

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

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

9:00 – 9:45 Department of Higher Education

Rico Munn, Executive Director

1. Please explain the rationale for distributing the reduction in federal American Recovery and Reinvestment Act (ARRA) funds in the reverse order of increases in funding since FY 2005-06.
2. Please discuss the Department's strategic planning process. What are the goals, objectives, and expected outcomes? How long will the process take?
3. The Joint Budget Committee requested a report on options for how to measure and ensure access and affordability if governing boards are granted greater flexibility in setting tuition rates. What is the status of this report, and what are the options the Commission is considering?
4. Please respond to the findings of the Western Interstate Commission on Higher Education (WICHE) report on the College Opportunity Fund (COF). Should Colorado consider abandoning the stipends and providing all money for the governing boards through the fee-for-service contracts?
5. Does Colorado's method of increasing and decreasing capital construction appropriations in conjunction with overall state revenues put the state's higher education institutions at a disadvantage compared to other public institutions around the country? Are there some states that provide a steady annual budget for higher education capital construction even in economic downturns, and if so, how?
6. How many high school students from Colorado go on to college? How many attend a Colorado public institution?
7. Please describe the potential cost savings of increasing admissions standards for lower division courses at four-year institutions in order encourage more students to attend community colleges for the first two years.
 - a. Of Colorado high school students who go on to college, what percentage enter a four-year institution versus a two-year institution?
 - b. What policies do other states use to encourage more students to attend community colleges for the first two years?

8. Please provide data on time to completion for all of the state higher education institutions.
9. Compare tuition and fee rates at Colorado private institutions to Colorado public institutions.
 - a. Are private institutions offering degrees competitively at similar costs to public institutions?
 - b. Would Colorado's public institutions benefit from implementing some elements of the business models of the successful private institutions in Colorado? Explain.
10. Please provide information on the level of private giving to Colorado public institutions. Are Colorado institutions doing enough to raise private funds? Please provide data such as peer comparisons or trend data over time (or whatever the Department thinks is relevant) to support your conclusion.
11. What is the status of implementing transfer agreement legislation, and are transfer agreements currently adequate? Please provide data such as the number and percentage of credits accepted and denied (or whatever the Department thinks is relevant) to support your conclusion.
 - a. Please also address transfers from private institutions and transfers from high school programs such as dual enrollment and advanced placement.
 - b. Do credits transferred from high school programs such as dual enrollment and advanced placement count toward the 145 credit hour limit on stipends?
12. Please describe the British model of paying for certificates and degrees rather than enrollment. Do other states use variations of the British model?
 - a. Should Colorado consider using this model to pay institutions for graduating low-income students as a way to incentivize outreach and retention of these students?
 - b. How does the British model safeguard against abuses like skimming students or lowering completion standards?

9:45– 10:05 Fort Lewis College

13. Would Native Americans qualifying for tuition waivers also qualify for federal and tribal financial aid? In other words, is the tuition waiver redundant?
14. Please provide copies of the relevant portions of documents that require Fort Lewis to waive tuition for Native Americans.
 - a. What is the procedure for changing this requirement? Would it require a change in federal statute, a federal administrative decision, a treaty renegotiation, or what?
 - b. Please provide a brief history of prior efforts to change the requirement, if any.
 - c. How could Colorado force action on the issue? Should the state refuse to pay, or sue the federal government?
15. Of the nonresident tuition revenue to Fort Lewis, how much comes from Native American students versus other students? Are there barriers to Fort Lewis charging different rates to Native American students and other students?
16. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
17. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

10:05 – 10:25 Mesa State College

18. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
19. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

10:25 – 10:45 Colorado School of Mines

20. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
21. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

10:45 – 11:00 Break

11:00– 11:40 University of Colorado System

22. Please provide an update on the accreditation status of the Health Sciences Center and the relationship of continued state funding to that status.
23. How many core courses does the institution offer and how does this compare to peers? Has there been a proliferation of core courses over time? Could reducing the number of core courses make the institution more efficient and cost effective?
 - a. Related to this question, please address whether the institution has an excess of diversity courses and programs, and the criticisms raised in the January 2007 report “A Color Scheme” by the Independence Institute, which can be found at this address:

<http://www.i2i.org/articles/1-2007.pdf>

24. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
25. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

11:40 -12:00 Area Vocational Schools

26. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
27. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

12:00 – 1:30 Lunch

1:30 – 2:10 Community College System

28. How have changes in the economy impacted the demand for two-year technical certificates and degrees?
29. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
30. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

