



# House of Representatives

**File No. 879**

General Assembly

January Session, 2015

**(Reprint of File No. 407)**

House Bill No. 6696  
As Amended by House Amendment  
Schedule "A"

Approved by the Legislative Commissioner  
May 22, 2015

**AN ACT CONCERNING HIGHER EDUCATION CERTIFICATE PROGRAMS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subdivision (1) of section 10a-22a of the general statutes is  
2 repealed and the following is substituted in lieu thereof (*Effective July*  
3 *1, 2015*):

4 (1) "Private occupational school" means a person, board, association,  
5 partnership, corporation, limited liability company or other entity  
6 offering instruction in any form or manner in any trade, industrial,  
7 commercial, service, professional or other occupation for any  
8 remuneration, consideration, reward or promise of whatever nature,  
9 including, but not limited to, a hospital-based occupational school,  
10 barber school or hairdressing school authorized pursuant to section  
11 10a-22b, except "private occupational school" shall not include (A)  
12 instruction offered under public supervision and control; (B)  
13 instruction conducted by a firm or organization solely for the training  
14 of its own employees or members; or (C) instruction offered by a

15 school authorized by the General Assembly to confer degrees;

16 Sec. 2. (NEW) (*Effective July 1, 2015*) As used in this section and  
17 sections 3 to 5, inclusive, and section 7 of this act:

18 (1) "Institution of higher education" has the same meaning as  
19 provided in section 10a-34 of the general statutes; and

20 (2) "Private occupational school" has the same meaning as provided  
21 in section 10a-22a of the general statutes, as amended by this act.

22 Sec. 3. (*Effective July 1, 2015*) The Board of Regents for Higher  
23 Education, in collaboration with the Office of Higher Education, shall  
24 develop a written definition for all sub-baccalaureate certificates  
25 earned on a for-credit or noncredit basis and awarded by an institution  
26 of higher education or private occupational school in the state for the  
27 purpose of creating consistency among the various sub-baccalaureate  
28 certificate programs. Not later than July 1, 2016, the president of the  
29 Board of Regents for Higher Education shall submit, in accordance  
30 with the provisions of section 11-4a of the general statutes, a report  
31 containing such written definition to the joint standing committee of  
32 the General Assembly having cognizance of matters relating to higher  
33 education.

34 Sec. 4. (NEW) (*Effective July 1, 2015*) (a) Not later than July 1, 2016,  
35 and annually thereafter, each institution of higher education and  
36 private occupational school in the state shall submit data for the prior  
37 academic year to the Office of Higher Education regarding its for-  
38 credit and noncredit sub-baccalaureate certificate programs and the  
39 types of sub-baccalaureate certificates it offers in a uniform format  
40 developed by said office. Such data shall include, but need not be  
41 limited to, the following for each sub-baccalaureate certificate  
42 program:

43 (1) Name and subject matter area of such program;

44 (2) Total enrollment in such program;

- 45 (3) Any entry-level requirements for enrollment in such program;
- 46 (4) Number and type of certificates awarded by such program;
- 47 (5) Tuition and fees charged to a student who completes such  
48 program in the time period prescribed by such program;
- 49 (6) Costs relating to the purchase of books and supplies, unless such  
50 costs are included as part of the tuition and fees of such institution or  
51 school for such program;
- 52 (7) Median loan debt incurred by students who complete such  
53 program, to the extent such information has been reported to the  
54 financial aid office of the institution of higher education or private  
55 occupational school offering such program, separately by title IV loans  
56 and other education debt, including private and institutional loans;
- 57 (8) Basic demographic information, to the extent available, of the  
58 students enrolled in such program, including, but not limited to,  
59 gender, age, race and ethnicity;
- 60 (9) Graduation rates, to the extent available, for student cohorts  
61 completing such program;
- 62 (10) Whether there is a clear pathway from successful completion of  
63 such program to enrollment in a related associate degree program;
- 64 (11) Whether such program leads to a credential recognized by the  
65 industry for which such program prepares a student;
- 66 (12) Whether a student may combine the certificate awarded upon  
67 successful completion of such program with any other certificate  
68 awarded upon the successful completion of another sub-baccalaureate  
69 certificate program in order to achieve a heightened level of  
70 qualification for a particular trade or occupation;
- 71 (13) Average length of time to complete such program;

72 (14) Job placement rates, to the extent available, for students who  
73 have completed such program;

74 (15) Entry level starting salary for jobs requiring the certificate based  
75 on available Labor Department statistics;

76 (16) Average salary for jobs requiring the certificate based on  
77 available Labor Department statistics;

78 (17) Cohort pass rate, to the extent available, for national  
79 certification programs; and

80 (18) Cohort state licensure pass rate, to the extent available, for  
81 positions requiring the certificate and licensure.

