust provides a common vehicle for the purchase of health, dental, life, travel, vision, and long term disability insurance for non-state classified employees at the member institutions. By establishing the Trust and working cooperatively, the individual schools are able to generate savings in multiple ways. The first is that there is only one benefits plan to administer. If each school had to administer its own benefits plans, there could easily be a total increase in costs among* *the schools of up to $500,000 for actuarial and operational services. Another savings is due to the combined purchasing power. It is likely that none of the schools are large enough to obtain the retention costs associated with a plan that covers over 3200 employees. Across the Trust, if retention costs were even 2% higher, the additional costs collectively to the schools would exceed $800,000. The existence of the CHEIBA Trust likely saves the member institutions and their employees on the order of $1.3 million per year.*

b) How does your institution determine which positions are nationally competitive and therefore might require salary of benefits increases?

*Virtually all faculty positions require Mines to compete for talent on a national level. This is especially true in light of Mines mission and role as a research institution and with the highly technical orientation of Mines academic programs. Most administrative positions must also be filled by competing on a national level with other universities and organizations for talent. This focus causes Mines to track and utilize national labor markets within our niche in higher education, but to also be cognizant of local competitiveness indicators. Mines takes a total compensation approach to its salary and benefits programs. Utilizing salary and benefits data available through CUPA-HR surveys, Mines is able to calculate the relative value of its benefits plans against those plans commonly found at other universities and leverage the value of the plans along with salary data to attract well qualified individuals. We do not focus on salary alone in making salary decisions.*

48. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

*Colorado School of Mines' ability to operate effectively with no state funding will depend largely upon our ability to sustain and enhance the quality of programs to compete against other universities at higher tuition levels. Fundraising will continue to be an important source of revenue, but most gifts are restricted and do not have the same benefit as tuition or state funding.*

*In the short-term, replacing state dollars may necessitate further delays in investments for faculty positions, campus infrastructure and controlled maintenance as funding for these projects are moved in a transition period to meet general education expenses. Personnel actions such as hiring freezes, furloughs and layoffs are possible.*

*In a no state funding scenario the biggest challenge for Mines will be to generate the necessary funding for financial aid to assist low income and middle income students.*

*Also, without state funding for matching grants Mines and the State of Colorado will have difficulty competing for multi-million dollar research grants from national organizations such as NSF and NIH. These research grants employ highly skilled research staff and graduate students, and provide high paying jobs for Coloradans and support local start-up companies.*

49. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

*In 2009, Mines created an Office of Strategic Enterprises to focus on this very question. This new unit has been developing revenue-generating activity by enhancing an already existing continuing education program (SPACE), by offering special programs (e.g., Mine Health & Safety Training Program), and by establishing and furthering partnerships with international universities.*

*An area of revenue generation which has experienced significant growth in recent years at Mines is research. In 2006, Mines invested in its research enterprise with the creation of an Office of Research and Technology Transfer. Research volume since then has increased from just over $30 million to $47 million in 2011. Since 2008, the NSF alone has awarded $18 million to Mines faculty to fund projects in renewable energy, smart geosystems, urban water infrastructure and access to graduate education for minorities underrepresented in STEM. Mines and the CSM Foundation have invested significantly in expanding technology transfer opportunities. A new Proof of Concept fund has been initiated to promote product commercialization.*

*Like many universities, Mines has had an increased emphasis on fundraising to increase revenue. Mines is preparing for its next capital campaign. Although goals and priorities are still being determined, major focus areas will be to grow the endowment and to increase capital funding in support of faculty and students.*

*The challenge with these initiatives is that most of the revenue generated is restricted. That is, they do not provide the flexibility that dollars from state support or tuition provide. In order to function effectively without state revenues, Mines would need access to increased unrestricted funds.*

50. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*The Colorado School of Mines has dealt with reduced state funding through tuition increases, enrollment increases, hiring freezes, salary freezes, and budget reductions. To accommodate enrollment increases, class sizes have increased. And finally, Mines has leveraged its global reputation to recruit a greater number of non-resident and international students which has increased tuition revenue.*

51. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*While enhanced efficiency in the delivery of academic courses is increasingly critical, ensuring the quality of education provided at Mines is the first priority. Part of Mines' competitive position is that it offers the advantages of a world-class research institution while retaining a relatively small size which allows for personal attention to students. The School* *has a responsibility to its constituents (students, parents, alumni, donors, employers of our students, residents of Colorado) to maintain a very high quality academic program particularly at current tuition levels.*

*That said, here are several examples of changes Mines has made which are enhancing both the efficiency and quality in the delivery of educational programs:*

- ***Redesigned Courses Focused on Active Learning:*** *The Department of Physics redesigned its introductory physics courses to address the high failure and withdrawal rates among enrolled students. These courses, Physics I and II, are part of the core curriculum and requirements for all Mines undergraduates. Based on educational psychology research, the redesigned sequence now includes a studio element, which emphasizes active, engaged learning and technology. The redesign has had significant impact not only in reducing the failure and withdrawal rate, but also in increasing scores on the Conceptual Survey of Electricity and Magnetism, a nationally normed survey that measures students' understanding of physics concepts.*

  ***Integration of Technology:*** *Professors in Chemical Engineering, Physics, and Mathematics recently were awarded a grant from the National Science Foundation to expand and investigate an emerging teaching paradigm for undergraduate STEM classrooms in which every student "goes to the blackboard" and utilizes digital ink and free, web-based software to individually respond to open-format questions posed by the instructor. With instantaneous feedback to clarify student thinking, modify misconceptions and reinforce correct answers this new teaching paradigm will not only use class time more effectively but will utilize today's cyber infrastructure to recreate an active learning environment.*

***Articulation Agreements with Community Colleges:*** *The rigor and particular requirements of the academic programs offered at Mines historically have made transferring into Mines somewhat challenging. It used to be that students might have to re-take classes because courses they wanted transferred did not meet Mines' standards. As part of the 2002 performance contract, the School set a goal to increase the number of articulation agreements with community colleges in order to facilitate access and students' progress to completion. The School's strongest and oldest agreement is with Red Rocks Community College, was established in 1999. Agreements with Front Range Community College (2006), Community College of Aurora (2010), and Community College of Denver (2011) have followed. In an effort to go beyond the Metro area, the School currently is investigating the establishment of agreements with Trinidad Community College and Colorado Mountain College.*

52. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

*Higher education institutions are diversifying delivery models with the significant growth of online educational offerings. The benefit of this model is that it offers wide-reaching access* *to students and flexibility with scheduling and self-pacing. However, while online education is thought to lower core expenses in delivering higher education content, it requires significant investment in capital (technology) and faculty training, in order to deliver the highest quality product. Many institutions have discovered that in order to maintain a level of quality similar to what is possible in the classroom, they must charge a premium for the online experience, or operate the program at a loss.*

*Despite the growth in online enrollments, there is still a significant segment of the higher education market that is seeking human interaction in the learning environment. The examples just cited in Question 51 are evidence of the critical role the person-to-person interaction between instructor and student plays in creating positive learning outcomes for students.*

53. How is the business community reacting to the reduced state funding for higher education?

    *Colorado School of Mines corporate partners continue to value the high quality of education and research Mines provides. Our post-graduation outcomes rate increased to 90% in 2011 and participation in Career Fairs and on-campus interviews continue to break records. We are unique among research universities in that over 40% of our research is sponsored by corporations or non-governmental organizations. The corporate community continues to provide significant charitable contributions for student, faculty and program support.*

54. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

    *The School of Mines has been prudently managing its finances in light of the continued instability of the state's economy and budget. We've been able to maintain high quality programs despite growing class sizes and enrollments and reduced state funding. We are under increasing pressure, however, to ensure that student support resources (e.g., academic advising, mentoring, tutoring) and community offerings (e.g., residential experiences) are at a level of quality to compete with private institutions with which we are comparable in the quality of academic programs offered.*

    *With respect to affordability, to attract the high-performing students that we've historically attracted, the School of Mines must offer significant merit-based financial aid. It is expected that merit-based aid will need to increase to continue to compete effectively for students. Tuition levels in recent years have risen, but even so, Mines was the top ranked Colorado institution in Kiplinger's 100 Best Values in 2011and was called the "biggest bargain" among United States universities in Bloomberg Business Week's return-on-college-investment report. Although the School of Mines has higher tuition than other Colorado universities, it is still viewed and rated as an affordable and wise choice.*

    *As noted in the response to question 48, the biggest challenge for Mines in an environment of significantly reduced state funding is securing funding for financial aid, which we believe is critical to achieving master plan goals for increasing access and affordability.*

55. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

*Mines is committed to assisting students who are currently supported through state financial aid. In order to so, Mines will use institutional revenue. As state funding continues to decline, it has become more difficult to backfill financial aid while also absorbing significant cuts to our operations. The impact will be felt by all students as tuition continues to increase to make up for these cuts. It will have an even greater impact on middle class students at Mines since the more institutional dollars Mines allocates to backfill state financial aid the less that will be available for other students.*

56. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*The impact of our students receiving funds whether from an outside lender or from the DOE has been minimal. Where we have seen the biggest impact is the ease of the processing for both students and the institution. More students had all loan processes done on time than we have seen previously. For those having difficulty we were able to troubleshoot much more efficiently and effectively since all loans were coming from the same source. As for the Parent Loans, the process with the DOE is much easier and smoother as well. We have seen an increase in PLUS loan approvals which seems to be a common occurrence across the country. Parents who had been denied in the past through FFELP are now being approved through the Federal Direct Loan program.*

57. Please discuss your institution or governing board's experience with articulation agreements.

*As part of the 2002 performance contract, Mines set a goal to increase the number of articulation agreements with community colleges in order to facilitate access and students' progress to completion. The School's strongest and oldest agreement is with Red Rocks Community College, was established in 1999. Agreements with Front Range Community College (2006), Community College of Aurora (2010), and Community College of Denver (2011) have followed. In an effort to go beyond the Metro area, the School currently is investigating the establishment of agreements with Trinidad Community College and Colorado Mountain College.*

*To more effectively focus on these agreements, in March of 2010, Mines appointed two faculty members to manage the maintenance and development of inter-institutional and statewide transfer agreements.*

**10:45 – 11:00 Break**

**11:00– 11:20 University of Northern Colorado**

58. What is your institution doing to reduce the amount of time it takes to receive a degree?

*Degree completion begins during the recruitment process when we communicate clear expectations to the student. Advisors are then responsible for consistently monitoring progress of individual students.*

*We have established four-year plans for all undergraduate majors and our advisor work actively to counsel students throughout their program of study. We pay particular attention to early advisement in professional teacher education programs regarding needed academic content in general education (core curriculum).*

*We also:*

- *Integrate courses into four-year plans which can satisfy requirements **both** for the Liberal Arts Core and for the major*
- *Engage in articulation agreements with community colleges, e.g., elementary and early childhood*
- *Engage in concurrent enrollment and dual enrollment programs with high schools*
- *Offer course credit to high school students who gain the requisite score on AP (and IB) classes*
- *Offer course credit to high school students who successfully complete the high school Teacher Cadet program*

*Barriers to timely degree completion include student failure (and repetition) of courses and the availability of courses at times that fit with a student's schedule, including work and personal responsibilities. We militate against these barriers by 1) providing tutoring and other academic support services 2) offering courses at a variety of times throughout the day. Funding reductions can exacerbate these concerns.*

- *Academic support services are scaled back*
- *Reduced financial aid results in students working more hours and having a more difficult time coordinating class availability with their schedules.*

59. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

    *We provide FTE based on the definition provided by the requestor. Different requestors have different ways they define the full- and part-time. Typically full-time staff is expected to work 40 hours per week for a full-year (less earned vacation). Partial FTE would be prorated based on fewer hours per week and/or fewer than 12 months per year. Faculty FTE is determined by workload requirements that include instruction, research and service over an academic year.*

60. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Is your institution still running up against the cap despite this change?

    *UNC only has about 10% non-resident undergraduates and 24% non-resident graduates so* *we are not running up against the cap.*

61. Please provide a breakdown of student fees by institution.

| University of Northern Colorado Fee Schedule Fiscal Year 2011-12 | | | | | | |
|---|---|---|---|---|---|---|
| **Type of Fee** | **Term** | **Year** | **Category** | **Level** | **Name/Desc** | |
| **Student Activities Mandatory Fees** | | | | | | |
| | Full Year | 2012 | Mandatory Fee | All | Student Activities Programs | $ 128.00 |
| | Full Year | 2012 | Mandatory Fee | All | Student Services | $ 364.80 |
| | Full Year | 2012 | Mandatory Fee | All | Administrative Services | $ 55.00 |
| | Full Year | 2012 | Mandatory Fee | All | Bonded Facility Operating Costs | $ 207.80 |
| | Full Year | 2012 | Mandatory Fee | All | Bonded Facility Repair & Renovation | $ 54.20 |
| | Full Year | 2012 | Mandatory Fee | All | Bond Requirements | $ 162.20 |
| **Total Student Activities Fee Per Academic Year (10 credits or more per semester)** | | | | | | **$ 972.00** |
| **Technology Fee Undergraduate** | Full Year | 2012 | Mandatory Fee | by major | average technology fee (15 credit hours/semester) | $ 285.30 |
| **Library Fee Undergraduate** | Full Year | 2012 | Mandatory Fee | by major | average library fee (15 credit hours/semester) | $ 66.30 |
| **Technology Fee Graduate** | Full Year | 2012 | Mandatory Fee | by major | average technology fee (9 credit hours/semester) | $ 171.18 |
| **Library Fee Graduate** | Full Year | 2012 | Mandatory Fee | by major | average library fee (9 credit hours/semester) | $ 49.50 |
| **Program Fees** | | | | | | |
| | Full Year | 2012 | Fee | by major | Nursing Program Major | $17.00 per credit hour |
| | Full Year | 2012 | Fee | by major | Music and Theatre Arts Major | $12.00 per credit hour |
| **User Fees** | | | | | | |
| | Full Year | 2012 | Fee | Undergraduate | Study Abroad Application Fee | $ 300.00 |
| | Full Year | 2012 | Fee | Undergraduate | Freshman Application | $ 45.00 |
| | Full Year | 2012 | Fee | Undergraduate | Four Year Transfer | $ 45.00 |
| | Full Year | 2012 | Fee | Undergraduate | Junior College transfer | $ 20.00 |
| | Full Year | 2012 | Fee | Graduate | Graduate Application | $ 50.00 |
| | Full Year | 2012 | Fee | U/G & Grad | International Fee | $ 60.00 |
| | Full Year | 2012 | Fee | Undergraduate | Student Success Fee | $ 225.00 |
| | Full Year | 2012 | Fee | U/G & Grad | Teacher Employment Days | $ 25.00 |
| | Full Year | 2012 | Fee | U/G & Grad | Graduation Check Fee | $ 50.00 |
| Not included in the table above are various course, participation and supervision fees | | | | | | |

62. What is status of the fee process with regard to voting for fee increases? Has your institution been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?
*UNC has not been sued. Other than for Consumer Price Index increases in mandatory student fees, we engage our student leadership in proposed student fee increases.*

63. How is your institution saving costs with regard to salaries and benefits? How does your institution determine which positions are nationally competitive and therefore might require salary of benefits increases?

*We have contained salary cost by not having a pay increase for 3 years. Additionally, we have also had a hiring freeze in place for a year. We have also completed staffing plans for campus that identified positions to be eliminated. For health insurance we have passed along 40 percent of the increase for 2012 to the employees.*

*We compare all of our faculty and exempt staff positions to a peer group based on the CUPA (college and university personnel administrators) survey results to determine our competitive position for each non classified employee. We also review CUPA benefits survey data to compare our benefit plan designs and costs.*

64. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

    *We fully expect that by FY16 the state will no longer be making <u>direct</u> investments in higher education institutions, and we are preparing for that eventuality. However, it is our hope that the state will continue to invest in Colorado residents who seek a higher education, particularly those who are less affluent. The failure to make any state investment in need-based financial aid by FY16 would place serious constraints on the number of low- and middle-income students UNC could serve, a situation that may well be exacerbated by decreases in federal Pell funding. It would also limit our ability to serve students who are not the academically elite; necessitate larger class sizes and limitations on course offerings; harm our ability to recruit and retain the most qualified faculty; and result in lower student retention rates and longer time to graduation. The long-term effects of such a cut would extend throughout the state in the form of fewer graduates in high-need areas, such as education and nursing, as well as the loss of college graduates' contributions to the economy.*

65. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

    *We would like to see the state focus on leveraging a public investment in student financial aid with matching private funds. These efforts could be informed by the report of the 2010-11 University of Denver Strategic Issues Panel on State Government, "Rethinking Colorado's Government: Principles and Policies for Fiscal Sustainability," (released Oct. 3, 2011). The panel recommended reframing government by placing citizens, rather than the institution of government, at the center of public discourse and decision-making, and shifting the focus of government to creating measurable value for citizens. Particular to higher education, it noted that Colorado suffers from "too much reliance on control and too little reliance on market forces." To address this, the report suggests investing all of the state's higher education dollars in College Opportunity Fund stipends and scaling the stipend amount depending on students' financial need. The stipend approach recommended by the DU panel is compatible with the statewide higher education goals, and investing directly in students would likely be more appealing to private donors as well as taxpayers.*

66. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*UNC has shifted its focus from annual budgeting to multi-year financial planning that assumes reduced state funding over time. To backfill the reduced state funding, we have focused on both cost cutting and revenue generation.*

*We launched an ongoing campus-wide effort to identify permanent and sustainable cost savings. Examples of savings that resulted from this work include:*

- *Eliminating positions and/or freezing vacant positions*
- *Realigning instructional budgets to address instructional needs in growing programs*
- *Not increasing salaries*
- *Asking employees not in the state classified system to take on a larger portion of future health insurance cost increases*
- *Maximizing the use of technology (e.g., parking management system, self-service exam scanning, electronic publications)*
- *Eliminating discretionary funds*
- *Scaling back hours of food services operations*

*In terms of revenue generation, we worked to grow revenue-generating programs that are in keeping with UNC's mission, and we increased tuition while setting aside a significant portion of the new revenue to use for financial aid. To maximize the effect of this financial aid, we have developed greater sophistication in managing enrollment through targeted recruitment, financial aid awarding and student support programs.*

67. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*We provide an increasing array of online and hybrid classes as well as a growing number of online programs. About 40% of all graduate programming is delivered through non-traditional means ((online, extended campus) and 18% of our undergraduate students have taken at least one online course.*

*Interestingly, a 2011 survey of newly enrolled freshmen reflected that 30% were interested in taking online courses. Based on national data that shows very low interest in fully online programs for traditional undergraduates we are investing our efforts in hybrid and online courses to <u>supplement the</u> undergraduate curriculum rather than developing fully online programs. In selected programs where we can attract non-traditional undergraduates we are developing fully online programs.*

68. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

*Online and distance education programs continue to grow in in public, private and for-profit institutions. Online and distance education serves as the main source of revenue for many for-profit and proprietary schools across the nation proliferate within the higher education landscape. While these non-traditional approaches to learning appear to fit students often busy schedules, they are* <u>*not*</u> *necessarily less costly. Furthermore, the competition for out-of-state students in online education will only become greater as many states, particularly in the northeast, have reduced numbers of college age students.*

*Providing education to a wider array of students remains an issue that does not originate with the question of brick and mortar as compared to non-traditional approaches. Educating a wider array of students begins with P-12 and general demographic considerations. There must be:*

- *stronger academic preparation in pre-12 schools*
- *continued attention to cultural backgrounds and diversity of experiences of students*
- *secure financial aid commitments to students with significant academic needs and student support services available for diverse populations to promote academic success and degree completion. These include, but are not limited to, academic tutoring services, remedial coursework, well-staffed cultural centers, and faculty training.*

69. How is the business community reacting to the reduced state funding for higher education?

*When UNC hosted the CCHE's October meeting and a town hall gathering to discuss the proposed state goals, local business and community leaders emphasized the value of higher education to both the economic and social health of our community and state. The point was made by more than one attendee that the state should not focus solely on the number of degrees produced, and attendees' anecdotes demonstrated how they value the transformative effect of the entire university experience.*

*From a statewide perspective, the most recent member survey of Colorado Concern, an alliance of business executives that works to promote and improve Colorado's business climate, identified P-20 education as one of the top five issues for the legislature and administration to address. As a result, supporting a well-funded and viable higher education system was one of the organization's top 10 public policy priorities for 2010. It also supported higher education reform measures that would allow each institution to set its own tuition rates, allow operational and administrative flexibility, and define access and accountability to ensure positive student outcomes.*

70. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

*It would be virtually impossible to significantly increase degree attainment, close degree attainment gaps for students from traditionally underserved groups, and improve remedial education outcomes statewide while at the same time eliminating the state's investment in higher education.*

71. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

*For planning purposes we are considering backfilling the reduction in financial aid with institutional financial aid – which essentially is other students' tuition.*

72. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*There has been an overall positive impact on the delivery of federal loans to students through the Federal Direct Loan Program. The process, while still confusing for many, has been somewhat simplified by having a consistent application process. The timing between application to actual disbursement of funds to student borrowers has been also improved. The administrative burden on school officials has not been lessened but only altered.*

73. Please discuss your institution or governing board's experience with articulation agreements.

*UNC actively uses articulation agreements with other institutions of higher education. From point of entry (matriculation), UNC willingly works with many educational partners to develop articulation agreements that will make transferability of courses into the institution as seamless as possible. Other articulation agreements have been formed with companies and higher education institution that will make possible for a student's transition from on-line learning to attend higher education and UNC in particular at the main campus.*

*Specific examples include:*

- *The Colorado School of Public Health is an example of inter-institutional (CSU, UCD, UNC) collaboration. The continuing work of institutional leaders to craft the necessary agreements and the ongoing work of faculty, staff, and institutional/college leadership has helped in moving CSPH forward.*
- *The School of Nursing is working closely with a statewide nursing organization to try to develop a state wide articulation program between the community colleges and BSN programs for nursing. We've had an articulation model in place for over 20 years that has worked fairly well. The nursing curriculums are fairly restricted due to the need to meet accreditation requirements, therefore at the present time we have not been able to stay within the 120/126 credit hour requirement for CDHE articulation agreements. We are working with CDHE and the schools.*

**11:20 – 12:00 Colorado State University**

74. What is your institution doing to reduce the amount of time it takes to receive a degree?

*Academic advising is mandatory for all incoming students. Advising is designed to help students' understand degree and graduation requirements, plan their academic goals, and assist them with university policies and procedures.*

*Each campus tracks every student's academic progress and each has early intervention programs to help get students back on track. Students are encouraged and often required to meet with an academic advisor within their degree program on at least an annual basis.*

*Each campus has a first-year advising program, coupled with courses that help prepare students for successful transitions into the freshman experience. These programs are designed to help students remain after the first year. In addition, there is an abundance of resources available to students online as well as within our academic resource centers to assist students throughout their college experience.*

75. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

    *All institutions measure employee FTE in the same manner. Faculty FTE is calculated per the Integrated Postsecondary Education Data System (IPEDS) definitions. All other classified and exempt FTE are calculated per guidelines established by the State's Department of Personal and Administration department.*

76. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Is your institution still running up against the cap despite this change?

    *To date, the removal of international students from the nonresident cap through S.B. 10-003 has not had an impact on the CSU System. Our institutions are below the cap.*

77. Please provide a breakdown of student fees by institution.

    *Mandatory Student Fees are listed below. Student course/program fees can be provided to you upon request.*

    *Colorado State University – Mandatory Student Fees*

| Full-Time Fee (Based on 15 CH) | Per Semester Charge ($) |
|---|---|
| ASCSU – Associated Students of CSU | $35.92 |
| Athletics (Operations & Debt Service) | $103.85 |
| Campus Recreation | $130.68 |
| CSU Health Network | $172.79 |
| Lory Student Center | $106.30 |
| Student Services | $72.80 |
| University Technology Fee | $20.00 |
| University Facility Fee | $225.00 |

| | |
|---|---|
| Total Fees | $867.34 |

*Colorado State University – Pueblo – Mandatory Student Fees*

| Full-Time Fee (Based on 15 CH) | Per Semester Charge ($) |
|---|---|
| Student Facility Fee | $282.00 |
| Student Athletics Fee | $149.25 |
| Student Affairs Fee | $131.25 |
| Student Recreation Center Operations Fee | $90.00 |
| Technology Fee | $86.25 |
| Student Health Fee | $72.75 |
| Student Center Fee | $22.50 |
| Child Care Center | $4.50 |
| Total Fees | $838.50 |

78. What is status of the fee process with regard to voting for fee increases? Has your institution been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

    *Each university has adopted an Institutional Plan for Student Fees and Charges which has been reviewed and approved by the Board of Governors. These plans are then submitted to Department of Higher Education. With regard to changes in student fees, each campus has a student fee advisory board which is responsible for evaluating any requests for new fees, fee increases or decreases, and fee extensions. The student fee review board then makes recommendations to the student government which in turn will vote on whether to approve or deny the requested changes. Any approved fee is then submitted to the Office of the President to be forwarded on to the Board of Governors for its final approval.*

    *CSU Global Campus does not charge student fees.*

    *The Board of Governors has not been sued over any student fee issue.*

79. How is your institution saving costs with regard to salaries and benefits? How does your institution determine which positions are nationally competitive and therefore might require salary of benefits increases?

    *Overall, there have been no salary increases for faculty and administrative positions since 2009. The system has experienced annual benefit cost increases. The increases in costs have been absorbed by both the employee and the system based on the percentage of the cost covered by the employee and the employer.*

    *The decision to open a new position or replace an existing vacant position is thoroughly evaluated and the need must be clearly demonstrated to the hiring authority. Nationally recognized salary data is used to assist hiring managers in establishing appropriate salary* *ranges for posted positions.*

80. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

    *Once it became evident in 2008 that the system would be facing significant decreases in state funding, we developed extensive plans on how our institutions would deal with reductions in state support. Per our financial accountability plan, over the next four fiscal years, the system has the ability to increase tuition by 12% per year plus implement various tuition differentials assuming our state support remains unchanged. However, there would be significant financial consequences if there is no state funding for higher education by FY 2015-16.*

    *The complete loss of State funding would have a significant impact in our universities' ability to provide not only basic services for education but would differentially impact our student financial aid. For CSU Fort Collins, as the state's land grant institution, and CSU-Pueblo, as the state's Hispanic serving institutions, both have student populations with significant needs (>30% of all students are Pell eligible). Our access missions would be compromised. The burden of the reduction will likely fall on our resident students with the need to nearly double current tuition rates in order to maintain quality academic programs and retain high quality faculty. There would also be significant across the board expense reductions, elimination of positions and the potential closure of administrative and academic departments.*

81. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

    *There must be a balance between innovative concepts and the realities of institutional operations. For example, deferring costs such as controlled maintenance could create larger, more expensive issues in the future, failing to invest in top-tier faculty, especially in research and development, could result in a loss of income for the university over the long-term and have a significant impact on the institution's ability to attract beneficial grants and contracts and filling vacant tenured faculty positions with adjunct professors may create a less-than-optimum educational experience for students.*

    *Our Board, through its strategic planning process has considered some ideas including increasing resident tuition to peer average rates; making strategic investments in high demand programs; evaluating the concept of creating tax credits for higher education tuition to entice a percentage of the student population that go out of state to obtain their degree within Colorado, increasing our efforts in start-up companies, looking for higher returns on investments, and increasing the performance of our real estate portfolio.*

    *Our system also started an online university, which delivers high quality education at a lower delivery cost to the system.*

82. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*The Colorado State University System in 2008 realized that major funding cuts were on the horizon. The system immediately froze all vacant positions and began a comprehensive review of programs to determine where efficiencies could be found. In the following years numerous programs were eliminated, layoffs occurred, and items such as staff raises have been put on hold since 2009. In addition, the CSU System did not allow budgets to increase, instead opting to hold the line at current or reduced expenditure levels and use the federals stimulus funds to lessen the impact but not start new programs.*

83. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*All of our universities offer an array of online and blended courses. In addition, the CSU system started an online university, CSU Global in 2008, to provide an undergraduate degree completion alternative as well as graduate degree programs for students who otherwise would not be able to attend a traditional university program. CSU Global has partnered with the business community as well as the Colorado's Community College system expanding the System's capacity to meet the educational needs of the state by providing access to affordable, quality degree programs for students who cannot attend a traditional classroom*

*CSU Global Campus is designed to provide efficient, convenient and flexible instructional opportunities to working professionals and non-traditional students. Courses are offered year around in 8 week formats to accelerate degree completion.*

*In addition, major expansion of our on-line continuing education programs and blended learning especially on our Ft. Collins campus has provided students and working adults numerous new alternatives to our traditional campus education model.*

*CSU-Pueblo provides a limited number of programs via distance education. We have begun to partner with CSU-Global to develop a more robust online delivery and have discussed training opportunities for faculty to enable them to enhance their teaching experiences. Funding through a Title V grant is enabling CSU-Pueblo to develop and pilot real-time distance delivery of selected graduate programs, which could be translational for other programs on campus at the graduate or undergraduate level.*

84. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

*The CSU system does not believe that higher education institutions should shift away from a brick and mortar model but rather there needs to be a balance between traditional higher education and alternative delivery methods. There will always be a need for resident, high quality, physical campuses in higher education. The majority of young students still choose* *this type of educational experience. While some students are not ready for the full university experience when they finish high school, for some students, it is the best experience money can buy.*

*The CSU system is striving to create a balance of educational offerings with two traditional campuses and the addition of CSU Global Campus, the first statutorily independent fully online public university in the country which has been historically dominated by proprietary schools. CSU – Global Campus receives no state funding and offers access to affordable, quality degree programs for students who cannot attend a traditional classroom. It is focused on helping adults with some college or an associate's degree complete their career relevant bachelor's degree or gain a master's degree. In addition each physical campus has greatly expanded their continuing education programs and at CSU repackaged its program into CSU Online Plus which offers state of the art learning for students and adults.*

85. How is the business community reacting to the reduced state funding for higher education?

    *The business community realizes the value that higher education provides to each and every company in Colorado, the United States, and globally. Because of this recognition they are working closely with us and others to look for solutions to the budgetary crisis and find a permanent solution to the budgetary dilemma the state faces and more in particular higher education. We have been told numerous times by business partners and the community that higher education is much too important to Colorado, the economy, and the nation to not fund.*

86. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

    *We believe that a Master Plan is a vital component to ensuring the future direction of the system. Items such as access, affordability, and accountability need centralized overarching guidance and therefore we are supportive of the effort. We pause though and realize that that those efforts can only be as effective as the funding that is put into the effort. Without a constant level of funding we note that the outcome of the current planning efforts may not be as great as we all hope for at this time.*

87. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

    *Our universities are currently evaluating the proposed reduction in state need based aid and work study support while also balancing an additional cut to our operating budget. It may be that in order to backfill the proposed reduction in financial aid, tuition will have to increase higher than anticipated.*

    *For CSU-Pueblo, as an access institution that is Hispanic serving and supportive of first generation students, the campus has over 1,800 students who rely on state need based aid and state work study to attend the university. In FY 2011-12, over fifty percent of the student body is eligible for PELL grants and state need based aid. State need based aid and State work* *study have been key components of the institution's Commitment to Colorado program covering tuition costs for students who are PELL eligible with annual family incomes of less than $50,000. How these students will be affected is yet to be determined.*

88. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*Overall, the changes to the federal loan program have provided more benefits to students and schools due to the ease of access and transparency of necessary information. The federal government taking over the federal loan program has provided a more streamlined and transparent process to both the school and to students.*

89. Please discuss your institution or governing board's experience with articulation agreements.

*The CSU system is supportive of articulation agreements and has had great success. CSU Global was selected by the Colorado Community College System to participate in its system-wide program wherein students can select CSU-Global to complete their bachelor degrees. The program will provide CSU-Global with the opportunity for early outreach and a smooth transfer of students' and within 15 credit hours or one year prior to graduation CSU-Global will provide students with the opportunity to lock-in their tuition rate.*

*By 2015, CSU Fort Collins will have 15 statewide articulation agreements with the Community College System. Currently, the university is on target to be involved with 10-11 by the end of the FY 2012 academic year.*

*CSU-Pueblo is the only University in the state and one of few nationally that has articulated every major from its primary transfer institutions with corresponding CSU-Pueblo majors. The agreements cover all 28 CSU-Pueblo majors based on the programs offered at each community college, which results in approximately 50 agreements for each of the 15 community colleges, or a total of 750-760 individual agreements.*

**12:00 – 1:00 Lunch**

**1:00– 1:40 University of Colorado System**

90. What is your institution doing to reduce the amount of time it takes to receive a degree?

*As President Benson wrote in an article for the Denver Post (9/12/11), "students can enhance their chances of graduating early" and "can also trim the cost of a college education" by taking advantage of accelerated options. CU encourages students to consider taking Advanced Placement (AP) courses or participating in the International Baccalaureate (IB) program while they are in high school. Students successfully completing AP courses and passing exams can earn CU credit in select areas and those who earn an IB diploma and successfully pass the program's exams are guaranteed a minimum of 24 hours of credit at any Colorado public college or university. New CU students who haven't earned IB or AP credit* *can still receive credit in some university courses by testing out through the College Level Examination Program (CLEP), which allows them to demonstrate college-level proficiency. If they pass the test, they receive credit in most departments at CU.*

*Additionally, the Colorado legislature in 2009 passed the Concurrent Enrollment Programs Act, (better known as the Fifth Year Ascent program), which allows students to take a fifth year of entirely college courses paid for by their school district if they have met their high school requirements. At CU, we offer more opportunities for concurrent enrollment. For more than a decade, the CU SUCCEED Silver and Gold programs at CU Denver have collaborated with more than 90 high schools to give juniors and seniors a head start on college. It delivers CU courses for a minimal cost at high schools for both high school and college credit, and thousands of students participate annually. The program allows students to get a jump on college by completing courses before they arrive on campus.*

*Advising is a critical part of both accelerated options and retention. Once students arrive, CU offers a number of programs designed to keep them on track toward graduation. For example the university offers several of the federal TRIO programs, which offer outreach and student services programs for low-income students, first-generation college students and individuals with disabilities. The university has also introduced a new degree audit program as part of the new Student Information System; the program helps students see exactly which requirements they have completed and which they still need to take. When combined with college and/or major advising the program is very effective in helping students stay on track for a timely graduation.*

*CU has also worked hard with Colorado's Community Colleges to ensure the smooth transition and timely graduation of transfer students. In addition to its efforts on the statewide articulation agreements described below, the university last year introduced "CU Guaranteed," a very clear set of criteria that students can meet to ensure admission as a transfer student.*

91. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

*Currently the budget data book outlines how FTE is calculated for institutions in Colorado. The difference in how FTE is calculated relates to the calculation for Exempt Faculty for Instruction:*

- *9-10 month faculty appointment = 1.0 FTE*
- *12-month faculty = 1.2 FTE*
- *Part-time faculty (includes teaching and research assistants) = credit hours taught/30*
- *12-month non-faculty appointment = 1.0 FTE*
- *3-month summer appointment = .2 FTE*

*Other Considerations*

*Currently there is no federal reporting requirement for FTE through the Federal government's IPEDS database. Rather, Institutions report FT and PT status but there is no standard definition of part-time. According to the instructions, part-time is "determined by the institution. The type of appointment at the snapshot date determines whether an employee is full time or part time. The employee's term of contract is not considered in making the determination of full or part time."*

*Full-time instructional staff is reported by faculty status and rank and contract length (Less than 9 month contracts, 9/10 month contracts, and 11/12 month contracts).*

92. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Is your institution still running up against the cap despite this change?