2:10– 2:30 Western State College

31. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
32. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

2:30 - 2:50 University of Northern Colorado

33. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
34. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

2:50 - 3:00 Break

3:00 – 3:20 Local District Junior Colleges

35. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
36. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

3:20 – 3:40 Adams State College

37. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
38. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

3:40 – 4:20 Colorado State University

39. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
40. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

4:20 – 4:40 Metropolitan State College of Denver

41. What has the institution done to plan for potential significant reductions in state and federal funding in FY 2010-11? In particular, if the institution has any analysis of possible tuition and financial aid configurations to maximize access, affordability, and institutional stability in this scenario, please share the analysis with the Committee.
42. Please describe efforts the institution has taken to reduce the time it takes students to complete their studies, and the savings to the students and state generated from these measures.

4:40 – 5:00 Colorado Historical Society

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED

43. Please compare compensation per credit hour taught for instructors at two-year institutions with four-year institutions. Please compare compensation for instructors at two-year institutions with high schools. Is compensation for instructors at two-year institutions out of balance, and if so, how can the situation be rectified?

QUESTIONS COMMON TO ALL DEPARTMENTS

Please provide:

44. Organizational charts for your department, showing divisions and subdivisions (with geographic locations).
45. Definitions of the roles and missions of your department, its divisions and subdivisions.
46. The number of current personnel and the number of assigned FTE by division and subdivision (with geographic locations), including all government employees and on-site contractors. For the Department of Higher Education, please do not respond on paper, but rather provide the information in an Excel (first choice) or PDF (second choice) format.
47. A specific list of names, salaries, and positions by division and subdivision of any salaried officer or employee making over \$95,000 per year in FY 2009-10. For the Department of Higher Education, please do not respond on paper, but rather provide the information in an Excel (first choice) or PDF (second choice) format.
48. A specific list of names, bonuses, and positions by division and subdivision of any salaried officer or employee making over \$95,000 per year who received any bonuses in FY 2008-09. For the Department of Higher Education, please do not respond on paper, but rather provide the information in an Excel (first choice) or PDF (second choice) format.

49. Numbers and locations of any buildings owned or rented by any division or subdivision (by location) and the annual energy costs of all buildings. For the Department of Higher Education, please do not respond on paper, but rather provide the information in an Excel (first choice) or PDF (second choice) format.
50. Any real property or land owned, managed, or rented by any division or subdivision (by geographic location). For the Department of Higher Education, please do not respond on paper, but rather provide the information in an Excel (first choice) or PDF (second choice) format.
51. List essential computer systems and databases used by the department, its divisions and subdivisions, with their actual FY 2008-09 expenditures. For the Department of Higher Education, please do not respond on paper, but rather provide the information in an Excel (first choice) or PDF (second choice) format.
52. Any actual FY 2008-09 expenditures over \$100,000 total from the department or from its divisions and subdivisions to any private contractor, identifying the contract, the project, and whether the contracts were sole-source or competitive bid. For the Department of Higher Education, please do not respond on paper, but rather provide the information in an Excel (first choice) or PDF (second choice) format.
53. The amount of actual FY 2008-09 expenditures for any lobbying, public relations, gifts, public advertising, or publications including:
 - a. expenditures for lobbying by public employees, contract lobbyists, or "think tanks;"
 - b. expenditures for lobbying purposes at other levels of government;
 - c. expenditures for lobbying purposes from grants, gifts, scholarships, or tuition;
 - d. expenditures for publications or media used for lobbying purposes;
 - e. expenditures for gratuities, tickets, entertainment, receptions or travel for purposes of lobbying elected officials; or
 - f. expenditures for any public advertising. Include all advertising campaigns, including those that are not for public relations.
54. List of all boards, commissions, and study groups, including actual FY 2008-09 expenditures, travel, per diem budgets and assigned FTEs.
55. Suggest budget and staff reductions, including reductions in FTE and hours, by division and subdivision, that will reduce your department's total FY 2010-11 General Fund expenditures by 12.5% relative to FY 2009-10 appropriations before any adjustments that have been announced since the end of the 2009 session.

56. Suggest budget and staff reductions, including reductions in FTE and hours, by division and subdivision, that will reduce your department's total FY 2010-11 General Fund expenditures by 25.0% relative to FY 2009-10 appropriations before any adjustments that have been announced since the end of the 2009 session.