

DEPARTMENT OF HIGHER EDUCATION
FY 2018-19 JOINT BUDGET COMMITTEE HEARING AGENDA
(Day 2 of 3)

Thursday, January 4, 2018

9:00 am – 12:00 pm

**9:00-10:30 PANEL 2: ADAMS STATE UNIVERSITY, FORT LEWIS COLLEGE, WESTERN STATE
COLORADO UNIVERSITY**

INTRODUCTIONS AND OPENING COMMENTS (5 MINUTES PER GOVERNING BOARD)

Note: the JBC requests only one speaker per governing board

Presenters:

- Dr. Beverlee McClure, President, Adams State University
- Dr. Dene Kay Thomas, President, Fort Lewis College
- Dr. Greg Salsbury, President, Western State Colorado University

PANEL QUESTIONS

Higher Education Master Plan

- 1 Did the 2012 State Master Plan affect your institution’s activities for the last five years? If so, how? Do you expect the 2017 Master Plan refresh to affect your activities? If so, how? Are there specific initiatives you are implementing or plan to implement for this purpose? *[For background, please include data on your average annual rate of growth in increasing credential-production for the last five years versus the prior five years and your projected rate of growth between 2017 and 2025. How many credentials do you expect to issue as of 2025? How does this compare to the Department’s aspirational goal for your governing board?]*

Adams State University

Yes. Our institutional strategic plan, “ASU 2020”, aligns well with the statewide strategic plan. Some examples of our activities and initiatives related to the plans include:

- *Implementation of a robust degree auditing software program that will help our students better understand their degree requirements and more easily visualize their progress to degree completion. This is expected to improve advising and therefore graduation rates.*
- *We are building our high school concurrent programming to better support concurrent enrollment, especially in the San Luis Valley. We have concurrent enrollment agreements in place with all fourteen school districts in the valley and are seeing increased concurrent enrollments.*

- *Continued implementation of our four year guaranteed tuition to allow students and families to better plan for the cost of attendance.*

One area we have seen success is in our graduation numbers. Since 2012, Adams State has seen continual growth in the number of degrees awarded at all levels (associate's, baccalaureate, and master's). Average five year growth of our associate's degrees is 47%, baccalaureate is 2.5%, and master's is 13.1%. We will see our first doctoral candidates in our new counselor education PhD program in the 2018-2019 academic year. We expect continued growth, but not at the rate we have seen the last five years due to declining enrollment at the undergraduate level. We expect to continue awarding approximately 1,000 credentials per year across all levels.

Fort Lewis College

Prior to the enacting of the 2012 CCHE Masterplan, Fort Lewis College adopted a strategic plan that centered on student success and attainment. This plan aligned with the 2012 CCHE Masterplan. As part of that strategic plan, the college changed from a faculty advising model to one that includes student success coaches, alongside faculty mentors. The college also adopted a new degree tracking program and joined the Student Success Collaborative (SSC) through the Educational Advisory Board. The SSC is a predicative analytic tool to both engage students and assist them as they progress towards degree attainment. Additionally, degree maps were created for all of the degree programs with clear 4-year schedules of instruction. The degree tracking tool allows students to create maps towards graduation.

Furthermore, Fort Lewis College implemented a new learning management system and policies for faculty use to help guide and mentor students. The Finish-In Four scholarship program rewards students that enroll in 15 credits per semester and stay on track to graduate in four years.

The college's graduation rate has improved dramatically as a result of these initiatives. Fort Lewis College believes these initiatives are good for its students, and would have embraced them regardless of the CCHE Masterplan. The college is currently working to add more certificates to the portfolio of degree programs. These new certificates are expected to increase overall credential production in the future.

The following chart provides the degree production for the last ten completed fiscal years.