    *All qualified residents are admitted to the university. The Boulder campus benefited from the provisions of S.B. 10-003 by gaining the ability to increase its international student enrollment from 1,368 in the fall of 2010 to 1,495 in the fall of 2011. The university is not currently running up against the cap.*

93. Please provide a breakdown of student fees by institution.

    *FY 12 Mandatory Undergraduate Student Fees (Full time- 30 credit hours):*
    - *UCB- $1,480*
    - *UCCS- $1,174*
    - *UCD- $926.*

    *The detailed breakdown can be found at:*
    *http://bursar.colorado.edu/tuition-fees/fees-description/student-fees/*
    *http://www.uccs.edu/~bursar/pages/tuition117.shtml*
    *http://www.ucdenver.edu/student-services/resources/CostsAndFinancing/DowntownCampus/StudentBilling/HowMuchDoesItCost/2011_2012Tuition/Pages/StudentFees.aspx*

94. What is status of the fee process with regard to voting for fee increases? Has your institution been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

    *By statute, DHE is charged with adopting policies regarding the minimum level of student involvement in the processes for the establishing, reviewing, changing the amount of and discontinuing student fees. DHE can provide a copy of current statewide fee policies. In addition, each institution is required to create and submit to DHE a student fee plan that is adopted by the respective governing board that outlines the specific student input on fees depending on the type of fees. We are not currently aware of any lawsuits regarding fees.*

95. How is your institution saving costs with regard to salaries and benefits? How does your

institution determine which positions are nationally competitive and therefore might require salary of benefits increases?

*CU looks at faculty salaries compared to national peers on an annual basis. In addition, a few leadership positions are also filled by national search, and we use survey data to ensure salaries for those positions are competitive. The university underwent a comprehensive benefit study in FY 2011. The study indicated that CU pays less in life insurance and disability benefits than our peer institutions, and as a result, we were able to negotiate greater benefits in these areas at no additional cost for employees. In addition, the university conducted a dependent audit to ensure that all dependents were currently eligible for benefits, which was estimated to save over $2 million in benefits expenses. Finally, the university created a self-insured trust to administer its health insurance. The trust is expected to save the university almost $1 million annually through reduced insurance premiums.*

96. How are the work study financial aid dollars distributed? Does CU-Colorado Springs rely on state work study financial aid, and if so, how will the requested reductions impact CU-Colorado Springs?

    *CU – Colorado Springs distributes Federal work study (FWS) dollars and Colorado work study (CWS) dollars through the financial aid office awarding process. Funds are awarded based on the UCCS financial aid priority filing date as well as a student having high financial need. The suggested reductions will greatly impact UCCS administrative offices, which heavily rely on state work study students (CWS) to assist since many offices are not fully professionally staffed. Because state work study is the largest work program at UCCS, cuts would potentially impact the largest number of UCCS students, especially UCCS undergraduates.*

97. Could the nursing program in CU-Colorado Springs be merged with the WICHE optometry program to make it stronger? Are there any other agreements such as WICHE that we are or could benefit from?

    *It is not feasible to merge the WICHE optometry program with the CU-Colorado Springs nursing program. Participation in the WICHE optometry program provides Colorado students opportunities to enroll in a program with very limited availability. The CU-Colorado Springs campus benefits from the WICHE Western Undergraduate Exchange program which allows students from western states to attend CU-Colorado Springs at rates lower than the stated nonresident rate.*

98. How have funding reductions impacted the medical campus? What impact does the high cost for in-state medical students have on attracting Colorado students to the medical school?

    *All Anschutz Campus schools rank at or near the bottom of their national peers in state support. The cuts in state funding have put tremendous pressure on the campus faculty practice plans and soaring student tuition to subsidize the educational mission of the campus. Unlike traditional academic campuses, the academic health schools at the Anschutz campus* *have constrained or capped student enrollments which limit their ability to supplant state funding reductions through increased tuition. Over the last ten years, the Anschutz Campus schools have doubled, and in some cases tripled their tuition rates in order to cover state funding reductions during the same period. As a result, all of the professional programs now have tuition rates that are substantially higher than the average for their public peers. This upward trend in tuition has resulted in average student debt loads for MD and DDS students upon graduation of $150,000. Excessive debt load upon graduation has a direct impact on a student's choice of where to practice, drawing students toward urban centers and away from needy rural locations. Debt loads also push students toward higher paying specialties and away from traditional practice, which is the majority of the state's health care workforce need. At a time when the State of Colorado and the nation are facing drastic shortages in the ranks of its health care professionals, funding for Academic Health Centers, including the Anschutz Medical Campus (AMC) is more critical than ever. The Colorado Department of Labor Statistics predict a need for an average of 221 pharmacists, 96 general dentists and orthodontists, 2,600 RNs and LPNs, and 370 general practice physicians and specialists each year through 2020 to meet the anticipated demand from retirements and the growth in healthcare needs. The Anschutz Medical Campus currently graduates only a fraction of this demand each year.*

*Because the MD and DDS programs have capped enrollments that are much lower than demand, we always have more applications than slots available. However, because of the reduction in state funding, these programs have had to shift the mix of resident to non-resident students. Over time this has meant fewer slots being available to Colorado resident students.*

99. Could economic development moneys be used for funding the medical school?

*CU is open to the idea of additional revenue sources from other areas of the state.*

100. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

*General Fund support is critically important to the educational mission of our campuses. While state support is a relatively small portion of the university's overall budget, it is a significant portion of our instructional budget - making up approximately 20% of the revenue spent educating students. The university would work to ensure the quality of the institution was not compromised. However, tuition increases would be inevitable as well as increased pressure on class sizes and class availability. All of these impacts have the potential to impact a student's ability to graduate in a timely manner.*

101. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

*Operating flexibility granted to institutions through SB 290, SB 3, HB 1181, and HB 1301 allow institutions to minimize costs and maximize opportunities all in an effort to maintain* *quality classroom instruction in the face of declining state support. CU has taken advantage of several provisions to introduced improved revenue streams including increasing international student enrollment and contracting for procurement services that return a portion of expenditures for using strategic sourcing contracts. CU will continue to seek new partnerships to share the costs of education.*

102. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*CU received one-time funding from the American Reinvestment and Recovery Act (ARRA) to maintain funding at the original FY 2008-09 state funding levels of $209 million. These funds provided a defined time period in which CU took actions to reduce its operating budgets and enhance its revenue growth. During the period from FY 2009 to FY 2011, CU balanced $64 million in state reductions through operating reductions and the elimination of 338 positions. These cuts were sustained at a time when the university also experienced significant enrollment growth. Enrollment has increased by more than 3,600 students over this time period, increasing the pressure on the university's instructional capacity. The university's actual dollars in institutional support (administrative expenditures) have decreased 2.9 percent, while instructional expenditures have increased 13.8 percent.*

103. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*CU has worked to offer more online courses and programs in an effort to make a college education available to students whose jobs or family situations do not allow them to attend all or even part of their courses on campus. During the 2010-11 academic year, 17,876 students enrolled in 1,019 on-line courses, accumulating 99,524 credit hours. In addition to a large number of individual courses, CU offers 33 degree programs and 69 certificate programs completely online. The university also offers a number of hybrid courses, which are taught part on-line and part in a traditional classroom, but are not included in the above numbers.*

*UCCS received equipment from Cisco as part of a distance education initiative to pilot new technologies designed for delivering education across institutions from urban to rural settings. UCCS is the first public university in the country to pilot the Cisco telepresence technology, which it is using in two community colleges in southern Colorado, Lamar Community College and Otero Junior College. These institutions are part of the Southern Colorado Educational Consortium, of which UCCS is also a member. UCCS was awarded $1.5M in equipment to set up the classrooms and create network connections for class delivery to the community colleges. This is part of an ongoing partnership that UCCS has developed with Cisco to continue to build more facilities and implement more telepresence technology in the future.*

*CU offers numerous programs for professional development and continuing education through different modes of distance education. For example, the CU Mini Med school is an* *eight-week lecture series on health topics that originates on the Anschutz Medical Campus but is accessed at many sites around the state through live video feed. The Center for Advanced Engineering and Technology Education (CAETE) on the Boulder campus offers degree programs, certificates and professional development opportunities through online access and CD-ROM content. On the Colorado Springs Campus, the Center for Homeland Security (CHS) offers distance education courses that meet the needs of communities with regard to homeland security and defense. The Designing eLearning Environments Certificate, offered by the Denver campus, trains individuals to development eLearning opportunities in educational environments.*

*All campuses of the university, faculty members are using delivery systems like Blackboard and CULearn, as well as other technologies, to supplement classroom learning in an effort to both enrich the learning experience and address different learning styles. All campuses offer numerous courses every year to train faculty in emerging technologies and new research on student learning. Courses offered last year included, among many others, "The Good Guide for Beginner CULearn Users: Tools, Techniques and Pedagogical Shifts," "iFridays—presentations on new technologies," "Using Wikis to Engage Students in an Undergraduate Nursing Course," "Using Podcasts in Teaching: Linking iTunes to Blackboard," "Classroom Assessments with iClickers," and "Educating students about Academic Integrity using SafeAssign."*

104. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

*Additional delivery models can make a college or university education accessible to a wider range of students. In question 103, we address CU's work to offer courses and programs through different forms of distance education. That said, many students' learning styles are best served by a traditional classroom experience, or by a hybrid experience. Offering a range of options, and perhaps most importantly, training advisors to help students understand the options available to them and the best fit for their learning styles and home/work situations is critical.*

105. How is the business community reacting to the reduced state funding for higher education?

*The business community is concerned with the current structural deficit facing Colorado and its impact on workforce development, economic development, and quality of life. Strong higher education institutions, and specifically strong research institutions, attract new business and capital to the state. Research spawns new industry clusters, such as renewable energy, where there is research infrastructure and a critical mass of intellectual capital to create and sustain business investment.*

106. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

*Yes. As summarized by the Higher Education Strategic Planning committee, the state is on a path of accelerated erosion. This is characterized by conditions in which "funding continues to decline, with other state needs taking priority. On this course, funding would be less than $550M and could go to zero. Any available funds should be targeted to financial aid. Schools and programs may either close or be privatized, with no state support. Access will be limited." The CU Board of Regents has pledged to maintain the quality of its institutions in the face of declining state support, but will be severely challenged to make measureable progress toward significant enhancements in services to Colorado residents.*

107. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

*At this time, the university has not been allocated its financial aid cut from the Commission and therefore is unable to respond at this time.*

108. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*Advantages of a federal student loan vs. a private bank student loan:*

- *No credit check. Individuals with no credit history or adverse credit are unlikely to qualify for a loan from a financial institution, unless they are able to get a cosigner. One of the main advantages of federal loans is that they are a no credit check student loan.*
- *Repayment. Although the majority of federal student loans have a 10 year term, this can be amended to suit the borrower's financial situation.*
- *Grace period. Repayments don't commence until six months after graduation. This provides a period of time to find suitable employment or renegotiate the terms of the agreement.*
- *Loan forgiveness. Not only is the federal student loan interest rate lower, graduates could also qualify for a student loan forgiveness program. Those working as a teacher, nurse or in the armed forces may be able to clear up to 100% of their loan.*
- *Low interest. The federal student loan interest rate is far lower than on college bank loans.*

109. Please discuss your institution or governing board's experience with articulation agreements.

*CU has worked as part of the GE Council since its creation and inception in 2003. Prior to 2003, the 2001 legislation utilized faculty expertise from across the state to construct the gtPathways program – Colorado's guaranteed transfer program for general education. The gtPathways program, featuring over 1200 100 and 200 level general education courses serves as the foundation for all statewide transfer articulation agreements. CU faculty from all campuses participated in the creation of the content and competency criteria which have guided and continue to guide course reviews for each course recommended for placement in* *the gtPathways curriculum. Additionally, CU faculty have provided reviewer and discipline expertise throughout the years of the gtPathways program, 2003-2011.*

*CU institutions were signatories on the initial statewide agreements:*

*-Elementary Education;*
*-Business; and,*
*-Engineering.*

*As of December, 2011, CU institutions are signatories on an additional six statewide articulation agreements, including:*

*-Economics;*
*-History;*
*-Math;*
*-Psychology BA;*
*-Psychology BS; and,*
*-Spanish.*

*In addition to all of the statewide articulation agreements listed above, CU institutions are anticipated signatories on:*

*-Anthropology;*
*-French;*
*-Political Science; and*
*-Sociology.*

*Finally, CU institutions have actively engaged and participated in discussions which have resulted in creating statewide, institutionally agreed upon protocols for the development and creation of all statewide transfer articulation agreements. Each academic year, twice per year in the fall and spring, CU has consistently sent campus contingents from each of our institutions who have actively participated in discipline discussions as the preliminary means to the creation of additional agreements. CU representatives, as members of the state's GE Council, participated in the development of the original matrix of majors – a comprehensive statewide document, inclusive of all of Colorado's postsecondary, public institutions, which serves to guide discussions and development of all statewide transfer articulation agreements.*

**1:40 – 2:00 Western State College**

110. What is your institution doing to reduce the amount of time it takes to receive a degree?

*The College promotes student success and timely graduation by increased attention to the number and scheduling of course sections with the intent to reduce scheduling conflicts, to shift limited faculty resources to the courses in demand, and to increase availability of essential skills and key prerequisite courses that are necessary for students to proceed through the curriculum. Also, increased attention has been given to eliminating unnecessary complexities in the curriculum.*

*Western also actively works with state-wide and institution specific articulation agreements with a variety of community colleges to ensure that students understand what to take at community colleges to reduce time to degree completion when they transfer to Western. For these and other transfer students, Western's Registration Services staff carefully evaluates transcripts to maximize appropriate course substitutions to allow transfer students to more rapidly progress toward degree completion. Each transfer student is also assigned a faculty advisor expert in transfer issues within the student's major.*

*A recent effort to improve degree planning is the implementation of a program called DegreeWorks which will allow students 24/7 access to a sophisticated on-line planning tool containing information designed to help them understand how the course choices they make reduce or extend their time to degree completion. All advising staff and faculty have begun training on the system which will be used for the first time in spring 2012.*

*Finally, the College focuses on recruiting students who can academically succeed in this learning environment, all while maintaining commitment to access and to fulfilling our statutory mission as a moderately selective institution.*

111. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

*Western measures employee FTE based on standards established in both the Budget Data Book and the Trustee-approved Handbook for Professional Personnel. For administrative employees the full-time equivalency is calculated based on a 40 hour / 5 day work week. If an administrator is employed for less than full-time, the College calculates the number of hours in a year they are expected to work and divide by 2,080, the result is their FTE.*

*For faculty the Handbook calculates permanent faculty full-time equivalency based on 24 semester credits per academic year. These credits are usually distributed 12 credits per fall and spring semester. Through mutual agreement between the faculty and the College this load may be spread over two semesters and the summer term or mini-terms. The Handbook makes clear the expectation that permanent faculty devote at least 40 hours per week during the academic year to meeting their teaching, advising, and other obligations.*

*The normal calculation for a full-time equivalent load for non-tenured track/ tenured faculty members employed on a per credit basis is no less than 15 credits per semester.*

112. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Is your institution still running up against the cap despite this change?

*Not applicable to Western.*

113. Please provide a breakdown of student fees by institution.

| | Student Fee/Charge | Per Credit Charge | Full Time Rate (30 Credits/Year) |
|---|---|---|---|
| *Mandatory* | *College Center Operations* | *$11.10* | *$266.40* |
| | *Facility Fee* | *$28.03* | *$840.90* |
| | *SGA Fee* | *$7.10* | *$170.40* |
| | *Intercollegiate Athletics Fee* | *$8.30* | *$199.20* |
| | *Computer Fee* | *$4.00* | *$96.00* |
| | *Sustainability Fund Fee* | *n/a* | *$9.15* |
| *Other* | *Fitness Center (optional)* | *n/a* | *$50.00* |
| | *Application Fee* | *n/a* | *$30.00* |
| | *Transcript Fee* | *n/a* | *$6.00* |
| | *Rush Transcript Fee* | *n/a* | *$12.00* |
| | *Late Payment Fee* | *n/a* | *$50.00* |
| | *Return Check Fee* | *n/a* | *$17.00* |
| | *Orientation Fee* | *n/a* | *$120.00* |
| | *Miscellaneous Academic Field Trip Charges* | *n/a* | *$12 - $300* |

114. What is status of the fee process with regard to voting for fee increases? Has your institution been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

*Western's current fee policy requires student votes on proposed new fees that are permanent and/or mandatory. Increases in existing fees by the rate of inflation do not require student approval. While Western does not currently assess academic fees, those charges would not require student approval per existing policy. The College's policy is consistent with former state statute and DHE policy on student fees. The College is currently working to modify its fee policies to comply with new statute established in HB11-1301. These changes are required by July 1, 2012.*

*The College has not been sued over fee-related issues.*

115. How is your institution saving costs with regard to salaries and benefits? How does your institution determine which positions are nationally competitive and therefore might require salary of benefits increases?

*For most of the last several years, Western has not provided faculty or administrative salary increases. Classified staff has not received salary increases in the last three years. In addition to freezing salaries to save costs, Western has worked to limit increases in the College's share of premiums on the faculty and administrative health benefit program by increasing deductibles and other out-of-pocket expenses for employees. The recent shift in PERA contributions has also affected salaries of many existing staff beyond those within the classified system and saved institutional costs. While these shifts in costs from employer to* *employee have reduced College obligations, it has decreased take home pay for faculty and administrators which has contributed to challenges in recruitment and retention.*

*To the extent possible, the College uses national and regional market data to set faculty salaries by discipline. On average, faculty salaries at Western lag behind national peers by approximately 5.1%. However, salaries in more costly disciplines such as computer information sciences and business administration lag behind by 10% or more. When Western conducts searches for vacant faculty positions, market information is considered when setting the advertised salary. It is not uncommon, however, for faculty and administrative searches to fail due to lack of competitive salary and benefits packages.*

116. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

*At Western, the elimination of state funding would threaten the viability of the institution and create considerable strain on the ability to cover daily operational costs. The following are potential impacts:*

- *To offset a loss of $9.3 million in state appropriations (for operations) will require an average increase in tuition of approximately 75 percent. In addition to this offset, additional tuition revenue will have to be generated to cover financial aid losses and to help mitigate the impact of these rate increases on low and middle income students. We anticipate that this could add a premium of another 30 percent to tuition rates.*
- *As nonresident tuition rates begin to approach market levels, it is likely that a disproportionate amount of tuition increases will be borne by Colorado residents. This will likely result in tuition rate increases of well over 150 percent for this population of students.*
- *Should such dramatic increases in tuition be necessary, enrollment would be challenged. Even if increases in tuition are offset by large increases in institutional financial aid, the potential for "sticker-shock" may adversely affect interest in the College.*
- *The College's current year state appropriation of $9.3 million is equivalent to 55 percent of the College's staffing budget (faculty and support staff). The College's staffing budget represents 75 percent of all operating expenses (excluding institutional financial aid). Reducing expenditures will necessitate reductions in staffing, undoubtedly diminishing the quality and scope of academic programs and services to students.*
- *The reduction in state supported financial aid (over two-thirds of Western's current allocation is need-based) will make it that much more challenging to provide access to low- and middle-income students as potentially large increases in tuition at Western cannot be offset by increases in state financial aid.*

*Elimination of state appropriated operating dollars to Western will have a devastating impact to the local and regional economy. A recent study was conducted on the economic impact that the College has on the city of Gunnison and Gunnison County. The following is* *a list of highlights of this impact and how drastic cuts to Western's operating budget will affect economic development in the region:*

- *The overall economic impact of Western on the local economy was conservatively measured at $64.7 million in FY2008-09. This included direct and indirect impacts of operational expenditures (including payroll) at $35.2 million, student spending at $15.8 million, visitor spending at $5.1 million and construction spending at $8.1 million.*
- *The $64.7 million is estimated to support, both directly and indirectly, approximately 745 employees at a payroll of $30.9 million, which represents over 10 percent of the total payroll generated within Gunnison County. Elimination of state support for Western will result in significant reductions in College staffing which in turn will negatively impact the payrolls of local businesses that rely on the business generated by College staff.*
- *Rising tuition rates will challenge enrollment which could impact the amount of student spending. Fewer students at Western with less discretionary dollars to spend due to higher tuition costs would mean less money spent at local businesses.*

*Western also has many impacts in the community that cannot be quantified in dollar amounts. For example, the presence of highly skilled labor attracts increased business activity to the community, some of which may be directly attributed to the College, and this helps diversify the local economy. The students attending the College also provide a local labor force for area businesses and there are programs at the College where students assist locals with the development and implementation of business plans and gain experiential learning that is invaluable.*

*Western and its students also contribute to the local cultural and recreational activities through its academic programs and events. These qualitative benefits, combined with its economic impacts, highlight the importance of the College in the overall health and vitality of the region, all of which will be severely affected by elimination of state support.*

117. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

*Western understands that it must diversify its revenue streams. As the College increases its overall enrollment, focus will be placed on populations that bring more revenue per FTE, such as nonresident and graduate students. These revenues can help subsidize the cost of undergraduate resident instruction.*

*In addition to the recruitment of targeted populations, the College continues to develop its auxiliary programs. Programs such as conference services and "centers" can simultaneously allow the College to meet its obligations as a regional service provider and serve as a source of funding to support instructional budgets. It will be important that continued flexibility be provided to all public institutions to pursue and develop revenue streams that can support the core mission.*

118. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*The College has implemented a combination of expenditure reductions, tuition increases and use of institutional reserves to offset state funding reductions.*

*Since FY2008-09, the College's state funding (include ARRA allocations) has been reduced by $2.8 million, or more than 23 percent. During this same time period, the College has reduced its net E&G operating expenditures by more than $1.3 million, or more than 7 percent. The College has also increased tuition for full-time (30 credits per academic year) resident students by $1,042 and full-time nonresident students by $1,680 during this time period. In combination with these tuition increases the College has refined its financial aid policies to target growth in its nonresident student population. The additional tuition generated from these increases in tuition and growth in nonresident tuition, along with expenditure reductions and limited use of institutional reserves, has allowed the Western to offset the reduction in state support.*

*In FY2010-11, the College developed a five year budget plan to support the tuition increases initially proposed in the Financial Accountability Plan (FAP). The plan recognized the need for the College to begin reinvestment into its academic and support programs and identified tuition rate increases and transitional use of institutional reserves necessary to accomplish this. Currently the plan will require annual tuition rate increases ranging from $500 to $861 for resident students and $644 to $784 for nonresident students along with cumulative reserve spending of $1.8 million. The further decreases projected in state support for FY2012-13 will necessitate refinement of this model and reconsideration of tuition rate increases and reserve spending over the next several years.*

119. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*Western faculty employs a variety of pedagogies and delivery methods to increase learning. The campus thoughtfully reviews all delivery methods (e.g. face-to-face, on-line, low residency, intensive weekend or week long offerings, etc.) to ensure that each method meets the federal and state definitions of a credit hour. Each course, faculty member, and academic program undergo assessment processes which ensure that regardless of delivery method, the College provides students with a solid foundation of skills and depth of knowledge to serve as a foundation for professional career or graduate study.*

120. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

*It is critical that public higher education in Colorado supports a wide array of student needs in the state in order to achieve the master plan goal of increased degree obtainment. Current research suggests that traditional residential institutions have a significant role in* *supporting many of the student needs. Also suggested by research on e-commerce is that institutions that develop sound academic "Brick and Click" programs may be more attractive to some students. While some citizens may appreciate the convenience and ease of on-line education, it is often out of geographic or personal necessity. Most educational participants continue to desire a physical space in which they interact with other students and obtain faculty expertise and advice in a face-to-face interaction. Colorado's higher education faculty, staff and Trustees need to continue to understand best practices in meeting student needs, support the technical infrastructure of 21st century learning, and maintain the academic integrity of the coursework and degrees. Such will promote intellectual maturity, knowledge, and personal growth so that students are prepared to assume meaningful roles in their local, national, and global communities.*

121. How is the business community reacting to the reduced state funding for higher education?

*As mentioned above, the College has a sizable impact on the local/regional economy. Diminishing state appropriations translate into less local spending by the College as operating budgets continue to shrink. As tuition rates rise to offset these reductions, students are left with less discretionary dollars to spend at local businesses. Finally, services we provide to local business and the general community (e.g., small business marketing planning, tax preparation services, etc.) will continue to diminish in scope and quality as program funding is reduced. All of these factors impact the local business community in negative ways.*

122. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

*Continued reductions in state support for higher education will make the accomplishment of the preliminary goals of the master plan challenging. Increasing degree completion, improving remediation and closing the achievement gap require human resources that most colleges and universities are stretched to provide. Colorado already provides the most efficient cost per degree completed. To continue in the improvement of degree completion for an academically diverse population of college students requires continued reallocation of human resources among faculty and staff. This becomes increasingly challenging as most colleges must seek revenue sources beyond state allocations. The creation of various "centers" and programs through extended studies programs that generate additional revenue sources is increasingly a "must" for faculty; and the time needed to generate revenues takes away from time that would otherwise be devoted to mentoring and supporting students.*

*As traditional state funding support diminishes from our public colleges and universities, the ability to support the core missions of teaching and learning diminish. This is not from lack of will. Virtually all faculty and administrators entered their higher education careers with a sense of service to students and to the ideals of education. The changing environment of public higher education, however, has necessitated developing a more entrepreneurial mindset on our campuses. Faculty must now devote much work to generate* *revenues that make their service to students possible.*

123. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

*It is not anticipated that institutional funding will be available to offset the proposed reduction in financial aid. The reduction in financial may require a re-evaluation of our Financial Accountability Plan (FAP) to assist with addressing the needs of our student population.*

124. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*By limiting lenders, the impact has streamlined the process for students during the counseling phase by limiting the amount of information a student must consider. This change, on the other hand created more work for staff as they are now responsible for the task of resolving promissory note and disbursement issues whereas previously those tasks were completed by the lenders and/or guarantors.*

125. Please discuss your institution or governing board's experience with articulation agreements.

*Western participates in creating state-wide articulation agreements and transfer guides. The institution also maintains program-specific articulation agreements with several community colleges and the experience of working with community colleges interested in pursuing articulation agreements has been and continues to be positive. The College's experience has been that few students use the specific institutional agreements. Rather, most of our community college transfer students enter Western and find that the majority of their relevant coursework is thoughtfully applied as a result of transfer guides and our acceptance of both guaranteed transfer courses as well as other courses that are not designed for technical skill competencies alone.*

**2:00 – 2:20 Adams State College**

126. What is your institution's recommendation for readdressing Amendment 50 given the lower than anticipated revenue?

*While Adams State's statutory role and mission authority that enables us to provide two-year transfer programs with a community college role and mission is critical in delivering remedial courses to our student population, the Amendment 50 revenue associated with these courses is minimal. While increasing this particular revenue stream would be beneficial, Adams State is planning to backfill the lower than expected revenue from institutional or private sources.*

127. What is your institution doing to reduce the amount of time it takes to receive a degree?

*Over the last four years Adams State has been successful in growing enrollment. However, we have been enrolling more students who are taking fewer credit hours. This drives a higher cost of education, increased debt loads, and delayed entry into the work force with a degree. From 1997 through 2004 ASC undergraduate student semester load was 13.3 credits hours, 15 being considered fulltime. From 2005 forward their average semester load dropped to 11.8 credit hours, an 11% decline. This change in enrollment behavior has a negative impact on four year graduation rates and the cost of attendance. Encouraging students to take 15 credit hour semester loads will reduce time to degree and educational costs. Earning a degree in four years versus five will save a student over $18,000. Providing a free tuition and fee window from 12 to 20 credit hours, enhancing summer and online course offerings, and implementing intrusive academic and financial aid counseling are all geared toward reversing this trend.*

*ASC's new intrusive "Take 15" advising model and revised tuition window structure has shown positive early results. In Fall 2011 our average undergraduate student semester load increased to 12.7 credit hours, a 7% increase over our five year historical average. In our freshman class the average hit 13.4 credit hours.*

128. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

*A non-faculty employee FTE is based on a 2,080 hour work year, which is a standard FTE. A faculty FTE is determined by number of credit hours taught, with 24 credit hours in an academic year considered equaling 1.0 FTE.*

129. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Is your institution still running up against the cap despite this change?