82 (b) Not later than January 1, 2017, and annually thereafter, the  
83 Office of Higher Education shall compile such data for purposes of  
84 comparing the various types of sub-baccalaureate programs offered by  
85 the institutions of higher education and private occupational schools  
86 and determining (1) which programs are similar, (2) student interest in  
87 each program and similar programs, and (3) the necessity of offering  
88 each program. Not later than July 1, 2017, and annually thereafter, said  
89 office shall make such data available on its Internet web site for the  
90 purpose of enabling a student or prospective student to make an  
91 informed decision about whether to enroll in a sub-baccalaureate  
92 program and, if so, which program is the best fit for such student.

93 Sec. 5. (NEW) (*Effective July 1, 2015*) Not later than July 1, 2016, each  
94 institution of higher education and private occupational school shall  
95 develop for each sub-baccalaureate certificate program it offers a one-  
96 page fact sheet that provides basic information regarding such  
97 program to potential applicants, including, but not limited to, tuition,  
98 fees, costs of books and supplies, room and board, graduation and, to  
99 the extent available, job placement rates and average student debt.

100 Sec. 6. (NEW) (*Effective July 1, 2015*) (a) The Board of Regents for  
101 Higher Education, under the direction of its chief academic officer,

102 shall establish a working group comprised of deans of continuing  
103 education programs, or their designees, at the regional community-  
104 technical colleges to review all of the noncredit sub-baccalaureate  
105 certificate programs offered by each regional community-technical  
106 college. Not later than July 1, 2016, the working group shall design a  
107 uniform naming convention for such programs to enable students to  
108 distinguish between noncredit certificate programs with similar yet  
109 varied requirements within the same field of study. Programs that  
110 vary shall be uniformly designated with indications of different,  
111 enhanced or more demanding requirements.

112 (b) Not later than July 1, 2016, and periodically thereafter as  
113 prescribed by the Board of Regents for Higher Education, the working  
114 group shall review the tuition of uniformly named noncredit sub-  
115 baccalaureate certificate programs leading to the same qualifications to  
116 determine if any cost variations in the tuition and fees for such  
117 program are reasonable.

118 (c) Not later than July 1, 2016, the president of the Board of Regents  
119 for Higher Education shall report, in accordance with the provisions of  
120 section 11-4a of the general statutes, to the joint standing committee of  
121 the General Assembly having cognizance of matters relating to higher  
122 education regarding the uniform naming convention designed  
123 pursuant to subsection (a) of this section and the determination made  
124 from the tuition review required under subsection (b) of this section.

125 Sec. 7. (NEW) (*Effective July 1, 2015*) Not later than January 1, 2017,  
126 the Office of Higher Education shall develop a program to annually  
127 review for accuracy not less than a sample of student data from all  
128 sub-baccalaureate certificate programs offered by the institutions of  
129 higher education and the private occupational schools. Said office shall  
130 not disclose any personally identifiable information of any student  
131 obtained as a result of performing the annual review.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2015</i>	10a-22a(1)
Sec. 2	<i>July 1, 2015</i>	New section
Sec. 3	<i>July 1, 2015</i>	New section
Sec. 4	<i>July 1, 2015</i>	New section
Sec. 5	<i>July 1, 2015</i>	New section
Sec. 6	<i>July 1, 2015</i>	New section
Sec. 7	<i>July 1, 2015</i>	New section

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

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### ***OFA Fiscal Note***

***State Impact:*** None

***Municipal Impact:*** None

### ***Explanation***

The bill results in no fiscal impact to the state as the information and data which is to be reported upon by the Board of Regents for Higher Education and the Office of Higher Education is already available in the Integrated Postsecondary Education Data System (IPEDS) or through other internal sources.

House "A" (LCO 7813) struck the original bill and its associated fiscal impact resulting in the impact described above.

### ***The Out Years***

***State Impact:*** None

***Municipal Impact:*** None

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**OLR Bill Analysis****HB 6696 (as amended by House "A")\******AN ACT CONCERNING WORKFORCE DEVELOPMENT.*****SUMMARY:**

This bill requires the Board of Regents for Higher Education (BOR) and the Office of Higher Education (OHE) to define and monitor sub-baccalaureate certificate programs offered by higher education institutions and private occupational schools. The bill specifies that private occupational schools include hospital-based occupational schools, barber schools, and hairdressing schools.

Specifically, the bill requires BOR, in collaboration with OHE, to (1) create written definitions for all sub-baccalaureate certificates earned on a for-credit or noncredit basis and awarded by higher education institutions and private occupational schools and (2) report the completed definitions to the Higher Education and Employment Advancement Committee by July 1, 2016. Under the bill, the definitions' purpose is to create consistency among the various certificate programs.