*Adams State has very few international students and does not actively recruit international students. The S.B. 10-003 international cap change had no effect on the institution.*

130. Please provide a breakdown of student fees by institution.

| ADAMS STATE COLLEGE | FY 11-12 |
|---|---|
| **TUITION** | |
| **Undergraduate** | |
| **Part-time** (per credit hour) | |
| UG, Res | $138 |
| Differential Tuition | |
| Business | $148 |
| Nursing | $153 |

| | |
|---|---|
| UG, Nonres | $565 |
| **Full-time** | |
| (Note: Semester Rates at 15 cr hrs/semester. Free tuition window moves from 12-15 to 12-20) | |
| UG, Res | $1,656 |
| UG, Nonres | $6,780 |
| Less Experience CO | ($2,500) |
| Net to Nonres UG | $4,280 |
| | |
| **Graduate** (per credit hour) | |
| G Res On-Campus-Art | $194 |
| G Res On-Campus-Counselor Education | $194 |
| G Res On-Campus-HPPE | $194 |
| G Res Off-Campus-Counselor Education | $285 |
| G Res Off-Campus-Teacher Ed | $295 |
| G Res Online-Counselor Education | $375 |
| G Res Online-HEAL | $395 |
| G Res Online-HPPE | $330 |
| G Res Online-Humanities | $281 |
| G Res Online-MBA | $395 |
| G Nonres On-Campus-Art | $521 |
| G Nonres On-Campus-Counselor Education | $521 |
| G Nonres On-Campus-HPPE | $521 |
| G Nonres Off-Campus-Counselor Education | $596 |
| G Nonres Off-Campus-Teacher Ed | $596 |
| G Nonres Online-Counselor Education | $375 |
| G Nonres Online-HEAL Online | $395 |
| G Nonres Online-HPPE | $330 |
| G Nonres Online-Humanities | $281 |
| G Nonres Online-MBA Online | $395 |
| | |
| **ON CAMPUS MANDATORY STUDENT FEES** | |
| Per credit hour | |
| College Service Fees | $35.00 |
| Technology Fee | $16.80 |
| Capital Fee | $44.66 |
| Full-time (Semester Rates) | |
| College Service Fees | $420.00 |
| Technology Fee | $201.60 |
| Capital Fee | $535.92 |
| | |
| **TOTAL UNDERGRADUATE TUITION AND FEES** | |
| Resident Part-time (per credit) | $234.46 |
| Resident Full-time (1 semester, 15 credit hours) | $2,813.52 |
| Non-resident Part-time (per credit) | $661.46 |
| Non-resident Full-time (1 semester, 15 credit hours) | $5,437.52 |
| **COURSE SPECIFIC FEES** | |

| | |
|---|---|
| Applied Music (per cr hr) | $103.00 |
| Art Supply Fee - Various Courses | $76.00 |
| Art Appreciation | $15.00 |
| Art Painting | $10.00 |
| Art Drawing | $10.00 |
| Art Beginning Digital Photography | $128.00 |
| Art Intermediate Photography | $128.00 |
| Art Design Course Fee | $29.00 |
| Art Graphics Lab | $128.00 |
| Basic Skills | $32.70 |
| Communications - Shared Media Center | $26.00 |
| Field Geology | $405.00 |
| Science & Math | $13.80 |
| | |
| **HOUSING** | |
| (Per semester) | |
| Single Student | |
| Coronado Hall | |
| Double | $1,850 |
| Single | $2,100 |
| Super Suite | $2,200 |
| Girault and Conour Halls | |
| Double | $1,650 |
| Single | $1,950 |
| Apartments (McCurry, Hutchins, Savage, Moffat, Pettys) | $2,100 |
| Rex Residence (furnished apartments) | $2,300 |
| Family Apartments (per month) | |
| 2 Bedroom Apt | $475 |
| 3 Bedroom Apt | $510 |
| | |
| **FOOD SERVICE** | |
| (Per semester) | |
| Carte Blanche Plan + $50 flexi dollars | $1,910 |
| 15 Meal Plan + $150 flexi dollars | $1,810 |
| 9 Meal Plan + $220 flexi dollars | $1,810 |
| | |
| **CHARGES FOR SERVICE AND USER FEES** | |
| Off-Campus Delivery Fee (per cr hr off campus UG courses) | $99.00 |
| Graduate Online Technology Fee (per cr hr) | $9.00 |
| Application Fee ($15 discount prior to Aug 1) | $45.00 |
| Graduate Application Fee ($15 discount prior to Aug 1) | $45.00 |
| Late Registration Fee | $35.00 |
| Deferred Payment Fee | $10.00 |
| Late Payment Fee | $40.00 |
| Late Payment Fee, Monthly Thereafter | $10.00 |
| Unofficial Transcript Fee | $2.00 |
| Official Transcript Fee | $12.25 |

| | |
|---|---|
| Expedited Transcript Fee (handling) | $10.00 |
| Matriculation Fee | $150.00 |
| | |
| **TOTAL TUITION, FEES, ROOM AND BOARD** | |
| Resident full-time | $6,474 |
| Non-resident full-time | $9,098 |

131. What is status of the fee process with regard to voting for fee increases? Has your institution been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

*Adams State has not been sued over student fees. Adams State College, in compliance with Colorado Commission of Higher Education (CCHE) Student Fee Policy, Section 3.0, has an established institution plan for student fees. The plan and any modifications to it are subject to the modification and approval of the Trustees of Adams State College. Any changes in the policies and procedures included in this plan are subject to applicable requirements regarding the approval or involvement of the students and institutional student government representatives and the Trustees of Adams State College.*

*When establishing tuition and fee rates, Adams State considers the proposed tuition and fee rates to total cost per student and the financial aid available for needy students. All student fees are specifically itemized on the student billing statement with the exception of course specific fees that are specifically listed in the course catalog.*

*All new administrative, course specific, instructional, bond, and permanent and nonpermanent student fees and changes to existing fees, are reviewed by Cabinet. Cabinet will make a recommendation on the fee or fee change to the President and Trustees of Adams State College. Associated Students and Faculty (AS&F) will be notified of all new administrative, course specific, instructional, bond, and permanent and nonpermanent student fees and changes to existing fees in accordance with the notification process outlined below, except as otherwise provided herein. If the fee requires a student vote, the referendum procedures outlined below must be followed. All mandatory fees and fee increases must be annually approved by the Trustees (CCHE Policy 3.03 & 3.03.01). Trustee review and approval is required prior to assessment of any mandatory fee or fee increase. Students and student government representatives shall have an opportunity to address the trustees during board discussions and action of the student fee proposal. The specific steps required for a new fee or increase in existing fee are outlined below.*

*No new fee or fee increase (in excess of inflation) assessed to build and/or maintain capital assets not related to an academic course shall be collected unless approved by a student referendum. All students who will be potentially assessed this fee will be eligible to vote in the student referendum.*

*Any new or increased student fee should provide adequate time for input and at minimum 30 days notice shall be given prior to any new or increased assessment. The 30 days notice* *will be posted during the academic year. The Cabinet, at the direction of the President, will notify campus media through a news release of any proposed fee assessment or increase. In addition, the Dean of Student Affairs will post a notice of the proposed fee assessment or increase at the Student Union Building. The notification period will continue for at least thirty (30) calendar days during which time any student or student group may appeal the proposed assessment or increase to AS&F.*

*Student fee issues requiring a referendum shall follow these guidelines:*

- *The AS&F is responsible for the conduct of the referendum, including full disclosure of the information relating to the referendum.*
- *Information distributed by the AS&F concerning the referendum shall be factual and unbiased. That does not preclude individual members of the AS&F from expressing their opinions or supporting a position. A member of the AS&F may not, however, represent that opinion or position as the opinion or position of the AS&F.*
- *Campaigning by the college or members of the student body is subject to the provisions of the AS&F election code.*
- *The text of a student fee referendum is subject to administrative legal review through the Office of the President.*
- *A student fee referendum shall be voted on over a period of a minimum of (2) class days. This vote will take place during the regular academic year.*
- *At least twenty percent (20%) of the current student headcount enrollment must vote in order for a student fee related referendum to be effective. The outcome shall be decided by a simple majority of the votes cast in the referendum.*
- *No new fee, fee increase, or fee extension that is defeated by a vote of the student body may be resubmitted for a student vote until the following regularly scheduled election.*

132. How is your institution saving costs with regard to salaries and benefits? How does your institution determine which positions are nationally competitive and therefore might require salary of benefits increases?

*By Trustee policy, Adams State cost of living adjustments are linked to the State of Colorado classified employee annual compensation survey as approved by the General Assembly. For example, if the legislature does not give cost of living increases to State Agency classified employees in a given year, no Adams State employee is given a COLA adjustment. This has resulted in frozen salaries at Adams State for all employees for the last three years. In addition, a rigorous position justification process was implemented three years ago that has resulted in the elimination or freezing of several vacated positions. ASC has also implemented a two month vacancy savings requirement on all vacated positions.*

*Compensation determination:*

- *Classifed Staff Compensation*
    - *See Department of State Personnel for compensation plans*
    - *100% Classified staff have PERA retirement benefits*

- *Faculty and Administrative Staff Compensation*
    - *Base Salaries commensurate with experience and qualifications based on 90% of the average College and University Personnel Association academic comparison group national survey.*
    - *Retirement Plan – PERA – Available only to newly hired employees who have at least one year of PERA service credit prior to becoming an ASC employee*
    - *Defined Contribution Retirement Plan – Available to all faculty and administrative staff who are not eligible for PERA retirement plan.*

133. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

*As one of Colorado's most cost effective four-year institutions, Adams State maintains its historical commitment to access for Colorado's underserved citizens. ASC's primary service region, the 8,000 square mile San Luis Valley, is a six county rural region comprised of some of the State's poorest counties. Access for low-income students is core to our mission. 91% of ASC students receive financial aid. 54% of our students are considered low income. 74% of ASC students qualify for need-based federal Pell Grants, the highest percentage of any public higher education institution in the state. The average family income of those qualifying for Pell assistance is $24,555. Roughly one-third of San Luis Valley students at Adams State would be unable to attend college elsewhere. More than one-third of the spring 2010 Adams State graduating class was from the San Luis Valley.*

*Adams State's smaller, more personal environment is less intimidating and more welcoming for first-generation students. ASC is able to provide them with the attention and services they need for success. 37.5% of all Adams State undergraduate students are first-generation; among Hispanic students, that rate is more than 47%.*

*The fastest growing demographic group in Colorado over the next decade will be Latino youth. ASC has the longest Hispanic Serving history among Colorado 4 year institutions, with 29% Hispanic enrollment. A total of 38% of Adams State undergraduates are non-white. A 2007 study by the American Association of State Colleges and Universities (AASCU) found Adams State had the third highest Hispanic graduation rate of all 435 AASCU member institutions nationwide.*

*Excessive increases in tuition will dramatically reduce access for the low-income student population that we serve. ASC's current financial aid packaging model, which combines federal, state, private, and institutional aid enables us to meet the needs of low-income students. Massive tuition increases that would be necessitated by a 100% cut in State support, combined with caps in place on federal grants and student loans, prohibit the development of an aid packaging model that meets the needs of low income students, depriving them access to higher education.*

*A loss of state support of this magnitude cannot be addressed by across the board cuts. A* *combination of reduction in workforce, freezing of wages over extended periods, elimination of programs, and tuition increases in excess of 100% over a very short period of time would be required. These dramatic steps would almost immediately jeopardize the viability of the institution.*

*In addition to its educational mission, Adams State College, its students, and its employees have the spending power to generate a total annual economic impact of slightly over $74 million within the San Luis Valley and a total of $91 million statewide. This is by far the largest impact of any single employer or entity in the six county region. ASC regional impacts include: $3.6 million from visitors and events, $6.7 million in College purchases, $17.8 million by ASC employees, and $45.8 million from ASC students.*

*With 2,800 students and 368 employees, Adams State ranks as the Valley's largest employer, and its regional impact of $74 million is equal to roughly 20% of all the personal income in Alamosa County. ASC's direct spending represents an amount equal to 31% of the basic income needed to drive Alamosa County's economy. A reduction in state funding of this magnitude would not only place hundreds of jobs at risk, it would jeopardize the operational capability of the region's cornerstone institution and primary economic driver. This would result in irreparable damage to the local and state economy.*

134. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

*Adams State College has identified the need for alternative streams of revenue in its various iterations of the Institutional Strategic Plan over the last 10 years. ASC has a cash-funded division in its Extended Studies Division which delivers both individual courses as well as specific degree programs via correspondence and internet. Revenue from Extended Studies assists ASC in budgeting each year. Additionally we have received revenues from our other auxiliaries on campus (housing, cafeteria) which also assist in budgeting. ASC has been aggressively pursuing Federal and private grants. In the last year, the institution has been awarded over $8 million in Federal and private grants.*

*Our ASC Foundation raises funds to assist ASC primarily through scholarships, which are becoming increasingly important as we are forced to raise our tuition.*

*The Higher Education Strategic Plan (HESP) suggested that IHE's that are located in areas which benefit from the economic impact of the IHE should receive tax revenues from the area similar to local district community colleges. But given the very small tax base in the San Luis Valley as well as the need for local voter approval there is little potential assistance for ASC through this means. The overwhelming vote against Proposition 103 in the Valley as well as voters in Alamosa resoundingly defeating a school bond request in the same election makes this an unlikely source for additional revenue.*

*Unfortunately, public institutions of higher education will be forced to rely more heavily on tuition and fees given the general publics' overwhelming vote to defeat Proposition 103 in*

*November. Realistically, institutions have to acknowledge that the state budget picture for the foreseeable future is bleak due to caseload growth in both Medicaid and corrections. We have to continue to be productive and look to grow enrollment in non-resident populations both on campus and online. Tuition will increase. Access for low-income students will be impacted.*

135. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*Adams State has generated additional tuition revenue from both rate and enrollment increases. Additional revenue from auxiliary enterprise activity (housing and distance learning) has also been used to offset loses in state funding. Adams State, and its dedicated employees, have worked hard to reduce expenditures by eliminating several positions and holding salaries to FY08-09 levels.*

- *Total Reduction in State Support: FY09 to FY12 = $3,418,034 or 23%*
- *Revenue offsets*
  - *$332,000 – Revenue due to enrollment growth exceeding budgeted estimates*
  - *$ 96,000 – fee revenue increase*
  - *$918,000 – additional tuition revenue based on new rates*
  - *$100,000 – additional transfer from housing*
  - *$300,000 – additional transfer from extended studies*
  - *$700,000 – one-time transfer from cash reserves*
- *Reductions in expenses*
  - *$395,000 - Cuts to operations personnel lines*
  - *$220,000 - Cuts to operating lines*
  - *$130,000 – Reduction in institutional grant match*
  - *$ 38,000 – Grant salary savings*
  - *$155,000 – Freeze 3.5 academic support positions*
  - *$158,000 – Freeze 2.5 finance and administration positions*
  - *$475,000 – Freeze 9 faculty positions*
  - *$300,000 – 2 month vacancy savings requirement*
  - *$357,000 – Freeze COLA (annual savings 3 years running)*

136. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*Each semester every class section offered is analyzed to insure that student to faculty ratios are optimized in order to produce cost effective quality learning outcomes. Low enrolled sections are combined with other sections or course offerings are cut back to annual offerings rather than semester offerings.*

*Many of ASC's face to face distance programs have been modified into hybrid programs with an online component and face to face intensive sessions. Many graduate programs* *have been moved into online delivery, not only because it is more cost effective, but also enables place bound working students to enhance their educational credentials.*

137. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

     *Adams State will continue to expand its online and distance offerings as long as it provides additional resources to the main campus to help support the primary mission of serving the San Luis Valley.*

138. How is the business community reacting to the reduced state funding for higher education?

     *The local business community is very supportive of the college. Many have increased their level of scholarship support. They are concerned about the loss of state support and how that impacts access for students in the Valley.*

139. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

     *While reduction in state support makes it more difficult, Adams State is committed to striving toward the preliminary goals in The Degree Dividend Plan.*

- ***<u>Goal One:</u>* Increase degree attainment:**
    - *More Students = More Degrees: Adams State College has broke enrollment records for the third year in a row and welcomed its largest freshman class in more than 40 years. As of the fall census date, total enrollment for fall 2011 is 3,701, up 6.6 percent over last year. Over the last four years, enrollment at Adams State has grown 34 percent. In 2009, Adams State's enrollment grew 17.5 percent over the previous year, a record that was broken in 2010 by 2.9 percent. The previous enrollment record was set in 1970, during the Vietnam War.*
    - *In 2011 ASC awarded the highest number of degrees in the last 15 years.*

| Year | AA/AS | BA/RS | MA/MBA | Total |
|---|---|---|---|---|
| 1997-98 | 26 | 280 | 219 | 525 |
| 1998-99 | 26 | 246 | 187 | 459 |
| 1999-00 | 37 | 305 | 194 | 536 |
| 2000-01 | 41 | 256 | 156 | 453 |
| 2001-02 | 21 | 290 | 201 | 512 |
| 2002-03 | 17 | 276 | 241 | 534 |
| 2003-04 | 27 | 276 | 278 | 581 |
| 2004-05 | 20 | 241 | 251 | 512 |
| 2005-06 | 24 | 301 | 238 | 563 |
| 2006-07 | 21 | 283 | 237 | 541 |
| 2007-08 | 25 | 273 | 225 | 523 |
| 2008-09 | 24 | 269 | 156 | 449 |
| 2009-10 | 33 | 282 | 211 | 526 |
| 2010-11 | 49 | 359 | 231 | 639 |

- ***Goal Two:* Close gaps in underserved student degree attainment**
    - *The fastest growing demographic group in Colorado over the next decade will be Latino youth. ASC has the longest Hispanic Serving history among Colorado 4 year institutions, with 32% Hispanic enrollment. A total of 46% of Adams State undergraduates are non-white. A 2007 study by the American Association of State Colleges and Universities (AASCU) found Adams State had the third highest Hispanic graduation rate of all 435 AASCU member institutions nationwide.*

      *On September 29, 2010 Adams State was notified that we have been selected to receive $3.2 million in federal grant funding under the US Department of Education's Strengthening Institutions – Hispanic Serving Institutions Program.*

      *The purpose of this program is to expand educational opportunities for, and improve theacademic attainment of, Hispanic students; and expand and enhance the academic offering , program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.*

      *Improving Student Engagement and Success is this project's single activity. It is designed to effectively address three of the significant problems now facing ASC, including the need to consolidate and expand our student services; a need for a comprehensive faculty and staff development program, and the need to keep up with rapidly-evolving instructional technology.*

*These problems have been identified through an institutional strategic planning process and will be addressed through activities and facilities that will increase the success of ASC students—especially Hispanic and low-income students. This will be done, in part, by the hiring of several key staff members. The project will produce measurable outcomes, resulting from the implementation of three components:*

- *Component One: Developing a new Student Success Center to provide enhanced tutoring, advising, and career services, as well as an expanded summer bridge program, to ASC students.*
- *Component Two: Improving the number and quality of professional development activities for ASC faculty and staff; and*
- *Component Three: Improving access to instructional and assistive technology for faculty and students.*

- *The U.S. Department of Education awarded Adams State College a $3.6 million grant from the Hispanic Serving Institutions STEM program (Science, Technology, Engineering, and Mathematics). Entitled Increasing Student Engagement and Success in STEM, the five-year grant will fund several initiatives to help more Hispanic and low-income students earn a STEM degree.*

*The grant's largest component is construction of a new STEM Tutoring Center on the third floor of the college's math and sciences building. This will create an environment that is supportive of STEM students, socially as well as academically, and that offers access to tutoring services and peer and faculty support. The multipurpose tutoring center will encourage STEM students to engage in group study, meet with faculty, work with peer tutors, and collaborate and connect with other STEM students. The center will include a commons area, an open study area with four smaller individual tutoring rooms and one larger group tutoring room, and an undergraduate research lab outfitted with instruments for interdisciplinary STEM research.*

*The STEM project will also permit ASC to replace outdated and worn equipment to support hands-on study and research across the entire STEM curriculum. The grant will fund upgrades to Adams State's greenhouse and to purchase versatile and expensive instrumentation, such as a modern X-ray diffraction system. Laboratory ovens and furnaces, computers, software, supercomputers for math, microscopes, electronic balances, centrifuges, and a range of equipment for molecular biology will also be purchased and/or upgraded.*

*By expanding its outreach, the college hopes to cultivate more interest in STEM careers and postsecondary education among area youth. The STEM grant will enhance ASC facilities and programs to give area students a view into the world of science that may otherwise be inaccessible to them, due to* *financial and geographical reasons. The central unifying component unique to the ASC proposal is an astronomy and space-based theme. The field of astronomy lends itself perfectly to this objective, because it connects all STEM disciplines and is historically appealing to K-12 students and the general public.*

- ***Goal Three:* Improve outcomes in remedial education**

  *Adams State has attempted improve the outcomes of remedial students in two ways. First, we offer two summer programs designed to ensure that remedial students have the opportunity to develop their academic skills prior to enrolling at a full time student. Second, for those entering students who cannot enter a summer program, we have developed an intensive and highly structured transitional program designed to address their remediation needs during their first semester. In combination, these programs serve nearly 150 entering Adams State students.*

  - *Adams State's Summer Scholars Bridge Program is an intensive 3-week academic experience for 40 incoming first-year students. Its primary purpose is to assist students as they transition from high school to college. Since 2004, our participants have succeeded at higher rates than many of their peers at Adams State College.*

    *Eligible students are those who have recently graduated from high school and have already been accepted and plan to attend Adams State College. The student must also be planning to earn a bachelor's degree from ASC. Participants must also be citizens or permanent residents of the United States. Finally, they must meet one or more of the following requirements:*

    - *Be first generation (neither parent completed a four-year college degree)*
    - *Have a documented disability (ASC disability verification required)*
    - *Have low income (as determined by federal guidelines)*

  - *In 2011, Adams State started a second summer program for 25 entering students – called FastTrack. These students, who could come from any background, all required extensive remediation into to enter Adams State's general education courses. This is a five week program that provides students with intensive remedial instruction in math and English as well as assisting in the development of college study skills.*

  - *STAY – (Structured Transitional Academic Year) At Adams State College, developmental education is not an afterthought. Adams State has put together a structured, student-centered program specifically designed for students with gaps in math, reading or writing to develop the skills they need quickly so they can be successful in their classes and graduate from ASC.*

140. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

*Reductions of this magnitude in state supported operating and financial aid will drive excessive increases in tuition which will dramatically reduce access for the low-income student population that we serve. ASC's current financial aid packaging model, which combines federal, state, private, and institutional aid, enables us to meet the needs of low-income students. These cuts will put a strain on our packaging of low-income students. ASC will make every effort to package students by holding down the costs for housing and board plans. We will also continue our efforts to encourage students to enroll in 15 to 18 credit hour loads to take advantage of the free tuition and fee window. These reductions will have a negative impact on access for low-income students.*

141. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*While students do not see much of a change, financial aid and business office staff have experienced increased workloads as a result. ASC's enterprise software system required modification in order to capture new Federal reporting and auditing requirements.*

*Some changes include:*

- *Consolidation of functionality in systems used to manage student loans. We went from 5-8 different loan agencies to 1 for loan origination. GOOD*
- *The institution has lost a large partnering component of student servicing and assistance. BAD*
- *Internally, the system for determining eligibility, awarding loans and disbursing funds has remained the same. GOOD*
- *The overall cash management of the Direct Loan program is more extensive and requires a greater level of institutional resources. BAD*
- *Overall, the Direct Loan program has shifted a greater burden to the institution in regards to human resources required and technology support needed. Would we want to back to the way it was. NO*

142. Please discuss your institution or governing board's experience with articulation agreements.

*A large percentage of Adams State students have transferred here from another institution in Colorado. In the 2010-11 academic year, more that 1/3 of the bachelors degrees awarded by Adams State went to student who entered the institution as a transfer.*

*In most cases, the guaranteed transfer framework (gt-pathways) mandated by the state works well for these transfer students. In addition, Adams State has developed specific transfer guides for each of our academic programs that articulate with the state's community colleges. In a few cases Adams State has negotiated program specific* *articulation agreements with individual community colleges to clarify for the courses that those potential transfer students should be taking in order to reduce their time-to-degree.*

**2:20 – 2:40 Break**

**2:40– 3:00 Colorado Mesa University**

143. What is your institution's recommendation for readdressing Amendment 50 given the lower than anticipated revenue?

*Because the funding from Amendment 50 was always intended to supplement – not supplant – community college funding, perhaps the General Assembly could leverage this funding stream against local government contributions to community college financial aid and/or operational funding contributions. Given the well demonstrated economic impact institutions of higher education have on the communities in which they're located, perhaps the incentive to increase funding from the State would encourage more local governments to invest in their local community college.*

144. What is your institution doing to reduce the amount of time it takes to receive a degree?

*Among Colorado Mesa University's efforts to shorten time to degree are:*

***a. Piloted streamlining developmental (remedial) coursework.*** *Emerging from a semester-long study of how CMU can enhance student success, the institution is piloting its introductory three credit-hour composition course to include an additional one credit-hour English writing studio for students testing at the 090 level in English. If successful, the program will shorten the former two-semester sequence to a single term as well as reduce the costs from 6 to 4 credit hours. Discussions are in the early stages for a similar concept in mathematics.*

***b. Expanded offerings for high school students to enroll concurrently in college-level courses.*** *CMU continues to partner with regional school districts to enable high school students to earn college credit. The response has been positive as illustrated by the fact that 188 students were enrolled concurrently in Fall 2008 compared with 373 in Fall 2011, an increase of 54.8%.*

***c. Created Mav3 Graduation Plans.*** *This is an optional, special curriculum schedule for 51 CMU programs of study that are designed for students seeking to complete a baccalaureate degree in approximately three years. Students and/or their families reduce the cost of their education through savings in areas of housing, travel, and incidentals, and graduates can move into the workplace sooner. Further, while helpful if students earned college-level credits while enrolled concurrently in high school, it is not necessary. Summer enrollment may be necessary for some majors.*

***d. Enhanced academic advising resources.*** *All CMU academic programs have a* *recommended course sequence posted on the University's website to communicate what courses are required for degree completion, thereby lessening the likelihood that students enroll in unnecessary coursework. Similarly, a two-year course matrix is posted so that students and advisors know the semester rotation of course offerings, as well as if faculty members anticipate the course being a day/night offering and its location and/or format. Additionally, the University continues to add programs that connect a student with a major earlier in their academic career, again, with the goal of getting a student focused on an academic program at the earliest point in their career. Examples include student interest inventories and testing, a campus-wide Majors Fair, and courses such as Introduction to Higher Education and Sophomore Year Experience.*

145. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

*CMU follows the definition provided in the Department's "Budget Data Book" i.e.*
***FULL-TIME EQUIVALENT*** *The budgetary equivalent of one position continuously filled full-time for the entire fiscal year and which may be comprised of any combination of part-time and full-time positions.*

***Faculty:***
*9-10 month faculty appointment = 1.0 FTE (24 hour teaching load)*
*12 month faculty = 1.2 FTE (factors in the Summer Teaching Load)*
*Part-time faculty (includes teaching and research assistants) = credit hours taught/30*
*12 month non-faculty appointment = 1.0 FTE*
*3 month summer faculty appointment = .2 FTE*

***Exempt (non-classified) and Support (classified) staff:*** *12 months = 1.0 FTE*

146. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Is your institution still running up against the cap despite this change?

*This provision in S.B. 10-003 did not apply to Colorado Mesa University.*

147. Please provide a breakdown of student fees by institution.

*CMU is proud to report it has the lowest student fees of the four year public Higher Education institutions. Of particular note, this year the University eliminated academic fees for 326 courses. The CMU fee table is reflected below:*

***Student, Academic and Other Fees***

***FY 2012***

| *STUDENT FEES* | *Per Cr/Hr* | *Acad. Year at 30 CH's* |
|---|---|---|
| *General Purpose Student Activities and Organizations* | *$5.61* | *$168.30* |
| *University Center Debt and Operations* | *$12.65* | *$379.50* |
| *Maverick Recreation Center Debt and Operations* | *$7.35* | *$220.50* |
| *Total* | *$25.61* | *$768.30* |

| *ACADEMIC FEES* | | |
|---|---|---|
| *Department:* | | |
| *Biological Sciences (36 courses)* | *$35* | |
| *Fine Arts (47 courses)* | *$50-$100* | |
| *Kinesiology (5 courses)* | *$160-$200* | |
| *Music (varies with lessons offered)* | *$165* | |
| *Nursing (21 courses)* | *$60* | |
| *Physical and Environmental Sciences (47 courses)* | *$30-$700* | * |
| *Vocational (8 courses)* | *$40-$195* | |

| *OTHER FEES* | |
|---|---|
| *Undergraduate Application Fee* | *30.00* |
| *Graduate Application Fee* | *50.00* |
| *Matriculation Fee - New/Transfers* | *125.00* |

** These fees are primarily for reimbursement of costs for intensive field trip experiences- only the Geology Field Trip is at $700- all others are under $200*

148. What is status of the fee process with regard to voting for fee increases? Has your institution been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

*In compliance with state statue, student fees pertaining to academic facilities require a student referendum. Student fees in support of Auxiliary Facilities require a vote of the Associated Student Government. In addition, biannually, the Associated Student Government conducts a formal process whereby they determine all general purpose fees and to which student organization the fee revenue will be allocated. Academic program/course fees are submitted to Associated Student Government for their review and recommendation. All fees require approval of the Board of Trustees. CMU is not a party to any law suit in regard to student fees.*

149. How is your institution saving costs with regard to salaries and benefits? How does your institution determine which positions are nationally competitive and therefore might require salary of benefits increases?

*Currently CMU seeks to be nationally competitive for all searches.*

150. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

*CMU would survive. Access to Colorado students would be severely compromised – many would unfortunately find CMU unaffordable. Resources would be directed to attracting more out of state students who have the ability to pay. Quality would have to be protected or students will not come. Our regional economic impact would decline and jobs would be lost. Our public purpose would be seriously compromised – which would be a tragedy. We pride ourselves on the open access offered to all in fulfilling our Community College role and mission, but it becomes far less meaningful if students cannot afford to attend.*

151. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

*During the Joint Budget Committee's visit to Grand Junction in September of this year, CMU discussed one proposal for the Committee to consider with respect to maintaining a vibrant, public system of higher education in our state. The concept discussed during this meeting is outlined in the white paper titled: "A Public Good: Preserving Access to Public Higher Education in Colorado."*

*If elected officials truly believe in the positive impact higher education has on our State, CMU believes the General Assembly must act soon before their budgetary discretion is consumed by funding entitlements, Medicaid, Corrections and other necessary functions of government. Ideas for developing a new revenue stream for higher education in Colorado focus on the concept of funding an endowment which will replace the annual appropriation to the respective Colleges and Universities. More specific ideas for funding such an endowment include:*

- *Securitizing state assets*
- *Securitizing Tobacco Settlement funding*
- *Earmarking the state share of severance tax paid by companies developing new projects in deep shale formations such as the Niobrara Formation*
- *Incentivizing communities to consider supporting their institutions of higher education with local tax revenue*

152. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*Primarily through effective strategic planning which has resulted in significant progress in regards to: advancing towards a sustainable financial base; enterprise-wide pursuit and achievement of operating efficiencies; systematic alignment of tuition with costs with a constant eye on access; strict budget discipline; and, most important; transparent communication and collaboration among all stake holders. Our strategic plan, and one of* *its derivatives, the college's Financial Accountability Plan (FAP) has prepared the University for the great uncertainty of state funding.*

*Additionally, the University has long recognized, accepted and is committed to effectively managing the expense side of the ledger. With state funding at risk, and tuition rates having limited capacity, costs have to be reduced and contained. With the partial assistance of SB-003 Colorado Mesa University to date has opted out of State Procurement, State Risk Management, State Collections and the State Contract Monitoring system. In each of these cases, the College has completed an analysis of the operational benefits and savings associated with these flexibility measures. Additionally, since 2005, the University has been successful in reducing expenditures, to a large extent through operating efficiencies, by almost $4 million, freeing up these resources for mission critical priorities.*

153. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*Colorado Mesa University continues to identify ways in which it can make both teaching and learning effective and efficient.*

***a. Expanded use of technology.*** *Most recently, CMU invested in Desire to Learn (D2L), a learning management system which offers CMU faculty current technology tools to facilitate course delivery. D2L has improved instructional design wizards and course builders, and assessments can be shared more easily across courses. The transition is a major step forward from the 10-year old technology available from WebCt.*

*Additionally, numerous software packages are used that increase the efficiency of student learning. MyMathLab, for example, offers students the ability to practice far more mathematics problems weekly than would be feasible for an instructor to grade, and has the added benefits of giving immediate feedback to the student and offering tutorials.*

*Through another software package, CMU is exploring the use of Adobe Connect to link approximately 50 students into a western Colorado regional cohort this fall. While still in its experimental stage, teacher education faculty members have communicated with students about topics that range from capstone presentations to program orientations which were "captured" live via the software.*

***b. Greater use of supplemental instruction.*** *The University has increased its use of supplemental instruction through study groups that are facilitated by undergraduate students for an additional one-day-per-week class meeting. The peer-led study sessions enable students to compare notes, discuss readings, work problems, and develop study skills while working together. The cost for these students is a fraction of a faculty member, and since many of the group leaders are majoring in education, they also benefit from the "teaching" experience.*

c. ***Development of career ladders.*** *Many students who have completed a two-year technical degree later find themselves in need of a baccalaureate degree in order to move up in management. Typically, A.A.S. students must "start over" to pursue their bachelor's degree, but CMU has developed five Bachelor of Applied Science (B.A.S.) degree programs that enable students to build on lower division coursework and complete the B.A.S. with an additional two years of full-time study. CMU's B.A.S. degree programs are in Business Administration, Computer Information Systems, Hospitality Management, Public Administration/Public Safety, and Radiologic Technology.*

d. ***Streamline developmental education.*** *If the piloted coursework described in 2.a. above prove successful, students and the institution will gain efficiencies by reduced investments in developmental education.*

154. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

*Quite simply, delivery of education via distance formats works better for some fields of study than others. Similarly, it isn't a delivery mode for all types of student learning styles, again, working better for some types of students than others. Thus, it's a matter of which programs and students are most successful in what format and both are needed within an institution.*

*More generally, when CMU began delivering education via distance formats, most sections were delivered by videoconferencing. Over time, however, CMU has shifted to online delivery, with the format accounting for upwards of 85% of its distance coursework due to the flexibility it offers students. While the demands for CMU classes offered via distance grew rapidly over the past five years, the rate of growth is slowing as the University now offers approximately 130 - 150 sections in a distance format each semester – representing nearly 20,000 student credit hours - and has seven certificate/degree programs fully available via various modes of electronic delivery. It should be noted, however, that enrollees are not necessarily new students, as the largest distance student subgroup is enrolled in on-campus coursework and via distance formats.*

*Beyond instruction, however, there are some less obvious costs that need to be factored into future planning for this change. CMU has seen significant pressures added, for example, to its library, tutoring, advising, and testing services for students who may rarely set foot on a campus. Additionally, with the constantly changing nature of technology, the institutional investments have much shorter lives from those in buildings.*

155. How is the business community reacting to the reduced state funding for higher education?

*The business community in western Colorado is sorely disappointed with the manner in which the State of Colorado seems to be systematically walking away from higher education* *as an annual budgetary priority. While good corporate citizenship is widespread in our region, companies choose to invest in our institution not to make up for shortfalls in State funding, but rather to invest in workforce development, to support students and to fulfill their commitment to our community.*

156. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

*The above questions cause no concern. What is concerning is the expectation that retention, graduation rates and access can all be significantly improved with less funding and with no seeming negative impact to quality. The focus has to be on value not volume, – although the two must intersect at the highest possible point. We are concerned about the unintended consequence that may come with funding based solely on performance without a meaningful and measurable quality factor. Yes, Higher Education can be more efficient and we have proven CMU is up to this challenge. Further, the Delta Project recently rated Colorado as one of the most efficient systems of higher education in the country. Many pundits observe that the decentralized model that is Colorado higher education is the source of that high degree of efficiency. In spite of this connection and diminishing state resources there seems to be a push for a more centralized command and control model. A poor product will drive businesses out of Colorado and extinguish the torch that will lead our children and our state to a more prosperous future.*

157. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

*CMU plans to supplant the loss in its entirety. To the extent possible, we will find more operating efficiencies and expense reductions. Unfortunately, this will likely have an impact on tuition rates which are quickly approaching the "law of diminishing returns." Less financial aid and higher tuition is not a good recipe and increasing tuition to increase financial aid leaves middle income students and families shouldering higher costs for their education.*

158. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*Colorado Mesa University switched to the Federal Direct Loan Program one year prior to it being mandatory. The change has been positive. The award process from application to disbursement is faster and noticeably less confusing to students then the previous system. This is mostly due to having a single provider rather than multiple loan servicing agencies. We have also found reporting to be simpler and more Parent Loans (PLUS) being approved due to the federal government more lenient credit requirements.*

159. Please discuss your institution or governing board's experience with articulation agreements.

*CMU articulation activities have occurred at two levels. CMU has contributed to and been supportive of each of the articulation efforts led by the Colorado Commission on Higher Education, ranging from the Statewide Guaranteed Transfer (gtPathways) Program for general education courses to the on-going development of the statewide articulation agreements, of which 10 currently are in place.*

*At the institutional level, CMU has 14 articulation agreements with specific institutions for designated programs to encourage the successful transfer of students. Further, all transfer-related student resources and policies, along with links to relevant offices, are found on a single web page so that students can easily access the information.*

**3:00 - 3:20 Fort Lewis College**

160. What is your institution doing to reduce the amount of time it takes to receive a degree?

*Fort Lewis College is currently developing its strategic plan for fiscal years 2012-17. Importantly, the College is aligning many of the strategic goals towards the initiatives outlined in Complete College Colorado. Specifically, the College is striving to change the narrative regarding graduation to provide clear goals for completion and degree attainment. Current initiatives include:*

- *Improve advising*
- *Creation of a four-year schedule of instruction for all programs of study*
- *Requirement that all programs of study publicize degree maps for first-year and transfer students*
- *Strengthening graduation cohorts*
- *Development of additional policies regarding academic standing and progress to degree completion.*

*Additionally, the College is collaborating with other state institutions to create robust articulation agreements. Lastly, Fort Lewis College has an active summer school program that students may participate in to assist them towards graduation.*

161. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

*Fort Lewis College uses the following budget data book definitions of measuring employee FTE:*

- *9-10 month faculty appointment at full load (24 credit hours, scholarship, and service) equals 1.0 FTE. The FTE of faculty with an appointment of less than full load is determined by dividing the number of credit hours taught by 24.*
- *Part-time faculty (includes teaching and research assistants) = credit hours taught/30*

*• 12-month full-time (40 hours/week) non-faculty appointment = 1.0 FTE. The FTE of non-faculty employees working less than 12 months or 40 hours per week is determined in proportion to 12 months and 40 hours per week.*

162. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Is your institution still running up against the cap despite this change?

*In the higher education flexibility bill (SB 10-003) passed during the 2010 session, CU and CSU added the international student language. No other institutions were granted that authority/flexibility. As such, this question does not apply.*

163. Please provide a breakdown of student fees by institution.

*Campus wide mandatory fees are charged on a per credit hour basis each semester. The fees categories and per credit hour charges are:*

| | |
|---|---|
| Student Activities | $ 4.05 |
| Athletic | 5.90 |
| Career Services | 0.35 |
| Club Sports | 1.00 |
| Facilities Use Fee | 2.70 |
| Health/Counseling Center | 4.10 |
| Outdoor Pursuits/Intramurals | 2.65 |
| Technology Fee | 5.10 |
| Student Life Center Fee | 8.55 |
| Student Union Building Fee | 17.00 |
| Sustainability Initiatives Fee | 0.05 |
| Total Fees | $ 51.45 |

*Furthermore, some courses have an additional fee for each student registered for those courses. A breakdown of student fees at Fort Lewis College can be seen at:*

*http://www.fortlewis.edu/Portals/145/Docs/T&F_Flyer_1112.pdf*

164. What is status of the fee process with regard to voting for fee increases? Has your institution been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

*The Board of Trustees for Fort Lewis College has an approved Institutional Fee Plan. The plan calls for all campus-wide mandatory fees and fee related to specific courses be reviewed and recommended first by a group of seven elected student representatives; the Institutional Review Board. Recommendations of the Institutional Review Board are reported to the President's Budget Committee. Fees approved by the Budget Committee are brought to the Board of Trustees for approval.*

*Fort Lewis College has not been sued over this issue.*

165. How is your institution saving costs with regard to salaries and benefits? How does your institution determine which positions are nationally competitive and therefore might require salary of benefits increases?

*As part of the budget reductions required due to state funding reductions, the College evaluated all academic and non-academic functions. The reductions included the elimination of three academic programs (Southwest Studies, Agriculture and Computer Science Information Systems) and thirty-one faculty/staff FTE. Additionally, the College took greater reductions than needed in order to reallocate funds to growth programs and strategic initiatives.*

*Annually, the College benchmarks faculty salaries against a peer group of approximately 130 baccalaureate only public institutions that participate in the College and University Processional Association for Human Resources. In FY 2010-11, faculty salaries at Fort Lewis College were approximately 89% of the salaries in our peer group. The College is committed to raising faculty salaries to an average of 100% of peer salaries while accounting for the high cost of living in Durango within the next three years.*

*In FY 2010-11, the College conducted a similar study for exempt staff. While exempt staff salaries as a whole are much closer to peer salaries, there are individual salaries that need to be adjusted.*

*Finally, the College is using the peer group information to help establish competitive starting salaries.*

166. What is the status of the federal funding discussions surrounding the Native American tuition waivers at Fort Lewis College?

*Fort Lewis College has actively and energetically resumed its tuition waiver legislative activities in the 112$^{th}$ Congress with visits to 50 elected officials in the House and Senate, split evenly between Democrats and Republicans, with 2/3 of the visits on the House side and 1/3 on the Senate side. College representatives also visited with many staff members.*

*U.S. Senator Michael Bennet reintroduced the tuition waiver legislation (Senate Bill 484), in the same format as the bill in the previous Congress on March 3, 2011, with Senior Colorado Senator Mark Udall as a co-sponsor. The Senate Bill has gained more co-sponsors since its introduction, including Senator Tom Udall (NM), Senator Daniel Akaka (HI), and Senator Mark Begich (AK). In September, the College continued efforts on the Senate side to seek additional co-sponsors for the bill from Health, Education, Labor, and Pension Committee members and Indian Affairs Committee members. In addition to seeking co-sponsors, the College also is requesting a committee hearing.*

*College administration spent much of its time from March until September working to* *overcome hurdles and changing legislative rules with the U.S. House of Representatives, as well as seeking additional co-sponsors for the House bill. The House companion (H.R. 3040) of Senate Bill 484 was introduced on September 23, 2011, with eight original co-sponsors, including five members of the Colorado delegation, Representative Tom Cole (OK- 4), Representative Ben Ray Lujan (NM-3), and Representative Don Young (AK). Collin Peterson (MN-7) recently joined the list of co-sponsors. The College continues to seek co-sponsors for H.R. 3040 and support for a hearing from the Education and Workforce Committee. College officials had a meeting in November with the Special Counsel on Higher Education to Chairman Ron Kline (R-MN-2), Education and Workforce Committee, which went well but was cut short due to issues at Penn State.*

*The College has gained support from the National Congress of the American Indians, the National Indian Gaming Association, the Colorado Commission on Indian Affairs, the Native American Rights Fund, and a number of individual tribes. Staff is also working with Bill Mendoza, Alumnus and Interim Director of White House Initiatives on Tribal Colleges and Universities at the U.S. Department of Education.*

167. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

*The College would likely employ a combination of resident tuition increases and expenditure reductions to address a total reduction in state funding. Both strategies taken individually, or in combination, would have a serious impact on students, faculty and programs, changing the campus culture and the learning environment. Such a reduction would fundamentally alter the identity of Fort Lewis College.*

*The elimination of programs would mean a loss of educational opportunities and reduced access. The reduction in staffing levels would lead to increased class sizes, impacting student learning. The implementation of a significant tuition increase could result in the loss of students, which would further exacerbate the College's long-term financial sustainability. Any strategy used to address such a draconian reduction would significantly impact the ability of the College to serve low and middle-income students. Access would be compromised as programs would be eliminated and cost of attendance would skyrocket.*

*The resident tuition increase required to bridge the loss of state funding would equate to approximately 109% or an additional $4,412 per resident student annually, not including the financial aid increases needed to mitigate the impact on low and middle-income students.*

*Additionally***,** *the elimination of state funding would be significantly detrimental to the region. As the 4th largest employer in the county, Fort Lewis College posted an estimated FY 2010-11 payroll of $28.3M. A reduction in force would result in less dollars flowing through the community, while a loss of students due to tuition increases would mean less outside dollars coming into the Four Corners area. Fort Lewis College acts as a force for long-term stability in the local economy, offsetting the seasonal decline in tourism that* *occurs after the end of both the summer and winter tourist seasons. In a sense, the College exports its services and imports income to the county through receipt of tuition and fees and student expenditures for goods and services.*

168. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

*Fort Lewis College will continue to pursue increases in fundraising, grants and summer programming. However, given that state funding and tuition revenue are the primary revenue streams, these efforts will not offset the need for tuition increases.*

169. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*In light of the anticipated state funding reductions, the College worked on a two year budget reduction plan that was fully implemented in FY 2011-12. As part of this plan, all academic and non-academic functions were evaluated. The final implementation of the plan included the elimination of three academic programs (Southwest Studies, Agriculture and Computer Science Information Systems) and thirty-one faculty/staff FTE. Additionally, the College took greater reductions than needed in order to reallocate funds to growth programs and strategic initiatives.*

170. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*As previously stated, the College is currently engaged in a campus-wide strategic planning effort. Efficient and effective delivery and management of curriculum is a key element to the strategic plan. To ensure effective and efficient delivery, the strategic plan contains a number of action items to address this issue. Specifically, the College is assessing the curriculum, each program of study will create learning goals and assessment plans. A curriculum architecture map for the College that evaluates curriculum and program creep has been developed. This analysis has allowed administration to manage the College's margins and determine more effectively the number of courses that are needed to ensure degree completion. Other action items include, creating a four-year Schedules of Instruction for each program of study, evaluating the current grid and investigating block scheduling of classes, in addition to assessing a number of delivery schedules that include executive weekend scheduling, evening classes, and hybrid courses. More effective and efficient advising structures are also a key element of the plan to create a better and more robust learning environment.*

171. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

*To create a robust system of higher education, institutions must provide a diversified* *portfolio of options for students. There is not a one-size fit all model for education; essentially, different student population groups will demand a variety of learning opportunities. Fort Lewis College's central mission is that of a residential public liberal arts institution. Currently, the College's main population group is traditional aged students, 18-22 years old. There is a demand by a wide array of students of this generation (the millennial generation) to have a more structured community and more personalized attention. Fort Lewis College's mission focuses on a student-centered approach, personalized education, and a great deal of faculty interaction. This environment provides students with access to important teaching and learning practices that have been noted for improving student success, such as common intellectual experiences, learning communities, collaborative assignments and projects, student/faculty research, capstone projects, and community-based learning. In addition to being dedicated to this hands-on approach to learning, Fort Lewis College also recognize the need to offer a diversity of delivery options for adult learners and those who are place-bound in the community, alongside more flexible delivery methods for working students. Thus, College planning includes expanding hybrid offerings, creating block scheduling, and testing the feasibility of an evening block of classes and executive and weekend models of delivery. These alternative modes of delivery will allow Fort Lewis College to diversify its portfolio and create a more flexible schedule of instruction for a wide array of students. In terms of resources needed to accomplish goals, the College expects that it will need more IT resources to broaden connectivity. Investment in training faculty to be able to engage technology in their pedagogy and curriculum delivery will also be required.*

172. How is the business community reacting to the reduced state funding for higher education?

*As approximately 18% of the College's alumni base have either stayed in or returned to the Durango area, the local business community is deeply concerned about how reduced funding for higher education may impact the workforce. The business community views Colorado's colleges and universities as the source of the skilled workforce of tomorrow and the state must have a skilled workforce in order to compete in an increasingly difficult and challenging global economy.*

173. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

*The CCHE Master Planning goals, discussed by the Complete College America Colorado delegation in Austin, Texas, and again discussed by CCHE staff, CEO's, and Board chairs on December 2, are important goals to pursue. College completion, closing the attainment gap, remediation, and efficiencies are all goals that impact the State of Colorado's future workforce. Fort Lewis College must pursue these goals regardless of state funding. The challenges become greater as state funding is reduced, but a reduction in funding cannot and must not be a reason to stop the important efforts set forth in the CCHE Master Planning Goals.*

174. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

*As part of the Financial Accountability Plan, (FAP), Fort Lewis College is committed to maintaining the economic diversity of our current student body, within a reasonable rage. In order to achieve this commitment, the College will need to provide additional institutional need based aid to offset the reductions anticipated in the FY 2012-13 budget.*

175. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*Fort Lewis College has not seen a substantial impact resulting from federal loans being disbursed by the federal government rather than using banks and credit unions as lenders. While there is some additional reconciliation time regarding the transfer of funds, the College is able to obtain fund more quickly than with bank loans.*

176. Please discuss your institution or governing board's experience with articulation agreements.

*Fort Lewis College has at least two decades of experience with articulation agreements/transfer guides with community colleges. Prior to the implementation of gtPathways, Statewide Articulation Agreements, and the 60/60 Transfer guides in FY 2003-04, the College had individual articulation agreements with the following Colorado community colleges: Red Rocks, Trinidad, Aims, Arapahoe, CC of Aurora, CC of Denver, Lamar, Colorado Mountain, Colorado Northwestern, Front Range, Lamar, Morgan, Northeastern, Otero, and Pueblo. Fort Lewis College also had transfer guides/articulation agreements with a number of out-of-state community colleges, including: San Juan College (Farmington), Dine (Navajo Nation), and Southwestern Indian Polytech (Albuquerque). Fort Lewis College faculty participated actively in the development of the gtPathways program and the Statewide Articulation Agreements. The College produces printed copies of its 60/60 Transfer Guides each year and distribute them at the advising offices of each Colorado community college. At this time, Fort Lewis College only maintains one transfer guide/articulation agreement with an out-of-state community college; San Juan College (Farmington).*

**3:20 – 3:40 Metropolitan State College of Denver**

177. What is your institution doing to reduce the amount of time it takes to receive a degree?

*The Center for Individualized Learning is working with students to assist them in finding the appropriate path to degree completion in four different ways.*

- *The* <u>*Individualized Degree Program*</u> *works with any student (regardless of credit hours) for whom an individually structured major or minor will assist them in reaching graduation with a degree that meets their goals. For example, an* *individualized degree might combine multiple areas of science in order to prepare for a graduate program in a health field. This often makes the path to graduation shorter.*

- *The program for* <u>*returning adult students*</u> *works with returning Metro students and transfer students who already have 75 or more credit hours. This program acts as a concierge service to assist students in "re-entry" and to help them identify the most effective and efficient path to graduation based on student background, courses already taken, professional learning and career interests.*
- *The Center has recently taken on the effort of identifying current students at the college who have accumulated 140 credits or more but are not on a clear path to graduation. If staffing is available, the plan is to work with these students to help them create a feasible graduation plan.*
- *The Center also works with students to gain academic credit for professional learning they have done (but that is not on a transcript) that is equivalent to college level academic work. This Credit for Prior Learning assists students in reaching graduation more quickly.*

*The Faculty Senate is currently working on a policy that will limit the number of times a course can be repeated – the intent is to reduce time-to-degree.*

*The First Year Experience Program is working to increase retention rates in the early years as part of an overall strategy for improving time-to-degree.*

*Academic Advising and SCOB have implemented on-line advising tutorials to improve outreach/advising to students for whom getting to campus or calling during regular business hours is difficult due to work/family obligations.*

*Through our Student Academic Success Center, we offer a variety of services to students to improve time-to-degree, including, but not limited to, Tutoring, Supplemental Instruction, and Quick Start Programs.*

*The College's revised tuition structure encourages students to enroll in more classes by charging the same rate for students taking anywhere between 12-18 credits. Our previous structure was based on number of credits enrolled and was, therefore, more expensive for students taking more credits. This has led to an increase in the number of SFTE and decreased the time it takes to graduate.*

*Leveraging student tutoring in SAS for students taking Accuplacer exams has proven effective for math. With the additional diagnostic support, students have been able to test an average of 20 points higher on the math Accuplacer, which places them in one course higher, saving an average of one semester.*

*We have historically participated in concurrent enrollment programs, encouraging students to earn college credit while still in high school. We are still evaluating our ability to continue to offer this in the future, and unfortunately, may have to discontinue this practice.*

*Extensive outreach with our Excel Precollegiate program, including the use of the Accuplacer exam, so students better understand their placement levels and can complete courses correctly, if necessary, while still in high school.*

*Metro State is partnering with entities such as the Denver Scholarship Foundation to help support students financially, as well as socially, personally and academically. We have seen an increase in first year retention rates, especially for Latino and African American students.*

*Through Extended Campus sites with weekend, evening, and accelerated offerings near where students live and work, adult working students can fit more classes into their busy lives, thus shortening time to degree.*

*The college offers courses between 7:00 am and 10:15 p.m., as well as on weekends. Approximately 48% of the courses are taught during the non-traditional time frame.*

178. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

*Yes, all institutions measure FTE in the same manner as follows:*
*9-10 month faculty appointment = 1.0 FTE*
*12-month faculty = 1.2 FTE*
*Part-time faculty (includes teaching and research assistants) = credit hours taught/30*
*12-month non-faculty appointment = 1.0 FTE*
*3-month summer appointment = .2 FTE*

179. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Is your institution still running up against the cap despite this change?

*This is not applicable to Metro State College. Metro State's non-resident population is less than 4%.*

180. Please provide a breakdown of student fees by institution.

| Name/Description | Base Rate | 15Hr Rate |
|---|---|---|
| **Mandatory Fee** | | |
| Student Affairs Fee | 38.20 | 61.60 |
| Intercollegiate Athletics Fee | 29.55 | 29.55 |
| Health Services Fee | 31.20 | 31.20 |
| Immunization Fee | 2.00 | 2.00 |
| AHEC Facilities Bond Fee | 37.23 | 75.51 |
| Metro Bond Fee | 19.80 | 237.60 |
| RTD Pass Fee | 70.00 | 70.00 |
| Clean Energy Fee | 5.00 | 5.00 |
| Information Technology Fee | Converted to Tuition effective Fall Semester 2011 | |
| Registration Fee | | |
| Internet Class Fee | | |
| | | |
| **Other Fee** | | |
| Art | 6.37 | 95.55 |
| Civil Engineering | 1.59 | 23.85 |
| Electrical Engineering | 1.92 | 28.80 |
| Mechanical Engineering | 1.82 | 27.30 |
| Hospitality, Tourism, and Event Planning | 11.42 | 171.30 |
| HPL | 0.48 | 7.20 |
| Human Performance and Sport | 1.67 | 25.05 |
| HSL | 0.15 | 2.25 |
| Industrial Design | 15.55 | 233.25 |
| Nursing | 0.51 | 7.65 |
| Teacher Education | 9.45 | 141.75 |
| Technical Comm. (COM) | 3.36 | 50.40 |
| Accelerated Nursing | 14.37 | 215.55 |
| Masters of Professional Accountancy | 166.30 | 1,995.60 |
| Women's Studies | 0.07 | 1.05 |
| Aviation & Aerospace Sci | 7.99 | 119.85 |
| Biology | 2.95 | 44.25 |
| Chemistry | 6.56 | 98.40 |
| Journalism | 1.26 | 18.90 |
| Speech | 0.20 | 3.00 |
| Earth & Atmos. Science | 0.95 | 14.25 |
| Music | 3.95 | 59.25 |
| Physics | 4.50 | 67.50 |
| Psychology | 0.16 | 2.40 |
| Social Work | 0.36 | 5.40 |
| Theatre | 2.00 | 30.00 |

181. What is status of the fee process with regard to voting for fee increases? Has your institution been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

*Metro's Student Fee Plan dated May 2009 follows the Colorado Commission on Higher Education's Student Fee Policy. The Plan establishes College policy for implementing new student fees, increasing current student fees, and changing the Plan itself. All changes to student fees must be reviewed by the Student Fee Review Panel, which is made up of five students. The Panel will provide notice to the student body, compile any comments, and then submit their recommendation to the College. An election is required for changes to any non-permanent student purpose fees (as defined by CCHE), voluntary fees, any new administrative fees, and any fee increases in excess of inflation that are not for a specific academic course, program, or department. The final administration process includes approval by the Board of Trustees.*

*Metro State College has never been sued over this issue.*

*The Student Fee Plan for Metro was developed in conjunction with statutory requirements so will be similar to other institutions.*

182. How is your institution saving costs with regard to salaries and benefits? How does your institution determine which positions are nationally competitive and therefore might require salary of benefits increases?

*The College, through shared governance, has a selected group of peers that possess similar characteristics to the College. This peer group is used to determine hiring range and average salary for each administrative position including Faculty positions. Additionally, once a finalist has been selected for a position, the College's practice is to review the candidate's credentials in comparison to the minimum and preferred qualifications of the position. The Human Resources department determines the starting salary and notifies the supervisor. Metropolitan State College is a member of the Colorado Higher Education Insurance Alliance Trust. This is a group of higher education institutions that grouped together in the early 80's specifically to offer a comprehensive benefit program while containing premium costs. This Trust has been successful over the years in keeping premium increases to a minimum while maintaining a quality benefit program.*

*All external searches for exempt positions (faculty or administrators) will be national in scope. This will constitute vigorous and systematic efforts to identify qualified minorities, women, disabled, and Vietnam-era and disabled veterans, and to encourage them to apply for positions at the College. The College recruits candidates from a broad base of specialized sources, including local, State, and national minority, women's, handicapped, and veterans' groups. The President may grant exemptions authorizing a regional or local search if a national search would be inappropriate or if financial consideration prohibits it. Such exemptions must be provided in writing. As a general rule, part-time and temporary positions, and positions such as financial aid counselors, admission counselors, etc., are not recruited nationally, but are locally competitive. The determination of which positions are nationally competitive is based on the College's affirmative action plan, which identified reasonable recruitment areas to use for each job group so as to not exclude minorities and women. The College compares the percentage of minorities/women in each job group* *within the institution with the availability for those groups. For example, the Biology Tenure Track faculty is a job group for which the College compares the minority and women percentages to the national availability of terminal degree Biologists. On the other hand, because of its limited racial-ethnic minority terminal degree Biologists, the local market is not considered a reasonable recruitment area, and therefore its use would have the effect of excluding minorities. However, the national recruitment of a position in this job group would not mean that the position might require additional salary or benefit increases.*

183. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

*There would be many negative consequences related to the elimination of state support for higher education. For Metro State, the loss of state funding could lead to:*

- *Will require significant increases in tuition in Fiscal Year2015-16. For example, if we follow our FAP and increase tuition 13%, 9%, and 9% respectively for FY12-13, FY13-14 and FY14-15 Metro State would have to increase the tuition rate approximately 60% in FY15-16 to maintain the same level of funding as FY11-12.*

- *Metro State would need to review its high cost programs covered by the Fee for Service, such as the baccalaureate Nursing program. The College would have to either significantly increase program fees to recover the associated costs or consider the possibility of cash funding the program. For programs that have been developed to meet a community need, such as addressing the shortage of trained nurses, the loss of state funding may lead to the College being unable to address this community need.*

- *Metro State would have to renegotiate all our inter-institutional agreements, including AHEC, to reduce campus wide expenditures, as well as evaluate the current management arrangement of the Auraria Campus.*

- *The College would have to significantly reduce expenses. Because salaries primarily drive our expenses, we would have to look to terminate programs and decrease support staff. The ensuing layoffs will increase the unemployment rate in Colorado.*

*Furthermore, the College would be unable to meet its statutory mission. The mission is to serve Colorado residents, and provide access for underrepresented and low income populations. The College serves a large population of financially needy students. Significant increases in tuition and fees will make it difficult for these middle and lower income students to seek a college education. Among these students with financial needs, ethnic minorities may be disproportionately impacted by an increase in tuition. For Fall 2011, students of color account for 31.57% of all enrolled students at Metro; 48.09% of* *the College's students are low income, PELL eligible students account for 35.65% of all enrolled students, and first-generation students account for 31.48% of all enrolled students. African Americans and Latinos have experienced a dramatic decline in their financial median net worth in the last few years which has impacted their resources available for pursuing higher education. According to U.S. Census statistics, from 2005-2009, median wealth fell 66% for Hispanics, 53% for African Americans, and 16% for Whites (Pew Research Center, "Twenty-to-One," 2011). By 2009, 35% of African American households had zero or negative net worth, compared with 31% for Hispanics and 15% for White households.*

*The above referenced figures strongly suggest that if there is no state funding for higher education by FY 2015-16, students from underrepresented and low income backgrounds would have to further rely on their dwindling resources to attend Metro State. This challenge becomes more complex due to the anticipated changes and reductions in federal financial aid.*

*In addition, Colorado already has the unfortunate distinction of having one of the two largest achievement gaps in the United States between the majority, or White, population, and the next largest ethnic group, Hispanics ("The Degree Dividend," Colorado's Strategic Plan for Higher Education, 2010). In this publication from the Colorado Department of Higher Education, this gap is defined as the achievement gap between Whites and the next largest ethnic group ages 25-64 with an Associate's Degree or higher as of 2006-2008. In Colorado, this educational achievement gap is 31.2%, second worst nationally only to California.*

*Considering the unfortunately low financial median net worth of minorities and low income families, no state funding for higher education by FY 2015-16 would most likely result in fewer opportunities for a bachelors degree for these underserved communities.*

184. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

*The Metro State Board of Trustees and the College leadership are developing and implementing multiple scenarios. The institution is creating a Dashboard to provide the Trustees the necessary information to make the difficult decisions with respect to diminishing revenues and identifying new sources. This includes evaluating public-private partnerships, franchising opportunities, converting premium programs from state support to cash funded, seeking grants from private entities, as well as actively pursuing state and federal opportunities.*

*Metro State is also considering increases in Non-Resident student enrollment and reducing expenditures by creating higher efficiencies using technology. Lastly, Metro State is seeking to become a Hispanic Serving Institution (HSI) which makes us eligible for additional Federal grant funding once we attain the HSI status.*

*The College has created a committee, comprised of all constituent groups, to develop criteria for program and department reduction in the face of financial exigency.*

185. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*In June 2009, Metro State College implemented the budget reductions to FY 2006 levels. The total of these reductions was $9,604,915 for 75.99 FTEs. This allowed the College to use some of the stimulus money and its General Fund to improve technology and infrastructure rather than using them for ongoing expenses.*
*In Fiscal Year 2010-11, the College added cash funded Graduate programs, which will be self funding and add additional revenue flows to the College. Additionally, the Master's programs are being developed in areas of business or community need for Colorado*

*Faculty members and Administrative staff have had minimal salary increases over the past four fiscal years. The College has only adjusted salaries to keep its Faculty and Administrative staff to a compensation level of 90 percent of average when compared to their peers.*

*Metro is evaluating other programs to determine the appropriateness of moving from state general fund to cash funding.*

*The College reorganized its Divisions:*

- *Academic Affairs and Student Affairs were combined into one Division called 'Academic and Student Affairs' saving cost by eliminating one of the VP positions and eliminating duplication of efforts.*
- *The Information Technology department was split between Academic Computing under 'Academic & Student Affairs' and Administrative Computing within Administration and Finance, which led to better alignment of responsibilities and eliminated duplication of efforts and made the areas more efficient.*

186. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*The following measures are being implemented by the governing board and institution:*

- *The College improved the Student Learning Outcomes Assessment measures and processes across the board and continuing to do so.*
- *Academic Affairs updated and is preparing to implement a new General Studies program.*
- *The institution is steadily increasing in on-line/hybrid/blended courses to help improve the delivery of education. Increase from 73 sections in FY2006-07, to 130*

*sections for FY2009-10, a growth of 78%. During this time, headcount grew by 283%.*

- *The number of sections in our Math peer study program increased from 47 sections for fall 2005 to 57 for fall 2010 or 21%; enrollment for the same time period increased by 13%. Beginning fall 2012 we will offer four Stretch English sections for 100 students as pilot to see if program meets administration expectations with limited resources. This should increase the student's success in meeting course requirements and a shorter time to earn a degree.*
- *College leadership is working on reverse degree transfer/credit w/ community colleges.*
- *The directors in Student Engagement and Wellness are currently assessing how engagement in co-curricular activities retain students. Additionally, counseling and health services not only provide care, but they also educate students about healthy lifestyle choices that assist them to persist and succeed academically.*
- *The Urban Leadership Program involves multiple constituents from the academic and student affairs sides in order to prepare students for leadership roles in the college community. This engagement often leads to increased retention.*

187. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

1. *Studies and experience show multiple forms of delivery are necessary to provide education to students. The College is pursuing distant education as one of the options. While many think this the best way to "save" money, there are several problems with this:*
   a. *It would be very expensive and time consuming to make the shift*
   b. *Though it may work for many disciplines, it doesn't work for all. For example an institution cannot deliver nursing education or Aviation without having student s having hands on experience or working in labs.*
   c. *How do we teach teamwork – a number one priority of employers – if we cannot have students working in teams? I recognize that some teams can and do work via technologically-mediated mechanisms, but not all teams can/should work this way.*
2. *For each mode of delivery, the College must seek accreditation. This can be a long and difficult process.*
3. *Need to have the support and academic resources in place for those who are the neediest – scholastically, financially, and emotionally.*
4. *A comprehensive educational experience involves intrapersonal development and experiences such as opportunities for critical and reflective thinking. On-campus experiences through student organizations, governance and student employment gives students opportunities in civic engagement, meaningful collaborations, application of learned academic skills and an increased global perspective.*

5. *Online does not work for all students and research shows that a combination of online and in class is best for most students, especially if there is software that can individualize pace of learning.*
6. *There are additional State Authorization Requirements to consider. The Institution needs to submit an application to the appropriate state for approval and pay any associated fee for Out-of-state students registered in distance education (on-line or correspondence courses) courses at Metro State. A student would be eligible for title IV, HEA funds only if the required State approval has been obtained. This will impact financial aid since each time an institution makes a new award to a student; it must reevaluate the location of the student.*

188. How is the business community reacting to the reduced state funding for higher education?

*Metro State continues outreach efforts with the business community and student body to accommodate their concerns and ideas. While the large increase in tuition for FY2011-12 was taken well by the community and our students, it raised some concern about affordability of Higher Education for the Metro students and their families since Metro State serves a large number of first generation and low-income families. Mainly businesses are concerned about availability of adequate work force and for the College to increase trained knowledgeable graduates. In a June 6, 2011 Denver Post Editorial, entitled, "A Wakeup Call at Metro State" the Denver Post said because higher education is an economic driver that offers life-changing opportunities for students, Colorado must find a way to keep it affordable.*

*Metro State continues to work closely with the Denver Metro area business community to ensure that the reduction in state funding does not adversely impact the education of a primary source of their workforce. For example, Metro State is working closely with the Hospitality business community to develop new methods of delivery of the Hospitality, Events, and Tourism program here at Metro. With the addition of the Hospitality Learning Center and Hotel, Metro State has created a new revenue stream to benefit not only the students in this program, but to benefit other areas of the College.*

*As part of Metro State's outreach to the business community, the College has a community cabinet that is utilized to gain important feedback on issues impacting Metro State and Colorado higher education. The cabinet continues to share concern about reduced state funding for higher education. This led to Metro State in conjunction with the Denver Metro Chamber Leadership Foundation, Colorado Commission on Higher Education and other entities to bring CEOs for Cities to Denver to discuss their Talent Dividend initiative. Denver is now competing in the Talent Dividend Prize -- $1 million to be awarded to the city that exhibits the greatest increase in the number of post-secondary degrees granted per capita through 2013, thus achieving its "Talent Dividend."*

189. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

*Metro State's management is concerned about our primary mission, which is providing education for historically underrepresented and low income students. Many of these students may not be able to attain an undergraduate degree because of the rising cost of education. As mentioned above (question 183), Metro's low income students for Fall 2011 account for 48.09% of all enrolled students.*

*The State initiatives to increase the number of educated Coloradans would be negatively impacted because of inadequate State support. This eventually will create a negative cycle for the State of Colorado as it results in fewer educated people and less revenue for the State.*

190. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

*Compared to other institutions, Metro State does not have the capacity of cost shifting and using other resources to cover State Financial Aid reductions. For example, the College does not have high non-resident tuition revenue or endowments. Metro State has either implemented or is developing several programs to assist student who are losing financial aid resources. Specifically:*

- *Effective use of the Metro Bond Fee designated for Scholarships.*
- *Designate a portion of the tuition increase to Institutional Financial Aid.*
- *Increase graduation rate (i.e. evaluate Junior and Senior level students with more than 120 credit hours and advise them to expedite their graduation; evaluate refund checks related to Financial Aid disbursement and assist students in graduating).*
- *Evaluate information included in the financial aid 'Need' calculation and make modifications to the formula as appropriate.*
- *Develop a minimum contribution expectation for students receiving Financial Aid to contribute to the College by institutional employment, family contributions or other sources.*
- *Initiate a capital campaign through the Metro State's Foundation to raise donations and endowment to be designated for scholarships.*

191. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*Pros:*

- *Loans are from one source, the federal government, so we are not dealing with different lenders/guarantee agencies.*
- *Loan funds delivery went from 3-5 days to 1-2 days since we receive funding daily and are bypassing middle agencies.*
- *Transition was very simple – the federal government is in constant communication with our office to make sure that everything is running smoothly.*
- *Regulations prior to switch to Direct Loans were getting complex with new regulations on 'Preferred Lender Lists'.*

- *Having all schools on COD really helps with transferred students and lowering the chance of error on awarding loans – we are all on the same system so we can see loans on students with other schools.*

*Cons:*

- *Under the FFLEP program, we were able to save $3000-5000 in printing costs that are now paid for by our office.*
- *Lender reps were able to help our offices when we were busy performing simple functions, thus speeding up the processing of students' files.*
- *Lenders and Guarantors had a vested interest in the repayment of loans and so they did more in customer service with students and schools.*
- *Burden is now on schools for default prevention, in the past the lenders also had an interest in keeping defaults down.*

192. Please discuss your institution or governing board's experience with articulation agreements.

*Statewide articulation agreements are critical to Metro State. While they are not easy to negotiate articulation agreements are essential to the success of the student and the institution.*

*Some statewide articulation agreements are more challenging to develop than others, given the complexity of curricula, but the College has been a full participant in conversations regarding development of these agreements through Faculty-to-Faculty Conferences and the GE Council. The College has nearly 30 individual agreements with community colleges for programs that are not part of a statewide agreement. These individual agreements are reviewed and updated on a regular basis. – To our knowledge the BOT has not been involved in approval of these.*

**3:40 – 4:00 Local District Junior Colleges**

193. What are your institutions doing to reduce the amount of time it takes to receive a degree?

***Aims Community College:***
*The College has several programs (TRiO, TRiO STEM, Emerging Scholars, AAA) to assist at-risk student populations (low income, students with disabilities, academically underprepared) with specialized resources to assist course performance and improve retention/time to completion. Also DegreeWorks software was recently implemented and will go live in spring 2012. This software provides a comprehensive web-based set of tools that clearly identifies curriculum requirements, transfer articulation and graduation checklists to help students plan more effectively for degree/certificate completion. In addition, the developmental math department is piloting (limited locations) the use of MAT 045 which replaces MAT 030 and MAT 060 which would reduce the number of*

*developmental courses a student would need to complete in order to begin taking college level courses.*

*Through the Energy program funded by the TAACCCT grant the college is designing a "fast-track" for developmental Math that will employ extensive diagnostic assessments for placement, a modularized developmental Math curriculum and classroom management technology. The students will be given the opportunity to accelerate their pace through remediation based on their performance in placement tests. Contextualized remedial math classes for the Energy program are being developed as well. A career coach will advise and support students in this program to reduce time-to-completion. Faculty is also being released to work in designing effective acceleration programs.*

*The college is beginning to explore the possibility of granting credit for prior learning to nontraditional students who have acquired knowledge through their experience in the workforce. Initiatives such as learningcounts.org and CAEL are of interest.*

*If by degree you also include certificates, the college has created a large number of certificates that can be completed in one year or less. Also, academics will be piloting prerequisites in several departments that will hopefully identify proper and adequate skill sets for degree attainment, thus decreasing time to completion.*

***Colorado Mountain College:***
*At Colorado Mountain College, from a recent student survey for our new bachelor's students, we have learned that having a two-year schedule helps students chart a more efficient and timely course towards graduation. We are thus pulling instructional chairs together to ensure that a two-year schedule is available to all students at all sites. Also, this year we are creating a college-wide course matrix for our 8 campuses so that students can have alternative and quicker paths to graduation if they want to drive to other campuses to pick up other courses.*

194. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

***Aims Community College:***
*Yes & No. I would assume for a typical staff position that the unit of measurement is based on a 40 hour work week. In other words, 1 FTE = someone who works 40hrs/week for 52 weeks. Faculty FTE may be measured differently among institution depending upon the defined workload for the position (total hours worked divided by the maximum number of compensable hours in a full-time schedule). Faculty FTE is a negotiated workload divided by a negotiated number of days worked during the academic year.*

*<u>Integrated Postsecondary Education Data System (IPEDS)</u>: IPEDS does not include an FTE count (either reported or derived). Institutions report FT and PT status but there is no standard definition of part-time. According to the instructions, part-time is "determined by the institution. The type of appointment at the snapshot date determines whether an*

*employee is full time or part time. The employee's term of contract is not considered in making the determination of full or part time."*

*Full-time instructional staff are reported by faculty status and rank and contract length (Less than 9 month contracts, 9-10 month contracts, and 11-12 month contracts).*

*According to IPEDS instructions, only the following employees should be included in the IPEDS report:*

- *Staff who are on sabbatical leave and staff who are on leave, but remain on the payroll.*
- *Staff whose primary responsibility is instruction, research, and/or public service and who are hired to temporarily replace staff whose primary responsibility is also instruction, research, and/or public service AND who are also on sabbatical leave or on leave without pay.*
- *"Visiting" staff whose primary responsibility is instruction, research, and/or public service and who are paid by your institution.*
- *Adjunct staff whose primary responsibility is instruction, research, and/or public service and who are employed on a full-time or on a part-time basis in the primary function/occupation activity for which they were hired.*
- *Staff in Workforce Development training programs and Adult Basic Education (ABE) programs.*
- *Staff at off-campus centers associated with the campus covered by this report. (Do not include staff who work at branch campuses located in a foreign country.)*

*And the following should NOT be included:*

- *Staff on leave without pay.*
- *Staff in the military or religious orders who are not paid by your institution.*
- *Staff whose services are contracted by or donated to the institution.*
- *Casual staff (hired on an ad-hoc or occasional basis to meet short-term needs).*
- *Undergraduate students.*
- *Students in the College Work-Study Program.*
- *Staff who work strictly in hospitals associated with medical schools.*

*<u>Budget Data Book</u>*
*Full-time Equivalent Staff*

*Exempt Faculty for Instruction (Format 1100):*

- *9-10 month faculty appointment = 1.0 FTE*
- *12-month faculty = 1.2 FTE*
- *Part-time faculty (includes teaching and research assistants) = credit hours taught/30*
- *12-month non-faculty appointment = 1.0 FTE*
- *3-month summer appointment = .2 FTE*

*Additional Information:*

*In the U.S. federal government, FTE is defined by the [Government Accountability Office](#) ([GAO](#)) as the number of total hours worked divided by the maximum number of compensable hours in a full-time schedule as defined by law.[3] For example, if the normal schedule for a quarter is defined as 411.25 hours ( (35 hours per week * 52 weeks per year - 5 weeks regulatory vacation) / 4), then someone working 100 hours during that quarter represents 100/411.25 = 0.24 FTE. Two employees working in total 400 hours during that same quarterly period represent 0.97 FTE.*

*http://en.wikipedia.org/wiki/Full-time_equivalent*

*The Fair Labor Standards Act (FLSA) does not define full-time employment or part-time employment. This is a matter generally to be determined by the employer. Whether an employee is considered full-time or part-time does not change the application of the FLSA, nor does it affect application of the Service Contract Act or Davis-Bacon and Related Acts wage and fringe benefit requirements.*

*(http://www.dol.gov/dol/topic/workhours/full-time.htm)*

**Do they measure employee FTE in the same way as the rest of the State?**
*Unknown. Does the State have a standard measurement for FTE?*

**If not, how do they differ?**
*Unknown. Common calculation of Student Full-Time Equivalent (FTE):*
*30 credit hours = 1 Student FTE*

***Colorado Mountain College:***
*At Colorado Mountain College we measure employee FTE by a 40 hour work week for staff and a 30 credit hour teaching load or 170 contract days for faculty. We believe this is very similar to how the rest of the institutions measure employee FTE. There are some standards for reporting employee FTE when it comes to state or federal reporting which all institutions follow.*

195. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Are your institutions still running up against the cap despite this change?

***Aims Community College** has a small limited number of international students. In addition, S.B. 10-003 did not apply to the Local District Colleges, and therefore we have not seen any changes due to the passage of the bill. In addition, the cap only applies to CSU & CU.*

***Colorado Mountain College:***
*This is not applicable to Colorado Mountain College.*

196. Please provide a breakdown of student fees by institution.

***Aims Community College:***
*Please see the Department of Higher Education tuition & fee survey for FY 11-12 for more details***.**

| Mandatory per credit hour / course/ semester – Current |
|---|

| **FEES** | **AMOUNT** | **UNIT** |
|---|---|---|
| Administrative | $25.00 | Per semester |
| Infrastructure | $20.00 | Per semester |
| Lab Courses | Varies | Per course |
| Online Course | Varies | Per course |
| Student | $7.00 | Per credit hour |
| Technology | $10.00 | Per credit hour |
| | | |

*What is the Administrative Fee?*

*This fee is charged at a flat rate per semester. Defrays costs broadly associated with admission, assessment, advising, career services, registration, graduation, and other administrative costs.*

*What is the Infrastructure Fee?*

*This fee is charged as a flat fee per semester. Will defray costs broadly associated with maintenance, improvement of buildings, facilities and campus grounds.*

*What is the Lab/Course Fee?*

*Courses subject to an additional fee are noted in the class schedule. This fee is shown in the course details once you click on the CRN in the online class schedule. This fee defrays the cost of providing instructional supplies, materials, and facilities.*

*What is the Online Course Fee?*

*This fee is charged for each online course you registered for. Courses subject to an additional fee are noted in the class schedule. This fee defrays the costs associated with online courses where all coursework is completed online.*

*What is the Student Fee?*

*This fee is charged per credit hour up to 15 credit hours. Supports student sponsored co-*

*curricular activities and programs.*

*What is the Technology Fee?*

*This fee is charged per credit hour up to 15 credit hours and helps to defray the cost of instructional and administrative electronic equipment and software.*

*For more information go to - http://www.aims.edu/student/cashier/tuition*

***Colorado Mountain College:***
*Colorado Mountain College by policy has five approved charges/fees that can be applied, these are:*

*1. Course Charges: Mandatory charges a student must pay to enroll in specific courses. These are charges for consumables used in the course. This does not include items purchased through the college for personal use and retained by the student after the course is complete. Students may opt to provide their own supplies for CMC courses. Use the supplies worksheets. Do not charge items to the course that are taxable. These must follow state policy and be sold as bookstore items. See next section. For questions on taxable items please contact the business office.*

*2. Course Specific Fees: A mandatory fee a student must pay to enroll in a specific course. These fees are applied equally (college-wide) to all sections of a course and are applied at the course level. Revenues will be used to directly support the course for which they are charged.*

*3. Overnight Travel Expenses: Travel expenses may be assessed for any course where overnight travel occurs. Students may opt to provide their own travel arrangements for CMC courses. Use the overnight travel worksheets.*

*4. Daily Travel Expenses: Travel expenses may be assessed for any course where travel occurs. Students may opt to provide their own travel arrangements for CMC courses. Use the Daily Travel worksheets.*

*5. Instructional Program Fee: A fee for extraordinary costs associated with a program that is passed through to the student. These fees are standard across the college, applied at the program level for specific items a student receives for use in that program. All new program fees or changes to existing program fees must be approved by the Board of Trustees.*

*In addition the student government assesses a Student Activity Fee based on number of credit hours enrolled at each of the three residential campuses. The fees are used by student government to provide activities for students on campus.*

| Fee Description | Amount | Unit |
|---|---|---|

| | | |
|---|---|---|
| Student Activity Fee | $180 | Per semester at residential campuses only |
| Program Fees | Vary (see below) | Per semester or annual depending on program |
| Course Specific Fees | Varies by course | Per credit hour |

| *Program Name* | *Fee* |
|---|---|
| *CLETA* | *$930* |
| *CLETA* | *$930* |
| *Culinary Arts* | *$950* |
| *EMT-Basic* | *$100* |
| *EMT- Intermediate* | *$250* |
| *EMS- Paramedic* | *$550* |
| *Nursing* | *$400/semester* |
| *Nurse Aid* | *$100* |
| *Veterinary Technology* | *$300/ semester* |

*Please see the Department of Higher Education tuition and fee survey for more details and comparison with other colleges. Or visit [www.coloradomtn.edu](www.coloradomtn.edu) for details on course specific fees.*

197. What is status of the fee process with regard to voting for fee increases? Have your institutions been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

***Aims Community College:***
*Aims Community College is in the process of preparing a revised student fee procedure that will align with the revised Department of Education's student fee policy within the boundaries of the statutory duties and powers of the Aims Board of Trustees.*

Have your institutions been sued over this issue?
*No, and there are no known litigations in process.*

Is this policy the same for all institutions or does it vary by institution?
*This question would best be answered by the Department of Education. However, I would assume that most institutions have some common practices, and that the differences lie within the operational structure of the specific institution and the student body governance. In addition, not every institution was statutorily formed in the same manner and therefore will have unique powers and authority based upon their formation.*

***Colorado Mountain College:***
*Fees charged at Colorado Mountain College are associated with added costs of a program or course which the student benefits directly from. Students receive something in exchange for most fees – expendable items, etc. The college does not have administrative type fees. Students are given a minimum of 30 days notice of new or changing fees.*

*Colorado Mountain College has not been sued over a fee issue.*

*Colorado Mountain College's fee policy follows the guidelines put forth by the Colorado Department of Higher Education therefore we believe it would be the same or similar to the other institutions.*

198. How are your institutions saving costs with regard to salaries and benefits? How do your institutions determine which positions are nationally competitive and therefore might require salary of benefits increases?

***Aims Community College:***
*The College has implemented a number of cost savings measures to help offset some of the expected shortfalls in State funding. Due to these measures, during the 2010/11 academic year, the College saved over two million dollars over the previous academic year. These savings came from both operational expenses and personnel expenses (eliminated leased space, energy savings from hard closes on weekends and control temperature settings, consolidation of printing, greatly reduced out-of-state travel to mission critical trips, etc) Over the past three years the College has reduced the number of full-time employees in various positions throughout the College. Administrative positions have been combined, which reduced the number of administrators. In addition, the ratio of full-time faculty positions to part-time faculty positions have also been adjusted through attrition and hiring freezes. Part-time faculty now make up a greater number of faculty employed by the College (approximately 55% of faculty employed).*

*Aims Community College is a member of the Community College System consortium health benefits plan. The plan is made up of the Community College System, Aims Community College, and three other public entities. This allows each separate school to achieve greater savings through increased membership. In addition, it evens out the financial risk associated with high claim years, by distributing those costs over all of the institutions.*

*As a Community College, Aims has limited exposure to nationally competitive salary demands. However, we do have competitive competition on a regional basis with not only other institutions, but job offerings in the private sector that closely align with specific job skills within the College. Examples of this would be our IT staff and nursing instructors. Both areas have the ability to command higher salaries located in the private sector versus what is offered by the College. One benefit we have lies within our benefit package, which is usually better than what a prospective instructor could find in the private sector. With the reduction in State funding, the ability to package a competitive job offering is getting more difficult.*

*Aims Community College does not compare its positions and/or salaries with other positions across the nation, as there are too many other factors that go into assigning compensation to a specific position to include, but not limited to: geographic location of the organization, which determines cost of living, percentage of benefits paid for by the* *organization, types of benefits, and the College also must consider internal equity (how each position's "salary" compares to others within the College.*

***Colorado Mountain College:***
*CMC, through our annual budgeting process reviews all requests for new positions, restructured positions and reclassification and will only approve a limited number of positions based on the availability of funds and through salary savings. All position requests are analyzed for true need and to determine if the position could be used more efficiently in a different capacity. Some positions have gone unfilled and we have combined some positions to gain more capacity.*

*CMC has a salary plan with a defined hiring range for all full-time positions which is used for new hire employment placement. The College is located in a high cost of living area which can provide challenges in hiring quality employees from out of the area. The College has worked hard to develop a competitive salary and benefit package so that we can be nationally competitive.*

*CMC has also adjusted our benefit plan offerings to help control our benefit costs as well as implemented a third party health assessment and coaching program as a component of our Wellness Plan and expanded the health and wellness options that can be reimbursed through the $125.00 annual wellness benefit. This is all in an effort to reduce health insurance premiums in the long run.*

199. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

***Aims Community College:***
*The College would have to determine which academic programs have the greatest potential to cover their operational and personnel costs. Those programs that fall short of a break-even analysis would be in jeopardy of being eliminated. High-cost programs (labor intensive/asset intensive) would probably be eliminated unless the costs can be recouped via fees. Community service programs (programs in health and public service, including nursing, nurse aide, medical clinical assistant, phlebotomy, Criminal Justice, Police Academy, EMT BASIC, INTERMEDIATE, PARAMEDIC, Surgical Technology, Radiologic Technology, Fire Science and Technology, Fire Academies, Continuing Medical Education services, CPR , Mammography, etc.) would be devastated, as we have hardly any CTE programs that can break even. This would in turn harm Weld County workforce retraining and retooling efforts and our community. Our local economy is very dependent upon Aims being here for the retraining and retooling of people who have lost jobs or need to retool.*

*If we have to cut these community critical programs, and all non break- even CTE programs, our other enrollments in general education will be substantially reduced. There is a domino effect. For example, since the CTE programs we have require general education as a part of state requirements, our Liberal Arts programs would take a substantial hit, further spiraling us downward in enrollments.*

*Minimum class sizes would be greatly increased to help cover instructional costs. Ancillary student services would also need to be reduced or eliminated. These are the services most used by at-risk students (First generation students, low income students, and minority students). The bottom line is that class sizes would grow, tuition and fees would increase, many programs would be eliminated, and enrollment and graduation rates may suffer.*

*The loss of all State funding would have dramatic, if not catastrophic consequences for the College. Aims has already reduced some programs, services and personnel over the past three years. Continued loss of revenue would not only victimize students but it would make compliance with State goals being considered in the Higher Education Master Plan almost unattainable.*

***Colorado Mountain College:***
*If all state funding was cut Colorado Mountain College would have to look to tuition and fee increases to earn some of the funding back along with implementing more efficiencies and possibly cutting programs. Our students may not be able to bear the total cost through tuition increases so we would look at cutting services and programs that are higher cost and do not break even. Carefully we would evaluate which current services have the least impact on the least number of students and would target areas to eliminate student services. We would also look to cut higher cost programs that will never be able to break even. Staff positions would be looked at first for reductions while trying to retain faculty positions with direct impact to students. We would, of course, also try to increase the amount of grant funding we currently receive and go after more private donations. As state funding has been cut over the past few years we have begun some of these steps, but will have to cut deeper. It will be a very fine line to maintain a quality level of service for students with increasing tuition rates- while at the same time possibly laying people off and cutting services.*

200. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

***Aims Community College:***
*Realizing the substantial loss in funding, it will be virtually impossible for the College to develop any type of in-house funding stream that could offset the loss of all State funding. Without a dedicated funding source from either increased property tax revenue, sales tax revenue, or some form of lottery revenue; the College has limited capabilities to recoup any portion of the State funds. In order to make money – you need money.*

*As a local district college, one of the financial benefits stems from property tax. One thought might include all community colleges securing some measure of property tax or all of higher education benefitting from a sales tax or some other support as in Proposition 103.*

***Colorado Mountain College:***
*Colorado Mountain College believes that* an *earmarked funding source in some form is needed at the State level. It could be a contribution by all residents of the state so that it*

*can be very low impact individually or a tax specific to higher education. However, taxpayer support is not easily achieved in these times. Another source could perhaps be some of the lottery funds. These funds come only from those who participate, so it may be more volatile than a tax would be. Traditional grant funding is not an option as there are no guarantees that the funds will continue indefinitely. User fees have already increased dramatically over the year so to continue relying on increased tuition and fees is not realistic. Institutions may need to find other services to offer which would provide a different type of funding without competing with other business sectors.*
*Colorado Mountain College receives property taxes and other institutions could benefit from this type of system if their district was supportive. As a caution though, this funding can also be volatile at times.*

201. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

***Aims Community College:***
*The College has implemented a number of cost savings measures to help offset some of the expected shortfalls in State funding. Due to these measures, during the 2010/11 academic year, the College saved over two million dollars over the previous academic year. These savings came from both operational expenses and personnel expenses (eliminated leased space, energy savings from hard closes on weekends and control temperature settings, consolidation of printing, greatly reduced out-of-state travel to mission critical trips, etc) Over the past three years the College has reduced the number of full-time employees in various positions throughout the College. Administrative positions have been combined, which reduced the number of administrators. In addition, the ratio of full-time faculty positions to part-time faculty positions have also been adjusted through attrition and hiring freezes. Part-time faculty now make up a greater number of faculty employed by the College (approximately 55% of faculty employed).*

***Colorado Mountain College:***
*Colorado Mountain College has increased tuition rates, greatly reduced our capital investments and has begun looking at realigning human resources to serve growing enrollments. We have limited new hires and have managed to not lay anyone off at this point. As positions are vacated we seriously look at the need to refill them. The college has implemented continuous improvement teams to keep working on efficiency of processes.*

*The next step will be to stop offering certain programs and services because we have reached capacity and are working at a high efficiency.*

202. How is your institution or governing board changing the delivery method for education to make learning more efficient?

***Aims Community College:***
*Aims has increased the offering of online courses. In addition, the College has stepped up its investment in technology to try to capture greater efficiencies and cost savings.*

*In developmental math we are implementing classroom management software which will allow instructors to monitor students' time on task, individual progress and provide just-in-time assessment/feedback to the student. The classroom will move away from the traditional lecture format to an emporium style learning freeing time for instructors to give individualized attention to the student. This will allow students to accelerate through the curriculum.*

***Colorado Mountain College:***
*This year Colorado Mountain College began delivering courses and programs within a new "Corridor Model." CMC has 8 campuses and 11 sites that have provided courses and schedules fairly independently, which sometimes resulted in fairly low average class sizes and less robust student interactions and engagement. In the past we have addressed this issue through use of our very robust interactive video system across the college district which allows for more critical mass in certain course offerings. With the corridor model we can also offer classes within a corridor to drive more critical mass. Within its 11 college sites, CMC has established 4 Corridors. One corridor, for example, entails the mountain valleys from the Aspen Campus, through Glenwood Campus, to the Rifle Campus. Another Corridor starts at the Leadville Campus and ends at the Dillon site. Although the college has been careful in advising students so they can graduate quickly, course limitations at sites sometimes provided some challenges. Designing course plans in corridors allows students to take more courses in a shorter time frame and with higher average class sizes. In addition to starting the corridor model itself, the college has begun looking at more strategic offerings of online courses given the needs of the corridors.*

203. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

***Aims Community College:***
*Shifting away from "brick and mortar" would surely reduce the neediest of student's enrollment opportunities—no computers available for them or easily accessible. In addition, it would make academic advising very difficult for online students. We feel that it would have an adverse impact on underserved populations because they do not have the access to resources needed to do online.*

*With so many institutions going to online classes, the competition for each student increases for each institution. You are now competing with not only Colorado schools but schools throughout the United States.*

What needs to change in order for higher education institutions to provide education to a wider array of students?