Annually, beginning July 1, 2016, the bill requires each in-state institution and private occupational school to submit data to OHE from the previous academic year about its for-credit and noncredit sub-baccalaureate programs and the types of certificates these programs offer. OHE must develop a uniform format for data submissions, and the bill prescribes a detailed list of data that institutions and schools must submit.

Annually, beginning January 1, 2017, OHE must use the collected data to compare various types of sub-baccalaureate programs to

determine similarities, student interest in each program and similar programs, and the necessity of each program. By July 1, 2017, and annually thereafter, OHE must post the compiled data on its website so that students and prospective students can make informed decisions about enrollment in and choice of sub-baccalaureate certificate programs.

The bill also requires (1) OHE to create a program to annually review data samples submitted by institutions and schools, (2) institutions and schools to develop one-page fact sheets for each sub-baccalaureate certificate program they offer, and (3) BOR to establish a working group to review all noncredit sub-baccalaureate certificate programs offered by each regional community-technical college (CTC).

\*House Amendment "A" replaces the original bill (File 407), which required the Office of Workforce Competitiveness to study workforce development.

EFFECTIVE DATE: July 1, 2015

### **CERTIFICATE PROGRAM DATA COLLECTION**

The bill requires institutions' and private occupational schools' data submissions to OHE about sub-baccalaureate certificate programs to include:

1. the program's name and subject matter area;
2. total program enrollment;
3. any entry-level requirements for program enrollment;
4. the number and type of certificates the program awarded;
5. tuition and fees charged to a student who completes the program in the time period prescribed by the program;
6. costs for purchasing books and supplies, unless they are included in the school or institution's tuition and fees;

7. median loan debt incurred by students who complete the program, listed separately by federal loans and other education debt, including private and institutional loans, to the extent information has been reported to the institution or school's financial aid office;
8. basic demographic information about the students enrolled in the program, including gender, age, race, and ethnicity, to the extent available;
9. graduation rates for student cohorts completing the program, to the extent available;
10. whether there is a clear pathway from successful program completion to enrollment in a related associate degree program;
11. whether the program leads to a credential recognized by the industry for which the program prepares a student;
12. whether a student may combine the certificate awarded upon successful program completion with any other certificate awarded upon successful completion of another sub-baccalaureate program in order to achieve a heightened qualification level for a particular trade or occupation;
13. the average length of time for program completion;
14. job placement rates for students who complete the program, to the extent available;
15. entry level and average salaries for jobs requiring the certificate, based on available Labor Department statistics;
16. cohort pass rate for national certification programs, to the extent available; and
17. cohort state licensure pass rate for positions requiring the certificate and licensure, to the extent available.

## **OHE REVIEW**

The bill requires OHE to develop a program to annually review for accuracy student data samples from each sub-baccalaureate certificate program offered by higher education institutions and private occupational schools. OHE must not disclose any personally identifiable student information that it obtains from the review.

## **PROGRAM FACT SHEETS**

Under the bill, each higher education institution and private occupational school must develop, by July 1, 2016, a one-page fact sheet for each sub-baccalaureate certificate program it offers. The fact sheet must contain basic program information to educate potential applicants, including tuition, fees, costs of books and supplies, room and board, graduation, and, to the extent available, job placement rates and average student debt.

## **BOR WORKING GROUP**

The bill requires BOR, under the direction of its chief academic officer, to establish a working group composed of CTC continuing education deans (or their designees) to review all non-credit sub-baccalaureate certificate programs that CTCs offer. By July 1, 2016, the working group must design a uniform naming convention for the programs to help students distinguish between programs with similar yet varied requirements in the same field of study. The naming convention must uniformly designate varying programs by indicating different, enhanced, or more demanding requirements.

Additionally, the working group must review tuition for the uniformly named noncredit sub-baccalaureate certificate programs leading to the same qualifications. By July 1, 2016, and periodically thereafter at BOR's request, the review must determine whether tuition and fee cost variations between the programs are reasonable.

The bill requires the BOR president, by July 1, 2016, to report to the Higher Education and Employment Advancement Committee regarding the uniform naming convention and tuition review.

**BACKGROUND**

***Higher Education Institution***

A higher education institution is a person, school, board, association, limited liability company, or corporation licensed or accredited to offer one or more programs of higher learning leading to one or more degrees (CGS § 10a-34(a)(3)).

***Private Occupational School***

A private occupational school is a person, board, association, partnership, corporation, limited liability company, or other entity offering instruction in any trade or industrial, commercial, service, professional, or other occupation for a remuneration, consideration, reward, or promise. It does not include (1) publicly supervised and controlled instruction, (2) employee or member training offered by a firm or organization, or (3) instruction from a school authorized by the legislature to confer degrees (CGS § 10a-22a).

**COMMITTEE ACTION**

Higher Education and Employment Advancement Committee

Joint Favorable  
Yea 17 Nay 0 (03/19/2015)