*Affordability and ease of credit transfer between institutions. For those families and students who cannot afford to send/go to a four year institution for their entire degree,* *having a State wide common course transfer agreement for those courses that fulfill a degree requirement would allow families of underserved students a means of reducing the overall cost of an education. In turn, this would limit the debt load of those students who take advantage of lower cost credits offered in community colleges for the first two years. In addition, it could reduce the State's share of funding for higher education.*

***Colorado Mountain College:***
*Given that there are different types of colleges, with different missions and funding streams, the future of higher education should likely differ depending on these and other factors. At CMC, for example, with its local property tax funding, each community has expectations for what services are warranted and expected. At CMC, to date, the expectation has been the desire for brick and mortar facilities within a 'reasonable' driving distance. Regardless of community expectations and funding streams, there should likely be a general movement towards the merging of online and other electronic education with face-to-face education to better leverage brick and mortar facilities. This can be done not only to make more efficient use of community resources but also to create better student success. For example, hybrid instruction, the combining of online and face-to-face instruction, can usually be better than online or face-to-face instruction alone if the pedagogy and course delivery are designed well. Very specifically, when faculty create simple quizzes to get students to actually read the text material before coming to the face-to-face class allows the instructor to engage in higher levels of discussion and student learning. This hybrid model then allows colleges to have twice the brick and mortar space while providing a better student learning experience. As more educational technologies emerge, higher education needs to quickly determine how best to integrate them in a way that improves student learning and college resource use.*

204. How is the business community reacting to the reduced state funding for higher education?

***Aims Community College:***
*With the reduction in State funding, one response by local business has been the "College Promise" program. This program was developed by a local business, and supported by many local businesses in our service area, to fund scholarships for underserved students so that they can come to Aims to receive an education.*

*Many business owners in our service area believe that having a strong community college is an important aspect of attracting new business to the region. This sentiment is also echoed by the regional economic development organization, and was one of the considerations when Vestas Blades decided to construct their wind turbine plant in the region.*

*Many businesses in our area look to Aims to help train or retrain their current and prospective employees. With the deterioration of State funding, this opportunity and the appeal to relocate to this region begins to diminish.*

*Due to the economic downturn, businesses are not willing to hire employees unless they have the necessary job skill required of the position in hand before they will be considered for the job. This has shifted the cost of retooling workers away from businesses into the* *hands of either the individual or a governmental program. This is evident by the increase in funds from Pell Grants the College has seen over the past three years.*

*Aims has programs in health and public service, including nursing, nurse aide, medical clinical assistant, phlebotomy, Criminal Justice, Police Academy, EMT BASIC, INTERMEDIATE, PARAMEDIC, Surgical Technology, Radiologic Technology, Fire Science and Technology, Fire Academies, Continuing Medical Education services, CPR , Mammography , etc <u>because the community we serve ASKED for these</u>.*

*Our local community would be hard pressed to find the resources to acquire the equipment and personnel to do the training we do in these CTE areas.*

***Colorado Mountain College:***

- *The business community sees the state shifting the responsibility for providing skilled and knowledgeable workers more and more to their shoulders. While at the same time taking more tax money.*
- *Many employers provide some tuition assistance to their employees and the more the state reduces state funding, the more tuition escalates, the more the burden is placed upon not only the student, but also the employer.*
- *Since every business is in an international "race" the more the state shirks its responsibilities the more all of business are hampered in their efforts to win the "race" that we are all in.*

205. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

***Aims Community College:***
*Yes – Greatly! It takes extra funding to provide the necessary support to the student demographic of our area in order to not only provide access but to support success. There are many facets to support other than the classroom. These include advising, study skills, tutoring, libraries, textbooks, career guidance, acquiring job support skills, etc. So, essentially to escort students to completion, it involves more intensive use of resources. Many may start the educational journey and never finish because the institution lacks the resources to provide what students need to continue. They have to cross the bridge alone, but we have to keep the bridge functional.*

*Of course there is concern about being held accountable for doing more and more with less and less.*

***Colorado Mountain College:***
*It often takes more resources to support more programs that are affective in helping more students to graduate, especially in an institution on with open enrollment. And, especially when so many students come to us under prepared for college.*

*Closing the gap of higher education access in rural areas is often more expensive, yet it is important for our state to have a balance of urban and rural opportunities to promote healthy economic development.*

206. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

***Aims Community College:***
*The College will attempt to offset some of the reduction with institutional funds. However, it is not realistic to assume that any College or University will have the financial ability to cover this large of a decrease in State Financial Aid without greatly impacting their student population. With our large percentage of students receiving financial aid (approx. 50%), this will substantially impact their ability to succeed and obtain a degree.*

*Students are our main focus, and as such, we must also consider the longer term impact of offsetting reduction today against the financial health of the institution in the future.*

*With the economic picture still uncertain and looking very bleak in relation to question #7 (…no state funding for higher education by FY 2015-16), our governing board/institution has grave concerns about any viable offset to a $600,000 decrease in State financial aid, without impacting the long term health of the institution. We cannot just underwrite or subsidize it. Likely our focus will be on prioritizing need-based scholarships. We would urge the State to reconsider financial aid allocations to private for-profit institutions.*

***Colorado Mountain College:***
*The immediate impact to students will be to reduce the maximum grant amount to benefit more students and to package the unsubsidized loan for in-state and in-district students to make up for loss of grant funds.*

*Colorado Mountain College will continue to work with our Foundation to attempt to increase the number of scholarship dollars available to our students. At this time we are not sure how much the college can increase institutional aid out of the general fund. With the cuts in funding to the general fund, and for CMC the decrease in property tax revenues, it is unlikely we can backfill the cut in financial aid dollar for dollar. Students will bear this burden directly.*

207. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

***Aims Community College:***
*The impact to the federal student loans being disbursed has been none. Aims began participation in the Direct Student Loan program in the 1999-2000 year. We have found that because there is only one federal student loan program, other entities (i.e. SunGard) have dedicated resources to enhance their services towards the Direct Loan program. An*

*example of this would be the Direct Loan reconciliation webinar SunGard offered this last year.*

***Colorado Mountain College:***
*The private loan process involved the school, a clearinghouse, a guarantee agency and a lender. The direct loan only involves the school and the federal processor, making fewer places for the process to break down. Also, we have reduced the number of loan contacts to one. The private loan process started to dissolve with the rumors of disbanding and students were having problems finding lenders. Of course there is only one lender in the Direct Loan (Federal Government). In addition, the Direct Loan has also provided an interest rebate of .5% to students and is a reduction from the former 1% origination fee.*

208. Please discuss your institution or governing board's experience with articulation agreements.

***Aims Community College:***
*Aims participates in the statewide articulations. In addition, Aims works with many institutions (4 year) to provide opportunities for students in both Career and Technical Education and liberal arts. These agreements are monitored and tracked for accuracy. Aims has a website which provides students and the public access to see the colleges and universities with which we have articulation agreements.*

*The articulation process is a slow process with some bumps along the road. Expanding the number and types of agreements would be useful.*

***Colorado Mountain College:***
*Colorado Mountain College has 100 articulation agreements with various institutions. The role of articulation agreements is immensely important to CMC for several reasons:*

1) *We build positive, working relationships with four-year colleges and universities in Colorado;*
2) *CMC students, faculty, and staff get special consideration and often lower tuition through these agreements;*
3) *CMC students have a clear, articulated pathway to continue their educational goals after they finish their AA, AS, AGS and even AAS degrees at CMC; and*
4) *The state legislature has mandated these agreements be finalized for easy transfer and it gets attention at the GE Council and the Assistant Governor Joe Garcia at regular meetings. CMC is considered a valued political ally along with other community colleges.*

**4:00 – 4:20 Area Vocational Schools**

209. What are your institutions doing to reduce the amount of time it takes to receive a degree?

*The majority of the programs offered at the Area Technical Colleges' can be completed in one year or less for full-time students. Only a few programs, such as Practical Nursing and Aircraft Training, require up to 22 months to complete. The Area Technical Colleges use strategies such as course blocks and stacking of courses as well as enrolling students in cohorts to maximize the efficiency of course offerings for students.*

*Colorado is one of thirty states who have joined the Complete College America initiative of which the Area Technical Colleges have participated. This organization looks at how post-secondary institutions can more effectively complete students with certificates and degrees in a one, two or four year time frame.*

210. Do all institutions measure employee FTE in the same manner? Do they measure employee FTE in the same way as the rest of the State? If not, how do they differ?

*Emily Griffith submits IPEDS data in correlation to the rest of the institutions. However, given our affiliation with Denver Public Schools, we do not submit the Budget Data Book, this is handled directly by DPS.*

*The Budget Data Book definition, as used by institutions states that a Full Time Equivalent Staff includes:*

- *9-10 month faculty appointment = 1.0 FTE*
- *12-month faculty = 1.2 FTE*
- *Part-time faculty (includes teaching and research assistants) = credit hours taught/30*
- *12-month non-faculty appointment = 1.0 FTE*
- *3-month summer appointment = .2 FTE*

*Delta Montrose Technical College reports FTE in the same manner with their School District as Emily Griffith does with DPS.*

211. Did the removal of international students from the nonresident cap through S.B. 10-003 make a difference? Are your institutions still running up against the cap despite this change?

*The Area Technical Colleges are not bound by the statute and as a result do not have a non-resident cap. We do not attract a large international student population in the traditional sense; coming to attain degrees in engineering or medicine as an example.*

*The 3,000 ESL and refugee students who enroll for basic job skills and English language acquisition represent the international student populations served by the Area Technical Colleges. Most of these students are funded through a federal grant that supports English levels 1-4 and are not representative of a non-resident tuition levels.*

212. Please provide a breakdown of student fees by institution.

Emily Griffith Technical College
Fee Schedule
Fiscal Year 2011-2012

| Type of Fee | Year | Residency | Category | Level | Name/Desc | $ amount | Per |
|---|---|---|---|---|---|---|---|
| **Mandatory Fees** | | | | | | | |
| | 2012 | All | Mandatory Fee | All | Technology Fee | $ 19.00 | Credit Hour |
| | 2012 | All | Mandatory Fee | All | Capital Construction Fee | $ 2.00 | Credit Hour |

**Program Specific Fees - (Material, Books, High Cost Differential, Equipment all vary by course within a program)**

Delta Montrose Technical College
Fee Schedule
Fiscal Year 2011-2012

| Type of Fee | Year | Residency | Category | Level | Name/Desc | $ amount | Per |
|---|---|---|---|---|---|---|---|
| **Mandatory Fees** | | | | | | | |
| | 2012 | All | Mandatory Fee | All | Program Fee | $ 5.00 | Credit Hour |
| | 2012 | All | Mandatory Fee | All | Registration Fee | $ 3.00 | Credit Hour |
| | 2012 | All | Mandatory Fee | All | Graduation Fee | $ 12.50 | Credit Hour |

Pickens Technical College
Fee Schedule
Fiscal Year 2011-2012

| Type of Fee | Year | Residency | Category | Level | Name/Desc | $ amount | Per |
|---|---|---|---|---|---|---|---|
| **Mandatory Fees** | | | | | | | |
| | 2012 | All | Mandatory Fee | All | Student ID Fee | $ 5.00 | Credit Hour |
| | 2012 | All | Mandatory Fee | All | Variable Tuition Fee | $ 20-60 | Credit Hour |

*In addition to the mandatory fees above, program specific fees are charged, which cover equipment, books, materials and incremental high cost differential programs, such as welding and aircraft maintenance.*

213. What is status of the fee process with regard to voting for fee increases? Have your institutions been sued over this issue? If so, what was the result? Is this policy the same for all institutions or does it vary by institution?

*Fee increases are determined by internal cost analysis by each of the Area Technical Colleges. The analysis is based on an annual review of each program and the cost to deliver instruction. Tuition for all programs is consistent with exception of high cost programs. Fees are also consistent across all programs except for supply fees which are determined on a program by program basis. Tuition and fees are to offset instructional expenses.*

*The Area Technical Colleges have never been sued over fees or fees increases, nor are we aware or party to any lawsuit involving fees.*

214. How are your institutions saving costs with regard to salaries and benefits? How do your institutions determine which positions are nationally competitive and therefore might require salary of benefits increases?

*The Area Technical Colleges are tied to our school district BOE policies and negotiated agreements for instructional staff, clerical support, and paraprofessional staff. Any staff posting is tied to the contract agreement or salary schedule under which it is posted.*

*There are some positions that do not fall under a negotiated agreement and those positions are tied to a fair market analysis and review. It is not unusual that the market analysis provides a salary range beyond the means of the technical college to meet.*

215. What would be the consequences to your institution or governing board if there is no state funding for higher education by FY 2015-16?

*This is an unsustainable model for the Area Technical Colleges. A zero funding model would more than double the tuition rate to equal the current non-resident tuition rates. Tuition rates at these levels could price the cost of an education beyond the ability of students to afford our education, even those receiving PELL grants and Workforce funding. In summary, education would no longer be affordable or attainable for the low-income underserved populations we are dedicated to serve.*

216. Given the reduced state support for higher education, what ideas does your institution or governing board propose for creating new revenue streams for higher education?

*The Area Technical Colleges are continuously looking for new pipelines to increase enrollment and revenue through tuition. Additionally, we look at other entrepreneurial models for generating none instructional revenue such and industry training in a customized format, and grants that support instruction or the enhancement of program technology.*

217. How has your institution or governing board dealt with the reduced state funding for higher education since FY 2008-09?

*We have evaluated every instructional program for sustainability and assessed how to be more efficient in delivering program instruction. The challenge is that career and technical education is far more expensive to deliver compared to general education. Lower students to instructor ratios are required, supply costs are higher, and capital costs are higher.*

*In cases of high demand programs we have evaluated if it is cost effective to expand instruction or create a wait list. We look to work with existing partners to see if offering programs at satellite locations provides a feasible model to expand without the capital intensive investment(s) in new buildings.*

*We have also delayed capital improvement initiatives that would allow for increased capacity or program updating.*

218. How is your institution or governing board changing the delivery method for education to make learning more efficient?

*The Area Technical Colleges evaluate several delivery methods to make learning more efficient both for the institution and the student. This includes imbedding more technology in the classroom through electronic simulation, online delivery, online hybrid formats and stacking of classes.*

219. Should higher education institutions shift away from a brick and mortar model? What needs to change in order for higher education institutions to provide education to a wider array of students?

*Shifting away from a brick and mortar model may make sense for some instructional delivery but not for all. Students still require support services such as tutoring, advising, job attainment skills i.e. mock interviewing, plus the time on task mastering technical skills required of many skilled trades. There is no replacement for direct instructor to student contact where the master field technician imparts their experience to the understudy. We must provide hands-on training for many careers. For example; we would not want a mechanic that had only on-line delivery of instruction to work on a customer's car. This is a challenge for Area Technical Colleges.*

220. How is the business community reacting to the reduced state funding for higher education?

*Business reaction to state funding has been limited. We have received some institutional scholarships and program support but most education related discretionary funding has been dramatically reduced in the face of the current economic landscape.*

221. Do the above questions cause concern for institutions and governing boards in meeting the preliminary goals of the master plan?

*The Area Technical Colleges' role and mission is to provide the most efficient and cost effective technical training that leads to employment. Any interruption in state funding or financial aid increases the difficulty in meeting our role and mission, which include state wide initiatives to double the number of degrees or certificates awarded.*

222. What does your institution or governing board plan to do in FY 2012-13 to offset the requested reduction in financial aid?

*The Area Technical Colleges are not immune to having to raise tuition, reduce support staff, or reduce the number students served.*

223. What has been the impact of federal loans being disbursed by the federal government rather than using banks and credit unions as lenders?

*This is not applicable to the Area Technical Colleges.*

224. Please discuss your institution or governing board's experience with articulation agreements.

*Students who complete a program of study are eligible to receive up to 45 semester credits towards an AAS Degree in Applied Technology at any of the state's public Community Colleges. All courses and credit hours offered at the Area Technical Colleges are transferable. Colorado revised statutes 23-60-802 support this agreement, as well as 23-1-108 (7) and the state credit transfer policies established by the Colorado Commission on Higher Education.*

*To further support the statewide agreement the Area Technical Colleges participate in concurrent enrollment with their school districts. An example of this is the Denver West HS Aircraft Training and Maintenance program. High school 11$^{th}$ and 12$^{th}$ grade students can complete up to 26 college credits before graduation. After high school students continue their training at Front Range Airport to earn their FAA Airframe and Power plant certifications. Completing this program also fulfills 25 credit hours toward a minor at Metro State Colleges' Aerospace degree program.*

*Each of the Area Technical Colleges works to establish articulation agreements with the community colleges in their area that assist students in attaining the highest level of education possible. Delta Montrose Technical College maintains a separate agreement with Western Community College division of Colorado Mesa University.*

**4:20 – 4:40 History Colorado**

225. Is there a university with which History Colorado could be merged to make it more of an education research entity as opposed to a stand-alone state entity?

*As an educational institution of the State of Colorado, History Colorado is entrusted to care for the state's historical items and places for the benefit of Colorado citizens (CRS 24-80-201 et seq.). As defined in CRS 24-80-211, History Colorado is considered a division of the department of higher education. As a State agency and a 501(c) (3) non-profit educational institution, the agency is a hybrid organization. Its present statutory placement as an educational institution of the state as a division of the department of higher education allows the organization to utilize resources as detailed in CRS 23-1-101. It also is the most cost effective placement of the agency since it results in the lowest indirect overhead costs for the agency. Preliminary research indicates that university indirect costs will be significantly higher than presently paid. The agency is operated in an efficient and effective manner with a very low overhead for administrating statewide grants. The agency has operated effectively under the department of higher education and utilized the assistance of other higher education institutions as required by statute (C.R.S. 21-80-213). History Colorado currently works with nearly all of the Colorado universities in numerous ways. History Colorado enlists the help of faculty members from CU Boulder, UCD, UNC and CSU whose expertise in a variety of disciplines inform the content of History Colorado* *programs and exhibits. Our collection of books, manuscripts, documents and objects, and our curatorial staff provide assistance to researchers from virtually all of Colorado's colleges and universities, as well as for researchers from throughout the country. University students serve as interns, performing important work throughout the institution. Other state agencies that History Colorado engages with on program matters include: Department of Local Affairs, Colorado Tourism Office, Office of Economic Development, the Colorado Department of Transportation, Colorado Department of Education, friends groups and community organizations statewide. The agency assists local governments in the communities with regional museums in their community planning objectives in heritage tourism and local economic support and initiatives. The agency has evaluated its position within the state's agency structure and has determined that its current placement within the Department of Higher Education provides the best fit, while allowing it to operate efficiently to meet its mission and provide partnership opportunities to best serve the citizens of the state. History Colorado's location in the Department of Higher Education works from a programmatic perspective, and the agency believes that there is great opportunity for expanding partnerships statewide. History Colorado's President and CEO is currently contacting presidents of other higher educational institutions to discuss the proposal and solicit feedback concerning ways to form active and dynamic partnerships.*

*A merger with one of the institutions of higher education presents some challenges. History Colorado has statutory obligations to collaborate with other state, local and federal government agencies, as well as the public and private industry on matters ranging from archeological resources, the federal 106 permit review process, and the designation and maintenance of state monuments. This portion of the organization is a regulatory agency overseeing effects on historic property as defined in the State Register Act and Federal Historic Preservation Act. History Colorado comprises not only museums, but also the Office of Archaeology and Historic Preservation (OAHP), which manages Federal Section 106 compliance and State Register Act undertakings, the State Historical Fund, and the State Historic Preservation Office. Its placement under the Department of Higher Education provides an objective and impartial evaluation perspective. OAHP is able to evaluate State Register Act and Federal Section 106 undertakings, some of which come from colleges and universities. Similarly, the State Historical Fund distributes preservation grant monies throughout the state, and institutions of higher education are among SHF's many grant recipients. As a department of a university, each of these offices would almost certainly encounter conflicts of interest and challenges to their impartiality they do not confront today.*

*History Colorado museums' primary purpose is to provide dynamic, fun, accessible, informal learning opportunities for public audiences, from children to senior citizens, amateur historians to novice visitors. The exhibits and programs we do, though grounded in scholarly research, are designed to appeal to non-scholarly audiences. University museums typically reside in academic departments and serve university audiences. Often, those museums are small, under-funded and under-visited, because they do not represent critical lines of business for universities.*

*Finally, as a small agency, History Colorado enjoys relatively low overhead costs, which means that a high percentage of our appropriated, contributed and earned income directly supports grants, programs, exhibits and services. Further, within the confines of the state system, History Colorado is able to respond fairly nimbly to changing audience needs and market realities, and this is important. History Colorado has an opportunity available to few other agencies to create a sustainable financial model that successfully leverages the state's investment to maximize new revenue sources and to contribute to the economic vitality of the communities History Colorado serves. If it were to be subsumed into a much larger organization, History Colorado's impact might actually be diminished, rather than enhanced and limited resources expended on indirect payments rather than investments in operations and programming enjoyed by the general public.*

226. Is lease revenue from the gift store being used to fund the vacant FTE in the History Colorado decision item? If not, how is the lease revenue spent?

*Yes, the earned revenue that is deposited in Fund 509 will be used to fill 4.5 vacant FTE positions already available in the total 14.5 FTE noted below in the table that were formerly used to staff the bookstore located at 13th and Broadway and available to fill based on enterprise activities. No additional FTE are requested. The agency is requesting increased spending authority to fund salaries and operating costs associated with the positions already included in the Long Bill.*

Earned Revenue Projection FY-13 in Each Fund Source

| | **FY2012 Appropriation** | **FY2013 Request** | **Change** |
|---|---|---|---|
| **Fund 401** | | | |
| Earned Revenue | $ 1,177,013 | $ 2,060,280 | $ 883,267 |
| FTE | 91.90 | 95.4 | 3.5 |
| | | | |
| **Fund 509** | | | |
| Earned Revenue | $ 1,553,672 | $ 1,757,535 | $ 203,863 |
| FTE | 14.50 | 14.50 | |
| | | | |
| Total Revenue Amount | | | $1,087,130 |

Revenue Source

| | Fund 401 | Fund 509 | Total |
|---|---|---|---|
| **Colorado History Center** | | | |
| Admission | $ 882,540 | | $ 882,540 |
| Group Sales | $ 82,918 | | $ 82,918 |
| Catering & Liquor | | $ 113,800 | $ 113,800 |
| Membership | | $ 467,790 | $ 467,790 |
| Rentals | $ 346,850 | | $ 346,850 |
| Restaurant and Retail | $ 93,564 | | $ 93,564 |
| Gifts/donations | $ 18,000 | $ 20,500 | $ 38,500 |
| Other Revenue | $ 14,858 | $ 164,950 | $ 179,808 |

| | | | |
|---|---|---|---|
| Education Programs | | $ 241,995 | $ 241,995 |
| **OAHP fees** | $ 67,500 | | $ 67,500 |
| **Regional Museums** | | | |
| Admission | $ 125,000 | | $ 125,000 |
| Rentals | $ 429,050 | | $ 429,050 |
| Store Sales | | $ 223,500 | $ 223,500 |
| **Contributed Support** | | $ 525,000 | $ 525,000 |
| **Total** | **$2,060,280** | **$1,757,535** | **$3,817,815** |

*Fund 509*

*Division salary and benefit costs*

- *Marketing/Sales/Public Relations (3.5 FTE) $152,830*
- *Education (1 FTE) $51,033*

*Staff detail*

*Marketing/Public Relations Division*

- *Membership Coordinator (1FTE) $54,308*
- *Group Sales Manager (1FTE)$33,800*
- *Point-of-Sales System Administrator (1 FTE) $33,800*
- *Rental Manger (.5 FTE) $16,900*

*Education Division*

- *Colorado Field Trip.org Director (1FTE) $45,425*

*Total salary cost including benefits in Fund 509 are calculated to be $178,625*

*Operational Costs: $25,238*

| | |
|---|---|
| *Supplies $500 x 4.5=* | *$ 2,250* |
| *Computer $900 x 4.5 =* | *$ 4,050* |
| *Office Suite Software $330 x 4.5 =* | *$ 1,485* |
| *Office equipment $3,428.5 x 4.5 =* | *$15,428* |
| *Telephone $450 x 4.5 =* | *$ 2,025* |
| | *$25,238* |

*Total $203,863*

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**ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED**

**QUESTIONS COMMON TO ALL DEPARTMENTS**

Please provide:

227. What is the Department's entire Information Technology (IT) budget for FY 2011-12 and FY 2012-13? Does the Office of Information Technology (OIT) manage the Department's entire IT budget? If not, what IT activities is the Department managing separate from OIT and what percentage is that of the entire IT budget for the Department for FY 2011-12 and FY 2012-13? Of the IT activities the Department still manages outside of OIT, what could be moved to OIT?

*Nearly all IT-related personnel appropriations have been consolidated into the Governor's Office of Information Technology (OIT). IT-related professional services and operating expense budgets continue to reside in departments' individual appropriations, and have not been consolidated into OIT. At this time, it is expected that budgets for IT professional services and operating expenses will remain in the departments' individual appropriations. However, during this fiscal year, all IT procurements will be centralized through the Office of Information Technology (the OIT Storefront). For FY 2012-13, the Executive Branch believes this represents the most efficient division of IT-related appropriations to ensure that departments maintain appropriate discretion in making technology and program decisions. The Executive Branch will consider further consolidation of IT appropriations in future fiscal years.*

*Earlier this year the department of higher education met with the state's Chief Information Security Officer and OIT senior management to begin to determine the most efficient and effective degree of consolidation given Colorado's highly decentralized public higher education system. The meetings also considered the unique data collection and management needs of the state, the institutions and national higher education data collection and use. At this point DHE retains 4.0 FTE and approximately $440,000 in IT salary and support costs. Both OIT and the department agreed that additional work was needed to make a clear assessment of current IT activities within DHE and we are in the process of identifying those areas of mutual benefit.*

*In the meantime, the department and OIT have worked together on the legislative direction to consolidate and streamline technology security planning. In addition the department is included under the* ***e-for3t*** *enterprise level data recovery and utilizes OIT email filtering.*

***History Colorado:***
*Nearly all IT-related personnel appropriations have been consolidated into the Governor's Office of Information Technology. IT-related professional services and operating expense budgets continue to reside in departments' individual appropriations, and have not been consolidated into OIT. At this time, it is expected that budgets for IT professional services*

*and operating expenses will remain in the departments' individual appropriations. However, during this fiscal year, all IT procurements will be centralized through the Office of Information Technology (the OIT Storefront). For FY 2012-13, the Executive Branch believes this represents the most efficient division of IT-related appropriations to ensure that departments maintain appropriate discretion in making technology and program decisions. The Executive Branch will consider further consolidation of IT appropriations in future fiscal years.*

*The agency's IT budget is $399,226. This has remained flat in FY 2011-12 and FY 2012-13. The agency manages it budget with input and feedback from OIT. The staff (FTE) was assigned to OIT. The agency received billing monthly for salary costs. The remaining 69% of the budget remains managed by the agency.*

*History Colorado IT budget*

| **Item** | **FY 2011-12** | **FY 2012-13** |
|---|---|---|
| Multi-use Network payment | $ 74,792 | $ 74,792 |
| GGCC Billings | $102,158 | $102,158 |
| OIT Purchased Services | $ 98,276 | $ 98,276 |
| IT Operations | $124,000 | $124,000 |
| **Total** | **$399,226** | **$399,226** |

228. What hardware/software systems, if any, is the Department purchasing independently of the Office of Information Technology (OIT)? If the Department is making such purchases, explain why these purchases are being made outside of OIT?

*DHE currently consults with OIT when making all hardware and software purchases. The department utilizes OIT's purchasing power and economies of scale when that option meets the needs of the business case and yields the best purchase price.*

***History Colorado:***
*As part of the construction cost of the new History Colorado Center, the agency is purchasing exhibit technology (hardware/software) that is not going through OIT. OIT does not provide exhibit or audio visual services that meet the business needs of History Colorado. This is a business function that is outside OIT's core focus of governmental business service support and delivery.*

**Colorado Community College System**

229. Please justify the cost of maintaining the system office.

*The CCCS system office is made up of four primary components: CCC-Online operations; centralized IT operations for all of 13 colleges in the system; Lowry Campus operations, which serves as a satellite campus for Community College of Denver and Community College of Denver; and system office admin/centralized support services.*

*CCC-Online operations serve nearly 6,000 student FTE (and over 36,000 student headcount), through a range of course offerings that are purely on-line. CCC-Online operations represent 69% percent of the employee FTE (the vast majority of which are adjunct instructors) and 41% of the costs. We believe that this is the most efficient and effective public on-line operation in the State and has received many national awards. Without this operation, many students who work or need alternative options for educational delivery will not be able to access higher ed.*

*The other major component is centralized IT operations, which represent 36% of the costs and 12% of the employee FTE. Centralized IT operations provides IT support, licenses, and maintenance of the CCCS network infrastructure, IP telephony, Banner ERP (including student, finance, and HR modules), email, web connectivity, etc. for all 13 colleges and CCC-Online. This centralization of IT was required by statute. Centralizing IT service delivery allows our colleges to operate on common IT platforms and applications saves the state a significant amount of money vs. each of our 13 colleges and CCC-online having to pay for and operate their own. It is estimated that having these IT functions decentralized among the colleges in the system would cost 2 to 3 times as much the centralized model.*

*We are also unique in that we are also charged with maintaining and operating the Lowry Campus, which is home to CCC-Online, CCD (including the dental hygiene and nursing programs), CCA (including its film school and EMT training facility) and system administration, as well as UNC and the New America School (K-12). The primary costs come from providing grounds, housekeeping, maintenance, and security for the campus. The campus was deeded to the State Board when the military base closed and designated for re-use to support educational activities. Without this campus, nearly 4,000 student FTE and 7,600 student headcount would have to be relocated in an already space-constrained environment.*

*The administration/central services component contains the system-wide community college and occupational education leadership personnel, but also centralized service provision in a number of areas, including internal audit, legal services, payroll,* *accounting, etc. The administration/central services component also acts as a fiscal conduit to the state for the Area Vocational Schools and the Local District Colleges—and does statewide program approval of Colorado Vocational Act funds to K-12 school districts. The leadership, coordination and policy-making functions of the central administrative staff along with the centralized non-IT operational staff functions create efficiencies so that not every college has to staff and operate these functions.*

230. Please justify the payroll costs for the community college system.

*The average E&G salary and benefits per employee FTE across the community college system is $38,157. As a comparison, based on budget data book information, the average E&G salary and benefits per employee FTE are $42,393 at AIMS community college. In terms of 4-year colleges, the averages range from $57,403 to $69,384. Research universities in the State can run up over $90,000 per employee FTE. We believe our payroll costs compare favorably to other two year institutions and 4-year colleges and, given the services we provide, are a significant value to the State.*

231. Does the current online instruction model allow students to attain degrees and certificates?

*Yes. Through CCCS colleges, students are able to fulfill the complete AA and AS degree programs, as well as many certificate and career Associate's degrees by taking courses in an online delivery format. Please also see previous responses to questions 35 and 36.*

232. Is the current online instruction model accredited?

*Yes. Students register for the on-line course through the colleges. CCC-online delivers the courses in a central, consortium model, but the accreditation is driven via the specific college that the student registers through.*

Appendix A

COLORADO DEPARTMENT OF
HIGHER
EDUCATION

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

# HIGHER EDUCATION STRATEGIC PLAN

FY 2012-13

**November 2011**

1560 Broadway, Suite 1600 • Denver, Colorado 80202 • (303) 866-2723
LT. GOV. JOSEPH A. GARCIA, EXECUTIVE DIRECTOR

## EXECUTIVE SUMMARY:

Since its founding, the Colorado Commission on Higher Education (CCHE) has had the responsibility for statewide strategic planning. In 2004 and beyond, however, the Colorado General Assembly passed several bills that modified the CCHE's activities in systemwide planning, ultimately culminating in Senate Bill 11-052, which formally linked statewide strategic planning with institutional performance contracts and future performance funding.

Though the CCHE's performance contracts were not expressly designed to direct resource allocation decisions, the Department of Higher Education's FY 2012-13 budget request was directly influenced by the presence of Financial Accountability Plans, which were created pursuant to Senate Bill 10-003 ("Higher Education Flexibility").

Specifically, the CCHE's FY 2012-13 budget request attempts to balance needed reductions between institutional operations and state-funded institutional financial aid in order to help sustain core programs and operations across Colorado's public institutions; to mitigate tuition increases across Colorado's student population and preserve existing institutional Financial Accountability Plans and other institutional planning tools to the extent practicable under the circumstances; and to more objectively apportion proposed reductions across institutions throughout the postsecondary system.

Throughout 2011-12, the CCHE will develop a new statewide master plan according to the directives found in Senate Bill 11-052. No later than December 1, 2012, the Department and CCHE will use this plan as the foundation for new performance contracts for public postsecondary institutions, which may be used to direct budget requests in FY 2013-14 and beyond.

## STATUTORY AUTHORIZATION:

"There is hereby established a central policy and coordinating board for higher education in the state of Colorado, to be known as the Colorado commission on higher education" – *Section 23-1-102 (2), C.R.S. (2011)*

"the department of higher education is responsible for implementing the duly adopted polices of the Colorado commission on higher education…it is the duty of the Colorado commission on higher education and the department of higher education to implement the policies of the general assembly" – *Section 23-1-101, C.R.S. (2011)*

"On or before September 1, 2012, the commission shall develop and submit to the governor and the general assembly a new master plan for Colorado postsecondary education. The commission shall collaborate with the governing boards and chief executive officers of the state institutions of higher education in developing the master plan. In addition, the commission shall take into account the final report of the higher education strategic planning steering committee appointed by the governor. In drafting the master plan, addressing the issues specified in paragraph (b) of this subsection (1.5), and establishing the goals as described in paragraph (c) of this subsection (1.5) for the state system of higher education" — *Section 23-1-108 (1.5), C.R.S. (2011)*

## MISSION STATEMENTS:

***Colorado Department of Higher Education:*** The mission of the Department of Higher Education is to improve the quality of, ensure the affordability of, and promote access to, postsecondary education for the people of Colorado. In pursuing its mission, the Department of Higher Education will act as an advocate for the students and institutions of postsecondary education and will coordinate and, as needed, regulate the activities of the state's postsecondary education institutions.

***The Colorado Commission on Higher Education:*** CCHE's mission is to provide access to high-quality, affordable education for all Colorado residents that is student-centered, quality driven and performance-based. CCHE's primary "customers" are Colorado students and citizens. CCHE is committed to providing the best quality education at the best price with the best possible service for its customers.

## VISION STATEMENT:

Higher education must fulfill its essential role in creating the conditions for a healthy state economy, a productive society and a high quality of life for the people of the state. While serving these greater societal needs, the department and the state's institutions understand that their main purpose is the rigorous instruction of students. The department, working together with the state's institutions of postsecondary education, seeks a future for Colorado in which its institutions are accountable for continued improvement in the quality, efficiency and results of postsecondary education and are adequately funded to do so.

## SUMMARY AND BACKGROUND

Since its founding in 1965, the Colorado Commission on Higher Education (CCHE) has had the responsibility for statewide strategic planning for the system of higher education. According to statute (C.R.S. 23-1-108), the CCHE is responsible for the following statewide planning activities:

- Establishing a policy-based and continuing systemwide planning, programming, and coordination process to effect the best use of available resources;
- Establishing such academic and vocational education planning as may be necessary to accomplish and sustain systemwide goals of high quality, access, diversity, efficiency, and accountability;
- Determining the role and mission of each state-supported institution of higher education within statutory guidelines;
- Establishing enrollment policies, consistent with roles and missions, at state-supported institutions of higher education as described in statute;
- Establishing state policies that differentiate admission and program standards and that are consistent with institutional roles and missions as described in statute;
- Adopting statewide affirmative action policies for the commission, governing boards, and state-supported institutions of higher education; and
- Establishing systemwide policies concerning administrative costs.

Historically, the CCHE provided a strategic planning report to the Colorado General Assembly once every four years; however, in 2004, this process was modified significantly.

With the passage of Senate Bill 04-189, the College Opportunity Fund (COF) program, the relationship between the CCHE and the postsecondary governing boards changed. As a result of Senate Bill 04-189, the traditional planning process outlined in §23-1-108 C.R.S. was replaced with the development and execution of institution-specific performance contracts. These contracts were unique in the nation and articulated specific performance targets for institutions that participated in the COF program. Following guidance found in statute, these performance contracts addressed common goals such as improvements in student retention, completion rates, and access for underserved students. The original term of the performance contracts was from 2005-2009, during which time the CCHE did not create an additional strategic plan.

In 2010, the CCHE performance contracts were extended by the CCHE. In that same year, the Colorado General Assembly passed Senate Bill 10-003, which granted institutions of higher education increased financial flexibility in return for increased accountability to ensure the ongoing access and success for students from lower and middle income families. Senate Bill 10-003 also required the CCHE to renew its historic role in master planning and prepare a formal statewide strategic plan for delivery to the Governor and General Assembly no later than December 2010.

In December 2010, the CCHE formally adopted the Higher Education Strategic Plan's (HESP) report, *The Degree Dividend*, as the foundation of its "master planning process," a process that would culminate in the development of a new statewide master plan and new performance contracts.

Finally, in 2011, the Colorado General Assembly adopted Senate Bill 11-052, a bill that directed the CCHE to (1) extend the terms of the existing performance contracts through December 2012, to (2) prepare and deliver a formal master plan for higher education no later than September 2012, and (3) to prepare new performance contracts for higher education systems, using the newly adopted master plan as the basis for the contracts, by December 2012. And, unlike previous statewide performance plans or contracts, those created by way of Senate Bill 11-052 must eventually be used for the introduction of performance funding.

Today, the CCHE is in the process of developing a new statewide master plan according to the directives found in Senate Bill 11-052. Nonetheless, while this process is underway and will ultimately culminate in the creation of a new state plans, performance contracts, and a performance-based funding system, collectively, the existing performance contracts and financial accountability plans provide accountability to the system of higher education and have helped guide the CCHE's resource allocation decisions.

In the balance of this report, information on current and future strategic plans for higher education, their effect, and their use in the budgeting process will be presented. The first section will address student access and success, the primary focus of the state's performance contracts. The second section will address financial accountability pursuant to Senate Bill 10-003. The final section will concern the process currently underway by the CCHE to respond to Senate Bill 11-052 by creating a new statewide master plan and new performance contracts, which will be used for performance funding.

## INSTITUTION-SPECIFIC ROLE AND MISSION AND STRATEGIC PLANS:

CCHE through the Department of Higher Education acts as the central policy and coordinating organization for Colorado's public colleges and universities. As a coordinating body, CCHE does not direct institutional planning. Each governing board, local district junior college and area vocational school has a unique statutory role and mission and develops individual strategic and operating plans approved by its respective governing board.

# Colorado Department of Higher Education
## Strategic Planning and Performance Goals required through Legislation

Legislative Timeline

**Senate Bill 11-052**

**Senate Bill 10-003**

**House Bill 10-1119**

**Senate Bill 04-189**

| YEAR | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| Bill | What it does | Implications and Outcomes |
|---|---|---|
| **Senate Bill 04-189 (Higher Education)** | Created the College Opportunity Fund System and established Performance Contracts between the Governing Boards and the Colorado Commission on Higher Education. | COF system was intended to fund Governing Boards on a more market based approach. Students would receive benefits through the stipend as well as through fee-for-service contracts for services purchase by the state from the colleges. Established performance criteria and annual reporting. |
| **Senate Bill 10-003 (Higher Education Flexibility)** | Suspended tuition appropriations from FY 11-12 to FY 15-16. Requires Governing Boards to submit Financial Accountability Plans to the CCHE for approval in instances of increasing tuition for resident undergraduate students above 9%. The Financial Accountability Plans are required to describe the strategies that institutions will implement to ensure access and affordability. | In the midst of declining state support for public institutions of higher education, this legislation provides institutions with an opportunity to adjust tuition rates and plan for the future. |
| **House Bill 10-1119 (SMART Government Act)** | Created process and requirements for development of Departmental Strategic Plans. | Repealed the statute related to zero-based budgeting. Enacted sections requiring Departments to develop strategic plans to be included in the annual budget process with the general goal of linking funding to programmatic outcomes. |
| **Senate Bill 11-052 (Goals for Higher Ed System)** | Extends existing performance contracts to December 1, 2012. Charges CCHE to work collaboratively with the governing boards and colleges in developing overall statewide goals for higher education. These statewide goals for higher education are to be included in a new master plan for higher education by September 1, 2012.<br><br>The new master plan for higher education shall be implemented through the renegotiated Performance Contracts between the Governing Boards and CCHE by December 1, 2012.<br><br>Establishes this framework as the basis for performance funding in the future. | Formally integrates the new master plan for higher education and the renegotiated Performance Contracts between the Governing Boards and the CCHE.<br><br>Introduced performance-based funding mechanism into higher education finance policy.<br><br>Extends performance contracts to all public institutions of higher education. |

**LEADING PERFORMANCE INDICATORS FOR PUBLIC HIGHER EDUCATION IN COLORADO**

1. Student Retention (Performance Contract Goal)

| Fall Retention Rates | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[2]** | 48.7% | 50.1% | 54.9% | 53.2% | 58.2% | 55.3% |
| **4-Year Colleges** | 73.3% | 72.5% | 74.3% | 75.3% | 75.0% | 75.7% |
| **Statewide Average** | 67.4% | 72.6% | 69.5% | 70.6% | 71.3% | 70.6% |

2. Graduation Rates (Performance Contract Goal)

| Graduation Rates | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 25.8% | 21.4% | 23.4% | 24.8% | 22.5% | 20.8% |
| **4-Year Colleges** | 55.6% | 56.0% | 58.3% | 57.7% | 57.7% | 57.2% |
| **Statewide Average** | 47.9% | 46.0% | 49.0% | 49.8% | 48.8% | 49.3% |

3. Minority Student Enrollment (Performance Contract Goal)

| Fall Minority Enrollment | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 26.3% | 28.3% | 27.7% | 26.3% | 27.5% | 28.9% |
| **4-Year Colleges** | 17.5% | 17.7% | 18.3% | 18.3% | 19.1% | 20.7% |
| **Statewide Average** | 20.5% | 21.2% | 21.5% | 21.1% | 22.3% | 23.9% |

4. Low-income Enrollments (Pell Grant Recipients; Performance Contract Goal)

| Pell Eligible Enrollment[3] | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 40.5% | 40.9% | 33.6% | 33.6% | 32.1% | 42.8% |
| **4-Year Colleges** | 20.8% | 19.8% | 18.7% | 18.5% | 18.2% | 23.1% |
| **Statewide Total** | 27.5% | 26.8% | 23.7% | 23.6% | 23.3% | 30.8% |

[2] Data for "2-Year Colleges" includes the Colorado Community College System only. Local District Junior Colleges did not participate in the College Opportunity Fund program between 2004-2011.
[3] Note: Pell eligibility limits based on EFC 9-month calculation changed in the following ways between 2006 – 2010: EFC limit = $3,850 (2006-08), $4,041 (2009) $4,617 (2010).

5. Increased Institutional Financial Aid (Financial Accountability Plan Goal):

| Fiscal Year | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|---|
| Total Public Institutional Financial Aid | 89,062,661 | 102,620,315 | 138,113,409 | 139,209,125 | 165,478,388 | 195,859,445 | 222,121,166 | 241,582,016 |
| | | | | | | | | |
| Dollar Change from Prior Fiscal year | - | 13,557,654 | 35,493,094 | 1,095,716 | 26,269,263 | 30,381,057 | 26,261,721 | 19,460,850 |
| Percent Change from Prior Fiscal Year | - | 15.2% | 34.6% | 0.8% | 18.9% | 18.4% | 13.4% | 8.8% |
| | | | | | | | | |
| Cummulative Dollar Change from FY 2003-04 | - | 13,557,654 | 49,050,748 | 50,146,464 | 76,415,727 | 106,796,784 | 133,058,505 | 152,519,355 |
| Cummulative Percent Change from FY 2003-04 | - | 15.2% | 55.1% | 56.3% | 85.8% | 119.9% | 149.4% | 171.2% |

## PERFORMANCE INDICATORS: STUDENT ACCESS AND RETENTION (SENATE BILL 04-189)

Senate Bill 04-189 charged the CCHE with negotiating performance contracts with the COF participant governing boards. These contracts were signed in 2004 following the enactment of this legislation.

The performance contracts were created to track agreed upon measurable goals pertaining to the desired policy and program outcomes for the participating public institutions of higher education. Each one of the performance contracts is individually tailored to the specific governing board's unique role and mission; however, most performance contracts include several common performance measures, principally in areas related to student access and success. Examples of generally consistent performance measures found in the performance contracts include the following:

- Retention Rates (cohort rates);
- Graduation Rates (cohort rates);
- Minority Enrollments (absolute numbers); and,
- Low-Income Enrollments (i.e., Pell Grant recipients; absolute numbers)

**Table One: Retention Rates, 2004-05 to 2009-2010**

| Fall Retention Rates | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 48.7% | 50.1% | 54.9% | 53.2% | 58.2% | 55.3% |
| **4-Year Colleges** | 73.3% | 72.5% | 74.3% | 75.3% | 75.0% | 75.7% |
| **Statewide Average** | 67.4% | 72.6% | 69.5% | 70.6% | 71.3% | 70.6% |

*Source: SURDS Enrollment Reports*

**Table Two: Graduation Rates, 2005-2010**

| Graduation Rates | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 25.8% | 21.4% | 23.4% | 24.8% | 22.5% | 20.8% |
| **4-Year Colleges** | 55.6% | 56.0% | 58.3% | 57.7% | 57.7% | 57.2% |
| **Statewide Average** | 47.9% | 46.0% | 49.0% | 49.8% | 48.8% | 49.3% |

*Graduate within 6 years at 4-Year Colleges; Graduate within 3 years at 2-Year Colleges*
*Source: SURDS Enrollment Reports*

**Table Three: Minority Enrollment, 2005-2010**

| Fall Minority Enrollment | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 26.3% | 28.3% | 27.7% | 26.3% | 27.5% | 28.9% |
| **4-Year Colleges** | 17.5% | 17.7% | 18.3% | 18.3% | 19.1% | 20.7% |
| **Statewide Average** | 20.5% | 21.2% | 21.5% | 21.1% | 22.3% | 23.9% |

*Total Undergraduate Headcount*
*Source: SURDS enrollment reports*

**Table Four: Low-income Enrollments (Pell Grant Recipients), 2005 - 2010**

| Pell Eligible Enrollment | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|
| **2-Year Colleges[1]** | 40.5% | 40.9% | 33.6% | 33.6% | 32.1% | 42.8% |
| **4-Year Colleges** | 20.8% | 19.8% | 18.7% | 18.5% | 18.2% | 23.1% |
| **Statewide Total** | 27.5% | 26.8% | 23.7% | 23.6% | 23.3% | 30.8% |

*Low-income based on EFC 9-month calculation, less than or equal to $3850 (2006-08) $4041 (2009) $4617 (2010).*
*Source: SURDS financial aid reports.*

Institution specific data related to the above mentioned goals are available in Addendum A.

On March 5, 2010, the Commission adopted a workplan in which staff were directed to prepare a review of the Performance Contracts that were established per Senate Bill 04-189 (and subsequently modified pursuant to Section 23-5-129 C.R.S.). Between April and October 2010, Department staff reviewed each of the ten performance contracts. In October 2010, department staff presented findings to CCHE for discussion. Summary findings of this report are presented in Addendum B.

Importantly, though the original performance contracts were set to expire in 2010, Senate Bill 11-052 extended them again, this time through December 1, 2012. Department staff are in the process of collecting current year data pursuant to the provisions of the performance criteria found in the performance contracts. On or before December 1, 2012, the CCHE must execute new performance contracts with each campus governing board. These contracts must be based on the new master plan for higher education, which will be adopted no later than September 1, 2012.

***Implications of Performance Contracts:*** At the time of their creation, Colorado's performance contracts were unique in the United States. Only one other state (Virginia) had considered using contracts to articulate and promote state goals. After six years with performance contracts, the CCHE has learned a good deal about their utility and shortcomings (see Addendum B).

The performance contracts proved to be a valuable tool for distinguishing institutional roles and missions and articulating performance goals in light of the unique attributes of each campus. Performance contracts were also helpful to the CCHE because they attempted to present state goals in an unambiguous way. Finally, performance contracts were useful as they allowed campuses to negotiate specific goals for their institutions rather than assume that state goals would simply be fitted to institutional environments.

In spite of their promising attributes, the performance contracts signed in 2004 have several limitations. First, the provisions in the contracts specified performance for cohorts of students, specifically, first-time, full-time students. The result is that data used to evaluate institutions is biased toward traditional aged students at residential campuses who do not transfer prior to completing, thus limiting the utility of the performance contracts for campuses that serve non-traditional or transfer students. Today's CCHE is much less focused on retention and graduation rates (because these figures relate to certain cohorts of students and not all students) and is instead much more focused on targeting overall completion—in remediation, in transitions (transfer), and of an academic credential.

Second, while the institutions operating under performance contracts diligently supplied data and reports to the Department pursuant to the requirements of the contracts, the CCHE did not formally use this information in the budgeting process. In large part, this was the result of a structural design feature of the contracts. Specifically, the contracts neither articulated the ways in which the CCHE could use institutional performance related information in the budget process nor outlined any fiscal penalties for not meeting performance objectives. As will be discussed later, the next series of performance contracts, which will be executed no later than December 1, 2012, must be used for performance funding decisions. Moreover, the level of performance funding is known: 25% of all new revenue above $650 million after "restored level of general fund support" (i.e., $706 million) has been reached (23-1-108(1.9)(c)(I) C.R.S.)

Finally, the performance contracts were not tied to a statewide master plan or statewide goals. The result is that the sum total of the goals in each institution's performance contract do not culminate into a common statewide target. This design flaw was addressed in Senate Bill 10-052, which requires that the CCHE first adopt a statewide master plan, and then execute performance contracts based upon the goals adopted for implementation of the master plan. The resulting harmonization of the statewide plan and performance contracts will ensure that the campuses and the CCHE are in synch regarding statewide priority goals.

## PERFORMANCE INDICATOR: FINANCIAL ACCOUNTABILITY (SENATE BILL 10-003)

In 2010, the Colorado General Assembly passed Senate Bill 10-003 as a way to provide immediate financial flexibility to Colorado's higher education system in light of rapidly diminishing state revenues and the expiration of assistance from the American Recovery and Reinvestment Act (ARRA), funds from which had been used extensively for higher education. Senate Bill 10-003 provided individual governing boards with the authority to set tuition for a period of five years, from FY 2011-12 to FY 2015-16. During this timeframe, governing boards are able to raise tuition by up to nine percent over the previous year. Governing Boards were given the authority to raise tuition beyond nine percent in return for accepting additional transparency and accountability by way of a Financial Accountability Plan (FAP).

According to Senate Bill 10-003, governing boards are required to use FAPs to explain the need for projected tuition increases for resident students above nine percent per year as well as demonstrate how their institution or institutions will remain accessible to Colorado's low and middle income students by way of increased institutional financial aid. In other words, the primary metric for demonstrating fulfillment of Senate Bill 10-003 is the amount of institutional financial aid will be provided to eligible students compared to the rate of tuition increases.

In summer 2010, Commission received proposed FAPs from 9 governing boards. On November 2, November 23, and December 1, 2010, the CCHE held public hearings to discuss each governing board's proposed plan. Several FAPs were revised to fulfill recommended improvements requested by the CCHE. The FAPs were approved at the November 4 and December 7 CCHE meetings (see Table Five below), some for five years, others for two (FY12 & FY13).

Table Five below provides an overview of the amount each governing board planned to provide in institutional financial aid compared to its tuition request for FY11-12. The information was taken from the institution's FAP, which was submitted to the CCHE in October 2010 and approved in November/December of the same year. The plan for increasing institutional financial aid was based on an assumption of state funding of $555 million. Since state funding was decreased to $519, institutional financial aid may have decreased from the plan documented in the FAP.

**Table Five: Tuition Increases and Financial Assistance Found in Financial Accountability Plans, by Institution, 2011-12.**

| Institution | FY11-12 Tuition Increase | Planned increase in institutional financial aid resulting from increased tuition |
|---|---|---|
| Adams State College | 12.2% | Increase by $202,000 in FY11-12 and by a similar amount each fiscal year thereafter. |
| Colorado Community College System | 10.0% | 20% of increased tuition revenue to institutional aid for students at 150% of Pell EFC and below. |
| Colorado State University System | 20.0%-CSU<br><br>12.9%-CSU-P | Increase institutional aid by $9 million in FY11-12. |
| Colorado Mesa University | 5.5% | Increase institutional aid by $610,081 in FY11-12. |
| Fort Lewis College | 19.8% | Institutional aid to cover 100% of tuition increase above 9% for Pell eligible students; 75% of tuition increase above 9% for level 1, not Pell eligible students (between 101% and 150% of EFC for Pell); and 50% of tuition increase above 9% for level 2 students (between 151% and 200% of EFC for Pell). Total increase in institutional aid is estimated at $630,000. |
| Metro State College | 22.6% | Increase institutional aid by $3.3 million in FY11-12. |
| University of Colorado System | 9.0% - UCD<br><br>7.2%-UCCS<br><br>9.3%-UCB | Increase institutional aid by $4.1 million in FY11-12. |
| University of Northern Colorado | 13.2% - 24.8%<br>Depending on course differential | 25% of increased tuition revenue to institutional aid. |
| Western State College | 14.6% | 25% of increased tuition revenue to institutional aid. |

*Note: The Colorado School of Mines did not submit a Financial Accountability Plan and did not increase tuition above 9% in FY11-12. Therefore, they were not required to submit a plan for increasing institutional financial aid.*
*EFC = Estimated Family Contribution*

***Use of FAPs for FY 2012-13 budgeting:*** Unlike the performance Contracts, which were not expressly used for budgeting purposes, the FAPs were related to the Governor's FY 2012-13 budget request. The FAPs provided a degree of flexibility for planning the absorption of a $61 million reduction in general fund revenues (approximately equal to 10 percent of the total remaining general fund revenue in FY 2011-12, a 30 percent cumulative reduction since FY 2009-10).

After consulting with the governing boards, a decision was made to divide the proposed reduction in general fund appropriations nearly equally across general operating revenue and student need-based financial aid. This decision was made because of the presence of FAPs. In other words, the Department and the CCHE proposed a method that would attempt to preserve the agreed upon tuition flexibility and operating assumptions along with proposed increases in institution-based student financial assistance because of the predicted impacts on campuses and students articulated in the FAPs. In this way, the Department and the CCHE believed that this would both preserve the integrity of the operating agreements with the governing boards and mitigate the negative financial impact on students with demonstrated need to the greatest extent possible under the circumstances.

**Table Six: Change in Institutional Financial Aid at Public Institutions of Higher Education in Colorado, FY 2003-04 to FY 2010-11.**

| Fiscal Year | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|---|---|---|---|---|
| Total Public Institutional Financial Aid | 89,062,661 | 102,620,315 | 138,113,409 | 139,209,125 | 165,478,388 | 195,859,445 | 222,121,166 | 241,582,016 |
| | | | | | | | | |
| Dollar Change from Prior Fiscal year | - | 13,557,654 | 35,493,094 | 1,095,716 | 26,269,263 | 30,381,057 | 26,261,721 | 19,460,850 |
| Percent Change from Prior Fiscal Year | - | 15.2% | 34.6% | 0.8% | 18.9% | 18.4% | 13.4% | 8.8% |
| | | | | | | | | |
| Cummulative Dollar Change from FY 2003-04 | - | 13,557,654 | 49,050,748 | 50,146,464 | 76,415,727 | 106,796,784 | 133,058,505 | 152,519,355 |
| Cummulative Percent Change from FY 2003-04 | - | 15.2% | 55.1% | 56.3% | 85.8% | 119.9% | 149.4% | 171.2% |

## FUTURE PERFORMANCE INDICATORS

On December 2, 2010, the CCHE adopted a “master planning process” that included three primary components:

1. Adopting a comprehensive strategic plan, the *Degree Dividend*;
2. Narrowing strategies to develop specific institutional level plans to be completed by no later than December 31, 2011; and,
3. Ongoing evaluation to maintain accountability and to address changing conditions.

Several months later, the Colorado General Assembly passed Senate Bill 11-052, which requires that the CCHE to adopt a new statewide master plan by September 1, 2012 and then execute new performance contracts for public institutions of higher education on or before December 1, 2012[4]. It should also be noted that these new contracts will be extended to include some public institutions of higher education that do not currently have performance contracts, including the Local District Junior Colleges (Aims Community College and Colorado Mountain Colleges) as well as the Area Vocational Schools.

Since the end of the 2011 legislative session, the Department and the CCHE have fulfilled the requirements of Senate Bill 11-052 through thoughtful and deliberate work planning to meet the September 1, 2012 deadline for the delivery of a statewide master plan.

In July 2011, the Department held professionally facilitated focus groups with key stakeholders in the state to examine the findings of “*The Degree Dividend*” and discuss what impact, if any, the findings would have on the statewide master plan. Those stakeholders included:

- Chief Academic Officers and campus faculty;
- Chief Student Services Officers and campus staff;
- Chief Financial Officers and campus staff;
- Legislators;
- External Stakeholders (including nonprofit leaders, scholarship programs, outreach programs, and affinity groups); and
- Student Leaders (this focus group was held in October).

The feedback collected from these stakeholder focus groups has been, and will continue to be used to help guide the CCHE in crafting the statewide master plan and framing new performance contracts. Both of these processes will be developed and used in tandem with the development of the department strategic plan.

[4] The Colorado School of Mines has an alternative performance contract articulated in statute which is required to take into consideration of the new master plan for higher education created in Senate Bill 11-052.

Following the focus group stage, the CCHE held a planning retreat at Fort Lewis College in Durango, Colorado on August 4th and 5th. The objective of this retreat was to begin the process of identifying the preliminary goals of the CCHE's statewide master plan, which would then be more broadly discussed and refined with the assistance and full participation of the institutions and the larger postsecondary community.

Following a presentation from the National Center for Higher Education Management System (NCHEMS, a contractor of the Department of Higher Education), a review of Colorado's four previous master plans as well as other states' current master plans, consideration of constituent feedback collected by the retreat facilitator (Engaged Public), and an exhaustive conversation about the priorities identified in *The Degree Dividend*, the CCHE worked to formulate the ***preliminary*** objectives for the 2012 master plan.

Using the framework found in *The Degree Dividend*, the CCHE arrived at four ***preliminary*** goals for its 2012 master plan. The CCHE emphasized that these goals are a starting place for a thoughtful conversation with the stakeholders of higher education to arrive at agreed upon measures and may be further refined as the CCHE and the Department move forward in the coming months of work to meet the September 1, 2012 statutory deadline. The following identify the CCHE ***preliminary*** goals for the 2012 master plan.

> **Goal One:** ***Increase degree attainment*** across Colorado in order to meet future workforce demands. The objective of this goal is to identify projected workforce demand, net of the in-migration of talent to the state, which could be used to both benchmark the state's needs and evaluate future progress.
>
> **Goal Two:** ***Close gaps in degree attainment*** among students from traditionally underserved communities, in particular, Latinos, students from rural communities, and students from lower socioeconomic households.
>
> **Goal Three:** ***Improve outcomes in remedial education*** by successfully aligning the state's postsecondary admission and remedial policies with the state's K-12 system, by assisting the state's school districts in identifying and addressing students' developmental needs before graduating from high school, and by scaling up successful innovations in remedial/developmental placement and instruction.
>
> **Goal Four:** ***Pursue public funding*** that will allow public institutions of higher education to meet projected enrollment demands while maintaining current productivity efficiencies. In addition, pursue public funding to lower the burden on students by achieving a mix of revenues that equals 50 percent state funds and 50 percent tuition and fees.

Importantly, while remaining very mindful of the current fiscal conditions in the state and on public campuses, the Commission noted that the potential inability of the state to meet this last goal in the near term should not invalidate the previous three goals. In other words, the CCHE argued that each of the goals should be treated as independent of one another.

Background statistics for each of the goals mentioned in this section are available in Appendix C.

***Next Steps:*** On December 2, 2011, the CCHE is hosting a statewide summit with the chairperson of each governing board, campus chief executive officers, members of the CCHE advisory committee, and DHE staff, to discuss and, it is hoped, settle on the goals for the state's next master plan and future performance contracts. This meeting will be held at the Auraria Higher Education Center in Denver.

In preparation for that event, at regular CCHE meetings, staff at the Department are preparing information for the CCHE that will begin to more fully explicate the challenges and opportunities in the proposed goals as well as provide examples of how such goals might be reflected in performance targets and/or questions for further discussion.

As was mentioned previously, the statewide goals for higher education are intended to be utilized by the Department in the development of its master plan, its performance contracts, and will eventually fulfill the "performance-based goals" as described in 2-7-202 (9), C.R.S.

The Department is very pleased with the level of engagement and commitment from the institutions of higher education, the CCHE members, as well as the administrators and faculty on each respective campus.  While we all understand the fiscal challenges in the state, the state's system of higher education is a tremendous asset and one of the principal economic drivers of the state.

Despite the reality that higher education will most likely continue to play a role in balancing the state budget, the Department remains deeply committed to improving higher education in Colorado and trusts that the General Assembly recognizes the vital social, cultural, and economic roles the system plays for the state and communities served by Colorado's public college and universities.

## ADDENDUM A: INSTITUTION SPECIFIC PERFORMANCE ON SELECTED CRITERIA, 2005-2010

**Table Seven: Retention Rates[5] (2005-2010)**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Adams State College** | **Goal: 60.9% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 55.5% | 54.9% | 55.4% | 51.1% | 56.5% | 60.3% |
| | | | | | | | |
| **Colorado Community College System** | **Goal: 54.4% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 48.7% | 50.1% | 54.9% | 53.2% | 58.2% | 55.3% |
| | | | | | | | |
| **Colorado Mesa University** | **Goal: 72.0% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 66.8% | 68.4% | 72.2% | 70.7% | 73.9% | 65.5% |
| | | | | | | | |
| **Colorado School of Mines** | **Goal: 60.0% per C.R.S.** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 82.1% | 83.4% | 80.3% | 83.6% | 89.0% | 87.4% |
| | | | | | | | |
| **Colorado State-Fort Collins** | **Goal: 85.1% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 83.1% | 82.0% | 82.0% | 83.0% | 82.8% | 83.1% |
| | | | | | | | |
| **Colorado State-Pueblo** | **Goal: 67.0% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 59.2% | 61.3% | 63.0% | 65.6% | 65.6% | 63.6% |
| | | | | | | | |
| **Fort Lewis College** | **Goal: 57.5% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 58.0% | 57.6% | 56.0% | 58.5% | 60.3% | 62.0% |
| | | | | | | | |
| **Metro State College** | **Goal: 62.8% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 61.0% | 62.0% | 68.0% | 67.0% | 67.0% | 66.6% |
| | | | | | | | |
| **University of Colorado-Boulder** | **Goal: 88.0% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 82.4% | 84.3% | 83.2% | 83.9% | 82.7% | 84.7% |
| | | | | | | | |
| **University of Colorado-Colorado Springs** | **Goal: 72.0% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 66.9% | 64.6% | 69.1% | 71.4% | 67.3% | 68.1% |
| | | | | | | | |
| **University of Colorado-Denver** | **Goal: 72.0% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 71.1% | 71.1% | 72.1% | 70.8% | 69.6% | 73.2% |
| | | | | | | | |
| **University of Northern Colorado** | **Goal: 71.0% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 71.4% | 68.0% | 66.2% | 70.5% | 68.4% | 69.2% |
| | | | | | | | |
| **Western State College** | **Goal: 60.0% by 2008** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** |
| | **Actual** | 57.9% | 61.0% | 59.2% | 61.3% | 54.4% | 59.1% |

[5] Retention Rates are based First Time (in fall), Full Time, degree seeking undergrads, all ages excludes exclusive extended studies students, retained the following fall at the same institution. Actual data is based on institutional supplied data or SURDs data. In some instances where institutional supplied data is not currently available, SURDs data has been incorporated. Institution supplied data may be updated.

**Table Eight: Graduation Rates[6] (2005-2010)**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Adams State College | Goal: 30.4% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 32.0% | 29.0% | 36.7% | 29.6% | 31.3% | 24.8% |
| | | | | | | | |
| Colorado Community College System | Goal: 21.2% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 25.8% | 21.4% | 23.4% | 24.8% | 22.5% | 20.8% |
| | | | | | | | |
| Colorado Mesa University | Goal: 34.0% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 28.0% | 33.0% | 33.0% | 35.0% | 25.9% | 26.3% |
| | | | | | | | |
| Colorado School of Mines | Goal: 60.0% per C.R.S. | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 67.3% | 68.9% | 67.6% | 71.7% | 67.2% | 64.1% |
| | | | | | | | |
| Colorado State-Fort Collins | Goal: 63.6% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 64.0% | 66.0% | 66.0% | 64.0% | 63.4% | 63.4% |
| | | | | | | | |
| Colorado State-Pueblo | Goal:31.8% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 38.3% | 32.7% | 42.3% | 39.3% | 27.4% | 30.4% |
| | | | | | | | |
| Fort Lewis College | Goal: 32.0% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 27.8% | 32.0% | 29.7% | 33.0% | 33.9% | 37.8% |
| | | | | | | | |
| Metro State College | Goal:21.8% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 20.0% | 24.0% | 23.0% | 21.0% | 20.6% | 20.5% |
| | | | | | | | |
| University of Colorado-Boulder | Goal: 71.0% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 69.5% | 68.4% | 70.9% | 70.3% | 70.4% | 71.5% |
| | | | | | | | |
| University of Colorado-Colorado Springs | Goal: 42.0% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 47.7% | 48.8% | 51.8% | 53.8% | 52.4% | 53.0% |
| | | | | | | | |
| University of Colorado-Denver | Goal: 42.0% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 49.4% | 44.0% | 48.0% | 46.7% | 51.9% | 50.7% |
| | | | | | | | |
| University of Northern Colorado | Goal: 49.0% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 45.8% | 48.8% | 49.8% | 49.9% | 49.3% | 46.4% |
| | | | | | | | |
| Western State College | Goal: 31.8% by 2008 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| | Actual | 36.3% | 31.5% | 37.0% | 36.8% | 39.0% | 34.4% |

[6] Graduation Rates are based on First Time Fall, Full Time, Degree Seeking UG, all Ages, excludes extended studies students. 6 year graduation rate (150%) at original 4 year institution and 3 year graduation rate (150%) at original 2 year institution. Actual data is based on institutional supplied data or SURDs data. In some instances where institutional supplied data is not currently available, SURDs data has been incorporated. Institution supplied data may be updated.

**Table Nine: Minority Enrollments[7] (2005-2010)**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Adams State College** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 896 | 890 | 920 | 896 | 982 | 1,128 |
| | | | | | | | |
| **Colorado Community College System** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 18,318 | 19,038 | 19,064 | 18,912 | 23,011 | 27,149 |
| | | | | | | | |
| **Colorado Mesa University** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 764 | 865 | 919 | 946 | 1,044 | 1,458 |
| | | | | | | | |
| **Colorado State-Fort Collins** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 2,985 | 3,050 | 3,648 | 3,273 | 3,406 | 3,655 |
| | | | | | | | |
| **Colorado State-Pueblo** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 1,415 | 1,363 | 1,460 | 1,705 | 1,873 | 1,953 |
| | | | | | | | |
| **Fort Lewis College** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 1,025 | 1,001 | 1,058 | 1,028 | 1,084 | 1,238 |
| | | | | | | | |
| **Metro State College** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 5,006 | 4,961 | 5,039 | 5,292 | 5,587 | 6,946 |
| | | | | | | | |
| **University of Colorado-Boulder** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 4,200 | 4,276 | 4,282 | 4,345 | 4,497 | 4,805 |
| | | | | | | | |
| **University of Colorado-Co. Springs** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 1,359 | 1,377 | 1,382 | 1,442 | 1,597 | 1,864 |
| | | | | | | | |
| **University of Colorado-Denver** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 3,177 | 3,386 | 3,497 | 3,675 | 4,015 | 4,412 |
| | | | | | | | |
| **University of Northern Colorado** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 1,835 | 1,818 | 1,687 | 1,690 | 1,805 | 2,096 |
| | | | | | | | |
| **Western State College** | **Goal: Increase by 2008** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** |
| | **Actual** | 197 | 199 | 198 | 186 | 179 | 169 |

[7] Minority Enrollments are based on fall headcount of the following self identified ethnic groups including Asian, Native Americans, Black non-Hispanic and Hispanic students.

**Table Ten: Low-Income Enrollments[8] (2005-2010)**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Adams State College** | **Goal: Increase by 2008** | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** |
| | **Actual** | 1,785 | 1,424 | 1,464 | 1,530 | 1,572 | 1,974 |
| | | | | | | | |
| **Colorado Community College System** | **Goal: Increase by 2008** | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** |
| | **Actual** | 28,187 | 27,603 | 22,976 | 23,984 | 27,309 | 40,304 |
| | | | | | | | |
| **Colorado Mesa University** | **Goal: Increase by 2008** | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** |
| | **Actual** | 3,511 | 3,471 | 3,143 | 2,941 | 2,677 | 3,978 |
| | | | | | | | |
| **Colorado State-Fort Collins** | **Goal: Increase by 2008** | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** |
| | **Actual** | 5,404 | 5,037 | 4,879 | 4,999 | 5,205 | 6,300 |
| | | | | | | | |
| **Colorado State-Pueblo** | **Goal: Increase by 2008** | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** |
| | **Actual** | 2,161 | 2,044 | 1,920 | 1,828 | 2,009 | 2,523 |
| | | | | | | | |
| **Metro State College** | **Goal: Increase by 2008** | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** |
| | **Actual** | 8,818 | 8,770 | 8,562 | 8,867 | 9,604 | 13,232 |
| | | | | | | | |
| **University of Northern Colorado** | **Goal: Increase by 2008** | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** |
| | **Actual** | 3,000 | 2,825 | 2,551 | 2,400 | 2,387 | 3,287 |
| | | | | | | | |
| **Western State College** | **Goal: Increase by 2008** | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** |
| | **Actual** | 636 | 613 | 524 | 498 | 463 | 585 |

[8] Low-Income Enrollments are based on the Estimate Family Contribution 9-month calculation, less than or equal to $3,850 (2005-08), $4,041 (2009), $4,617 (2010).

## ADDENDUM B: EVALUATION OF PERFORMANCE CONTRACTS, COLORADO DEPARTMENT OF HIGHER EDUCATION (2010)

## Performance Contract Review Process and Lessons Learned:

Beginning in April 2010 through October 2010, the Department conducted a review of each of the performance contracts established under Senate Bill 04-189. Each review culminated in a presentation by institution leadership and discussion with CCHE. Institutional leaders were given the opportunity to present on the report. This was followed by Commissioners and institutional leaders discussing institutional accomplishments and areas for improvement. Commissioners asked direct questions to determine if the performance contract was helpful to the institutions, and questions were raised about what kind of accountability system was needed or desired going forward.

Through the performance contract review process, the Commission identified the following findings as "lessons learned" and helpful to consider once a new accountability system has been established. Findings are grouped according to three broad themes: pre-performance contract phase, during performance contract phase, and observations for future accountability systems.

### (1) Pre-Performance Contract Phase:

- **Performance contracts benefit from a more collaborative negotiation process**

Institutional leaders expressed concerns that from the very beginning of the performance contract process there was a lack of collaborative spirit in negotiating the contracts. Some institutional representatives described a process where they received a list of targets and had little opportunity to discuss or deliberate on expectations. Some also indicated that there was never a conversation about how the goals contained in the contract may or may not relate to the institution's strategic plan or institutional mission. The Commission found that for a performance measurement system to be successful there needs to be a high degree of collaboration with the institutions and an opportunity to link the measurements to institutional role, mission and planning.

### (2) During the Performance Contract Period:

- **Significant compliance**

In evaluating the performance contracts the Commission found that in most cases institutions worked diligently to respond to contractually agreed upon indicators and goals. Many metrics were set and achievements made. There were setbacks and exceptions but the Commission took care to also note upward trends and positive movement.

- **Duplicative data reporting issues**

Too often there was multiple reporting and duplicative reporting. This occurred regularly as noted in the review reports for each institution in area such as annual retention and graduation rates. Institutions also provided data utilizing different data systems at different intervals. Not only were the data reporting requirements duplicative, the data often did not match. The difference was often due to different entities within the institutions providing the information or different definitions being used. Too often multiple data requirements for similar metrics increased the chances of reporting errors and led to needless additional work by institutional staff.

- **Overlap with other accountability activities**

Institutions regularly noted that the reporting requirements overlapped and sometimes duplicated similar accountability measures they are required to provide to other agencies such as accrediting agencies. Institutional leaders requested that the commission consider ways to collapse accountability data reporting when it is identical to data provided to accrediting agencies assuming it is defined in the same way, measured in the identical manner, reported in the same format, and reporting timeframes are identical.

As an example institutions noted other reporting activities such as the Voluntary System of Accountability (VSA), though only eight institutions in Colorado participate with reporting data to the VSA. Other examples of accountability activities should be explored to determine if they could be utilized, thereby ensuring that already existing external data reporting from institutions is streamlined for purposes of reporting in future performance contracts. The Commission expressed interest in reviewing a reporting inventory from institutions to reduce duplication as a part of negotiations on future metrics.

- **Determining which activity or effort produced results is difficult**

In some cases, efforts to increase retention and graduation rates changed only marginally from year to year. Numerous efforts are listed but it is difficult to determine a meaningful way to evaluate degrees of impact. Metrics often showed that efforts were working to improve retention or graduation rates, but it is difficult to determine the linkage between specific strategies and the impact on results.

- **Increased transparency and inadequate accountability**

The performance contracts created under SB04-189 did not anticipate holding institutions accountable for unmet goals. Greater transparency was achieved as institutions provided reports to the Department on an annual basis which was used to provide annual reports to the legislature. The comprehensive performance contract review represents the first opportunity for evaluation by the Commission and the institutions about the status of goals accomplished, metrics achieve and progress made or not made on the state goals.

During the evaluation several institutional leaders noted that they not regularly contacted about the merits of their reports or their deficiencies. Some went on to note that this significantly mitigated the usefulness of the reports and the reporting process.

The Commission and institutional representatives questioned the value of evaluation without true accountability. Some institutional leaders noted that a lack of consequences diminished the value and effectiveness of the performance contracts. Some institutional leaders suggested that making the data on performance more easily available to the public would provide implications for institutions where performance failures are noted.

**(3) Observations for Next Accountability System:**

- **Verifiable, consistent data**

Any accountability system should utilize a common data system such as the Student Unit Record Data System (SURDS) as the sole statewide data reporting mechanism. This is necessary to avoid inconsistent data definitions, format, and/or interpretation of performance contract data reporting. Additional data could be added for performance contract reporting purposes but only to supplement and not replace the data from the common data system.

- **Utilize peer comparisons**

Greater use of peer comparisons should be explored where appropriate and with the input of the institutions. This would provide greater meaning and context to understand metrics and performance of institutions. It would allow a greater measure of progress toward goals and help determine if it was it enough and in the right direction, and at the right pace.

- **Determining metrics**

Identifying the right metrics is important. During the performance contract review Commissioners regularly asked institutional leaders whether the right number of metrics had been used. Institution leadership responded that it was better to have fewer metrics but ensure that they are relevant and meaningful. Commissioners suggested that a common set of broad-based performance metrics, derived from a common data sources such as SURDS (e.g., grad rates, retention rates, underserved student success) can be complemented by institution-specific indicators.

Institutional leaders noted that it is important to acknowledge institutional differences in determining the right metrics. For example, the community colleges have additional responsibilities for the successful transfer of students and the current performance contracts and data reporting do not reflect “success” factors or “momentum points” for the number of students who transfer on to the four year campuses. There was general agreement that more work needs to be done to determine the right metrics that reflect transfer contributions rather than reflecting potential reductions in graduation and/or retention rates.

- **Establishing goals**

Commissioners and institutional representatives frequently discussed how to establish goals that are relevant to the state and to the institutions. During the performance contract review the Commission noted that state priorities established through the strategic planning and the master planning process should be used as a starting point. From those established goals, an inventory of the common data elements required for other accountability systems should be completed. No new metrics should be created unless absolutely necessary.

- **Referring to and utilizing outcomes could lead to performance funding**

Through the performance contract review process, the Commission found that progress or lack of progress with institutions and governing boards should be addressed on an annual basis. It was found that more regular meetings with Commission and governing boards might enhance the importance of performance agreements and go a long way to build common understandings of goals, outcomes, and performance. As the state's economic conditions improve performance funding could also be explored. Unlike the past five years, when institutions make good progress, they should receive some reward to make the accomplishments noteworthy.

- **Performance contract as a useful accountability tool**

On the whole, the Commission and institutional leaders found the performance contracts to be a positive accountability tool. In comparing performance contracts to the former Quality Improvement System (QIS) they found the contracts to be an improvement. Institutional leaders indicated if the performance contract goals could be connected to institution/system goals and their strategic plans, it would enhance the utility of the contracts, Institutional leaders also stressed the importance of regular, annual conversations about their performance and their goals. Reporting data for the sake of reporting data is not helpful and eventually could make the accountability system irrelevant. Finally institutional leaders noted there were times when changes in institutional environments could or should have led to changes in goals but there was no mechanism in place for such conversations or changes.

**Links to Performance Contact Reviews (2005-2010)**

**Adams State College**:
http://highered.colorado.gov/CCHE/Meetings/2010/apr/apr10_iia_att1_asc.pdf

**Fort Lewis College**:
http://highered.colorado.gov/CCHE/Meetings/2010/apr/apr10_iia_att2_flc.pdf

**Metropolitan State College of Denver**:
http://highered.colorado.gov/CCHE/Meetings/2010/may/may10_iia_att_metro.pdf

**Colorado Mesa University**:
http://highered.colorado.gov/CCHE/Meetings/2010/may/may10_iia_att_mesa.pdf

**Western State College**:
http://highered.colorado.gov/CCHE/Meetings/2010/jun/jun10_iia_att_wsc.pdf 9

**University of Northern Colorado**:
http://highered.colorado.gov/CCHE/Meetings/2010/jun/jun10_iia_att_unc.pdf

**Colorado Community College System**:
http://highered.colorado.gov/CCHE/Meetings/2010/jul/jul10_iia.pdf

**Colorado State University System**:
http://highered.colorado.gov/CCHE/Meetings/2010/aug/aug10_iia.pdf

**University of Colorado System**:
http://highered.colorado.gov/CCHE/Meetings/2010/sep/sep10_iva_att.pdf

**Colorado School of Mines**:
http://highered.colorado.gov/CCHE/Meetings/2010/oct/oct10_iia_CSM.pdf

## ADDENDUM C: BACKGROUND STATISTICS FOR PRELIMINARY STATEWIDE MASTER PLAN GOALS (2011)

***Goal One: Increase degree attainment*** across Colorado in order to meet future workforce demands. The objective of this goal is to identify projected workforce demand, net of the in-migration of talent to the state, which could be used to both benchmark the state's needs and evaluate future progress.

**Table Eleven: Degree and Certificates Awarded by Colorado Public Institution Type**

| Academic Year | AY 2005-06 | AY 2006-07 | AY 2007-08 | AY 2008-09 | AY 2009-10 | 5-year Change |
|---|---|---|---|---|---|---|
| Total Awards Granted | 41,085 | 38,850 | 40,482 | 40,796 | 43,283 | 5.3% |
| Certificates | 7,091 | 5,982 | 6,791 | 7,223 | 8,551 | 20.6% |
| Associate Degrees | 6,102 | 5,630 | 6,005 | 6,108 | 6,285 | 3.0% |
| Bachelor Degrees | 20,807 | 20,487 | 20,858 | 20,425 | 20,850 | 0.2% |
| Graduate Degrees | 7,085 | 6,751 | 6,828 | 7,040 | 7,597 | 7.2% |

*Source: Student Unit Record Database System (SURDS) – Degrees Awarded, 2006-2010*

The information in Table Eleven represents the most recent available over the past five years related to degree and certificate completion. It should be noted that other measures are available that are likely related and causal to this degree and certificate completion measure including, but not limited to, post-secondary matriculation rates, population changes, enrollment changes, retention rates, and so on. The last column illustrates the percentage change in awards from 2005-06 to 2009-10 by degree type and certificate.

The analysis in Table Twelve assumes that the degree attainment goal for the state is consistent with that adopted by the Obama Administration, or 60% attainment by the year 2025. If this figure were used as a benchmark, we would assume that the production of degrees in the state would need to increase by approximately 3.1% each year, or an additional 230,000 degrees, of which approximately 151,000 (66%) would be created by the public sector. If accomplished, this would require an estimated $650,000,000 in additional state revenues in 2025 at current costs. If, however, the state were to concurrently pursue a goal of recalibrating the mix of revenues to public colleges and universities to 50% tuition and 50% state support (i.e., COF), pursuant to goal four (below), the net incremental revenue to the system would grow to $844,000,000 in 2025. Again, this projection assumes that total revenue per student remains unchanged. In other words, this assumes that the costs per degree would remain constant.

**Table Twelve: Additional Degrees Needed in Colorado's Public Colleges and Universities, by Year and Sector, to Reach 2025 Goal of 60% Degree Attainment for All Coloradans**

| Year | Public Research | Public Bachelor's and Masters | Public Two-Year | Total |
|---|---|---|---|---|
| 2011 | 638 | 351 | 268 | 1,257 |
| 2012 | 1,276 | 702 | 536 | 2,514 |
| 2013 | 1,915 | 1,053 | 804 | 3,771 |
| 2014 | 2,553 | 1,404 | 1,072 | 5,029 |
| 2015 | 3,191 | 1,755 | 1,340 | 6,286 |
| 2016 | 3,829 | 2,106 | 1,608 | 7,543 |
| 2017 | 4,468 | 2,457 | 1,876 | 8,800 |
| 2018 | 5,106 | 2,808 | 2,144 | 10,057 |
| 2019 | 5,744 | 3,159 | 2,412 | 11,314 |
| 2020 | 6,382 | 3,510 | 2,680 | 12,572 |
| 2021 | 7,021 | 3,861 | 2,948 | 13,829 |
| 2022 | 7,659 | 4,212 | 3,216 | 15,086 |
| 2023 | 8,297 | 4,563 | 3,484 | 16,343 |
| 2024 | 8,935 | 4,913 | 3,752 | 17,600 |
| 2025 | 9,573 | 5,264 | 4,020 | 18,857 |
| Total | 76,588 | 42,116 | 32,156 | 150,859 |

*Source: Estimates calculated by the National Center for Education Management Systems (NCHEMS) for the Colorado Commission on Higher Education (September, 2011).*

***Goal Two: Close gaps in degree attainment*** among students from traditionally underserved communities, in particular, Latinos, students from rural communities, and students from lower socioeconomic households.

**Table Thirteen: Postsecondary Credential in Colorado, by Race/Ethnicity, 2005-2009**

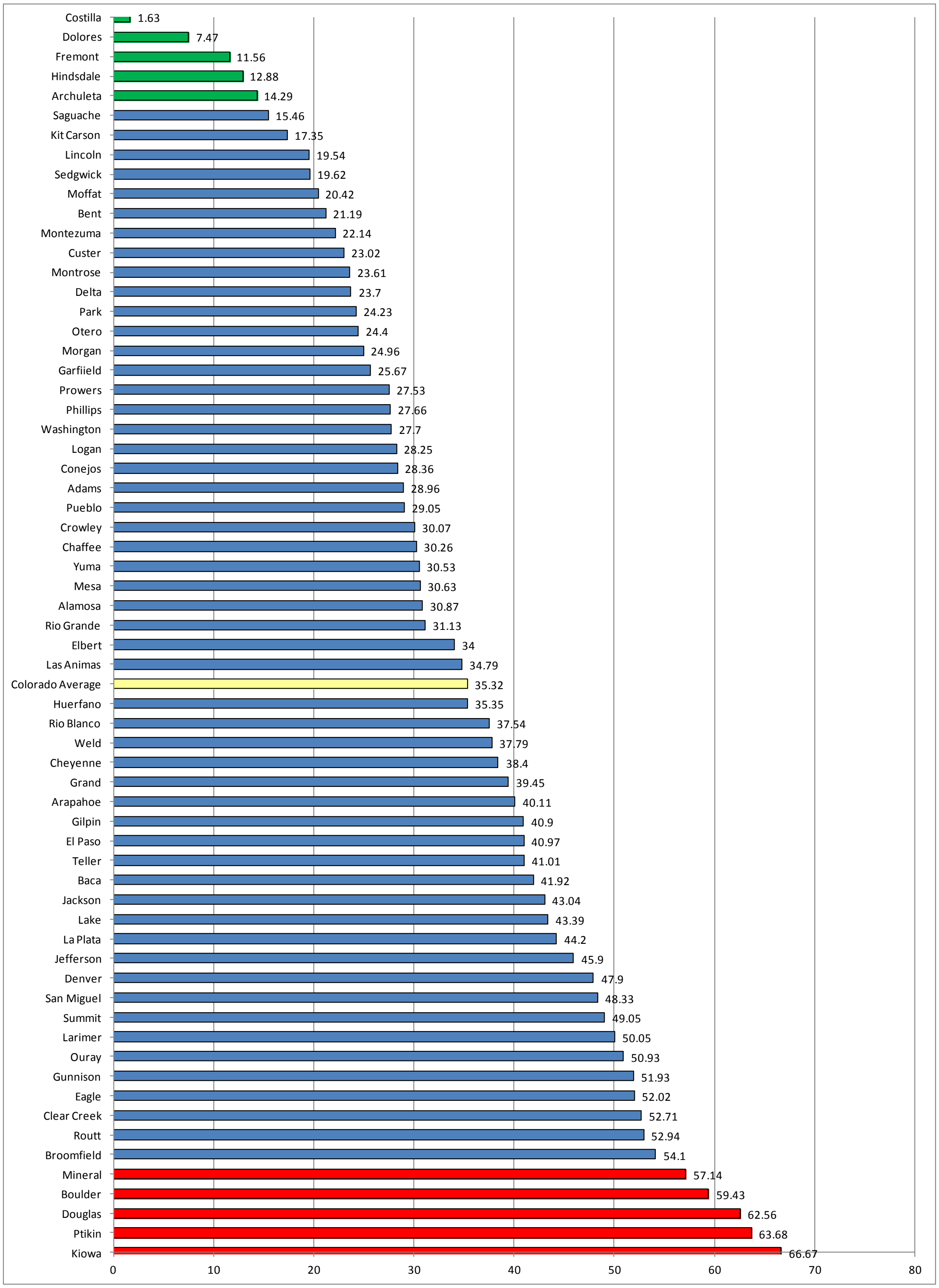
| Year | 2005 | | 2006 | | 2007 | | 2008 | | 2009 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Race/Ethnicity | Percent with Credential | Gap from Majority | Percent with Credential | Gap from Majority | Percent with Credential | Gap from Majority | Percent with Credential | Gap from Majority | Percent with Credential | Gap from Majority |
| White | 52.4% | | 51.1% | | 51.2% | | 52.2% | | 52.7% | |
| Black | 36.9% | 15.8% | 30.6% | 22.1% | 36.3% | 16.4% | 32.9% | 19.7% | 32.4% | 20.3% |
| Amer Ind. | 33.4% | 19.3% | 30.9% | 21.8% | 21.9% | 30.8% | 27.8% | 24.9% | 26.5% | 26.2% |
| Asian/Pac | 57.0% | -4.4% | 54.8% | -2.1% | 57.1% | -4.4% | 52.8% | -0.2% | 57.0% | -4.3% |
| Other | 39.4% | 13.2% | 36.2% | 16.5% | 46.7% | 6.0% | 44.8% | 7.9% | 47.2% | 5.5% |
| Hisp/Latino | 18.0% | 34.7% | 16.6% | 36.1% | 17.9% | 34.8% | 17.9% | 34.8% | 18.7% | 34.0% |

*Source: National Center for Higher Education Management (NCHEMS)*

The information found in Table Thirteen represents the most recent available over the past five years related to the ethnic degree attainment gap in Colorado. The data in Table Two do not directly capture disparities that exist in rural communities and students from lower socioeconomic households but the general attainment gap is evident by this measure. Another indicator of the attainment gap is illustrated in Figure One, on the following page.

The information found in Figure One illustrates the degree attainment gap between Whites and Minorities by county. The college attainment gap by this measure is 49.9% between the five most educated counties and five least educated counties.

**Figure One: Gap in College Attainment, by County, for Ages 25-34 (Whites vs. Minorities)**




Source: National Center for Higher Education Management (NCHEMS), U.S Census Bureau, 2005-09 American Community Survey

***Goal Three: Improve outcomes in remedial education*** by successfully aligning the state's postsecondary admission and remedial policies with the state's K-12 system, by assisting the state's school districts in identifying and addressing students' developmental needs before graduating from high school, and by scaling up successful innovations in remedial/developmental placement and instruction.

**Table Fourteen: Colorado Public Higher Education Remediation Rates by Fall Term**

| Term | Fall 2005 | | Fall 2006 | | Fall 2007 | | Fall 2008 | | Fall 2009 | | 5-year Change | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| First Time, First Year Cohort | Count | Percent of Total | Count | Percent of Total | Count | Percent of Total | Count | Percent of Total | Count | Percent of Total | Count | Percent of Total |
| Statewide | 7,984 | 29.80% | 8,333 | 29.70% | 8,420 | 29.90% | 8,703 | 29.30% | 8,592 | 28.60% | 7.6% | -4.0% |
| Four-Year Institutions | 3,766 | 19.60% | 3,959 | 19.80% | 4,224 | 20.80% | 4,220 | 19.90% | 3,846 | 18.30% | 2.1% | -6.6% |
| Two-Year Institutions | 4,236 | 55.90% | 4,395 | 54.50% | 4,177 | 53.20% | 4,478 | 52.70% | 4,764 | 52.80% | 12.5% | -5.5% |

Source: Student Unit Record Data System (SURDS) – First-time, first-year students enrolled in public institutions of higher education, Fall 2005 – Fall 2009

The information in Table Fourteen is from the last five years of remedial reports assembled by the Department pursuant to the requirements in Section 23-1-113.3, C.R.S.

Though remediation is not a new phenomenon in higher education, the magnitude of remediation has changed and increased over the years. Currently in Colorado, the percentages of students needing remediation is 52% at two-year public institutions and 18% at four-year public institutions. Overall, 28.6% of recent high school graduates in Colorado need remediation upon entering a higher education institution. While these numbers are high, they compare favorably to the national averages, where 97% of two-year public institutions and 78% of four-year public institutions offer at least one remedial course (NCES, 2003). A recent national report shows a slight increase in the percent of students needing remediation in the past decade. For two-year public colleges, 44% of students needed remediation in 2007 compared to 39% in 1995. For four-year public institutions, 30% of students required remediation compared to 27% in 1995.

Currently, the Department is working with the public institutions of higher education in an effort to develop strategies to reduce the state's remediation rates. The state's efforts have been bolstered by a Complete College America grant funded by the Bill and Melinda Gates Foundation. That grant will support the work of Colorado's community college system over an 18 month period to increase the speed at which students complete required remediation by a minimum of two semesters and decrease the attrition rate of students enrolled in remedial courses during the grant period by 20% compared to the current baseline attrition rate of 39%. A key part of that effort will be to further align remedial policies so they facilitate increased completion rates (Goal One).

Additionally, the Department received an invitation from The Hewlett Foundation, The Lumina Foundation and The Bill and Melinda Gates Foundation to apply for funding to strengthen the Department's work with the Department of Education in aligning the state's education systems. This additional support would help ensure that the state's expectations, standards and assessments are better aligned, thus reducing the drop-out rate, increasing graduation rates, and increasing the number of students who continue into and successfully complete higher education without the need for remediation. More specifically, the grant would support department efforts to review and revise higher education admissions standards and ensure that educator preparation programs and basic skills assessments are aligned with the state's postsecondary and workforce readiness description.

***Goal Four: Pursue public funding*** that will allow public institutions of higher education to meet projected enrollment demands while maintaining current productivity efficiencies. In addition, pursue public funding to lower the burden on students by achieving a mix of revenues that equals 50 percent state funds and 50 percent tuition and fees. Importantly, while remaining very mindful of the current fiscal conditions in the state and on public campuses, the Commission noted that the potential inability of the state to meet this goal in the near term should not invalidate the previous three goals. In other words, the CCHE argued that each of the goals should be treated as independent of one another.

**Table Fifteen: Mix of Revenues for Public Institutions of Higher Education, FY08-FY12**

| Component | FY 2007-08 | | FY 2008-09* | | FY 2009-10* | | FY 2010-11* | | FY 2011-12** | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Public Institutions of Higher Education** | **$** | **%** | **$** | **%** | **$** | **%** | **$** | **%** | **$** | **%** |
| Appropriated State Funding *(COF and GF)* | 652,927,495 | **39%** | 705,965,059 | **38%** | 705,965,059 | **35%** | 644483103 | **31%** | 519,040,694 | **25%** |
| Appropriated Tuition Revenue *(resident and non-resident)* | 1,014,561,016 | **61%** | 1,136,540,136 | **62%** | 1,299,114,173 | **65%** | 1,423,547,416 | **69%** | 1,537,651,787 | **75%** |
| Total Funding | 1,667,488,511 | | 1,842,505,195 | | 2,005,079,232 | | 2,068,030,519 | | 2,056,692,481 | |

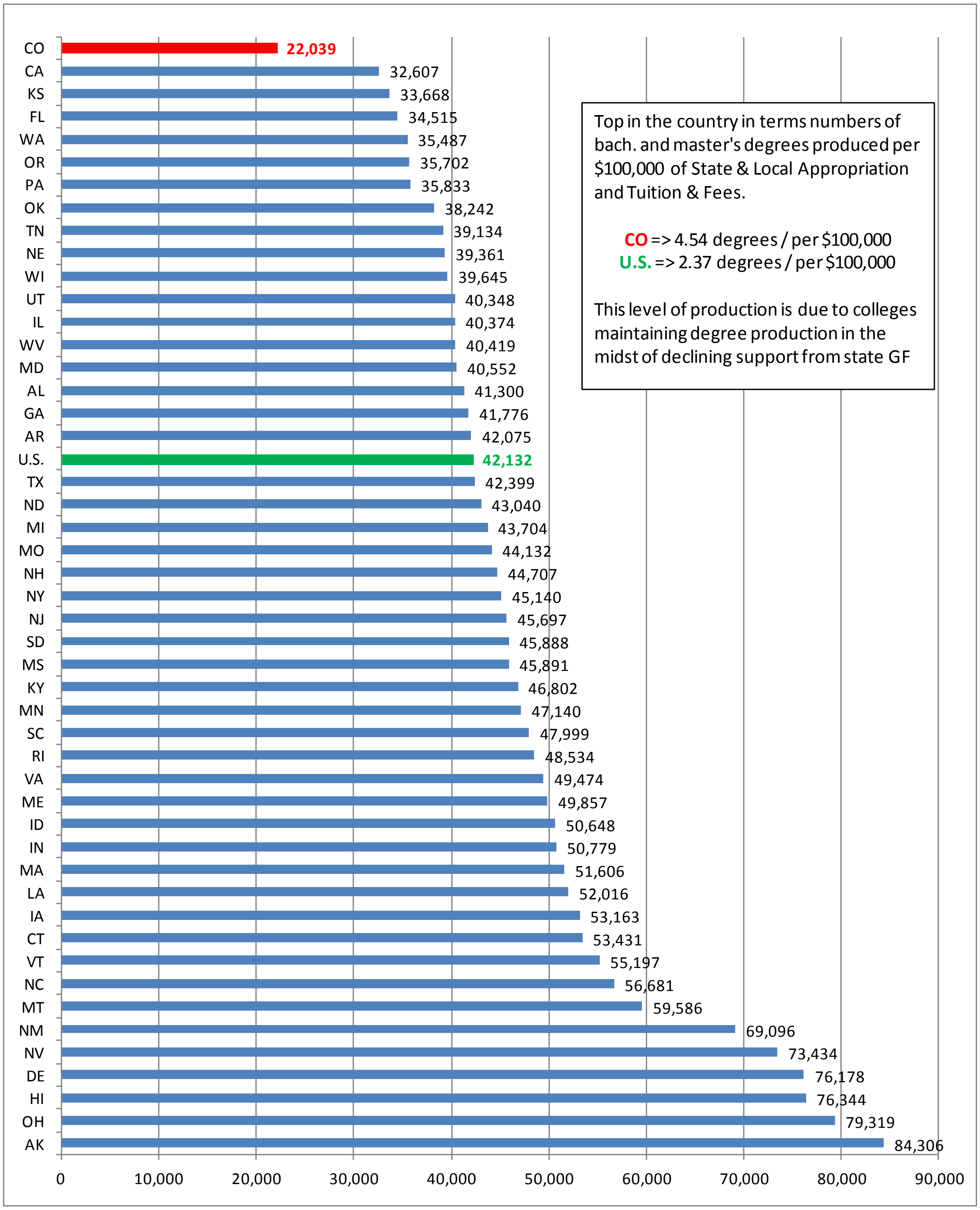
* ARRA counted as "State Funding" in these fiscal years.

** FY 2011-12 tuition revenues identified here are understated as the Long Bill includes estimates at 9.0% resident and 5.0% non-resident. Actual tuition rate increase varied between 9.0% and 20% due to S.B. 10-003 and this appropriation is anticipated to be updated upon receipt of final tuition revenue in FY 11-12.

The information in Table Fifteen is based on the final appropriation to the public institutions of higher education over the last five fiscal years. The data reported in this table is aggregated and it is not correct to assume that these percentages exist for each Governing Board or for an individual campus. It is however, reasonable to infer that there is a clear trend of the student paying for a greater share of the total cost of each student's higher education, while the state continues to pay proportionately less.

Despite increased enrollment and fewer public funds, Colorado has maintained its position as one of the most efficient and productive systems of higher education in the country. According to the most recent information available to NCHEMS, Colorado produces more degrees and certificates for less money spent than any other state; including money spent by students on tuition and fees. See Figure Two below:

## Figure Two: Total Revenue per Degree (BA/MA Institutions, 2008-09) *




Source: National Center for Higher Education Management (NCHEMS); c2009_a Final Release Data File and U.S. Census Bureau, 2009 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File. * Adjusted by median earning index (U.S. Census Bureau).