<i>Fiscal Year</i>	<i>Number of Degrees</i>	<i>Fall Headcount</i>	<i>Percent of Degrees to Fall Headcount</i>
<i>2007-08</i>	<i>698</i>	<i>3,933</i>	<i>17.7%</i>
<i>2008-09</i>	<i>698</i>	<i>3,734</i>	<i>18.7%</i>
<i>2009-10</i>	<i>642</i>	<i>3,685</i>	<i>17.4%</i>
<i>2010-11</i>	<i>636</i>	<i>3,760</i>	<i>16.9%</i>
<i>2011-12</i>	<i>677</i>	<i>3,750</i>	<i>18.1%</i>
<i>2012-13</i>	<i>635</i>	<i>3,838</i>	<i>16.5%</i>
<i>2013-14</i>	<i>800</i>	<i>4,034</i>	<i>19.8%</i>

2014-15	649	3,776	17.2%
2015-16	765	3,692	20.7%
2016-17	730	3,566	20.5%

Western State Colorado University

From FY2007-08 to FY2011-12, Western issued 1,856 credentials for undergraduate (“native” students only) and graduate students; from FY2012-13 to FY2016-17, Western issued 2,195 credentials, representing an increase of over 18% between the two five-year periods. Given our recent successes in retention and enrollment growth, we expect credentials issued to continue to grow at Western.

At Western we believe that the best way for us to address Master Plan goals is by increasing our enrollment – and it has been our number one objective. In many ways, this goal is inseparable from the Master Plan goals. FY2016-17 represented Western’s fourth year in a row of increases in both FTE and headcount. Since FY2013-14, Western has experienced a 20.5% increase in total student FTE, by far the most of any governing board in the state. Our retention and graduation rates have steadily increased and are higher than our DHE peer group. Most notable has been our increase in STEM degrees, improving from 90 in 2012 to 154 in 2017. Our diversity has also improved in each of the last four years.

Moving forward, Western has established a University Retention Committee that is working to adopt several of Complete College America’s “game changers” to address completion, such as co-requisite remediation, major maps, and meta-majors.

One of the strengths of Colorado’s public higher education portfolio is its diversity. Its system offers different strengths based on factors such as capacity, location, educational specialties, and culture/format. Western’s strengths are based upon both location (for fields such as geology, high altitude studies, wildlife biology, etc.) and culture/format – an intimate, unintimidating environment with small classes and a personalized focus on the student. Such benefits are admittedly more difficult to measure than something like credential production but are critical to maintaining the benefits of the diversity. Our model is one designed far more for quality than volume. If the state rewards only volume, we will certainly struggle to compete.

- 2 In your opinion, why has the State made so little progress in achieving its goals? Why is resident enrollment growth so weak? How much of it is the cost of higher education?

Adams State University

In our view, it is a combination of things. Universities as a whole do not do a great job of explaining the benefits of a degree so the cost of the degree overshadows the benefits. This is particularly true when it comes to historically underserved populations. The State of Colorado, like the nation, struggles to address the issues of poverty and first generation students.

Adams State is located in the San Luis Valley, which historically has a high poverty rate. We are working to educate the population, starting in the San Luis Valley, about the true value of a college degree. We will do this by illustrating examples where a college degree has been a game changer in the lives of others. We want people from across socio-economic scales to understand the career pathways that come from a college education.

We also believe the overall cost is another factor. We are striving to keep our institution affordable. We implemented a four-year guaranteed tuition program beginning in the fall of 2016. We also did not raise our tuition rate for any of our students, including incoming, for the fall of 2017.

Fort Lewis College

The programs above are costly to implement, and even though these programs have proven successful, they may be difficult to continue given enrollment challenges. With a greater share of institutional budgets coming from tuition, the cost of achieving these master plan goals will fall on students and their families.

Generally, resident enrollment growth is weak due to a nationwide decline in high school graduates, shifting demographics within the high school graduate population to include a higher percentage of students from traditionally underrepresented groups, and a relatively strong economy.

Cost of attendance is cited by 78% of students nationally that participated in the 2012 admitted student survey as being a factor in choice of institution. Fort Lewis College has the second lowest tuition and fees in the state amongst four year institutions and yet anecdotal information from students indicates that even cost of attendance is a challenge for many students.

Western State Colorado University

The untold story of the last decade has been just how devastating the anemic economy has been to most middle-income families -- who are in worse financial shape than they were a decade ago. While this is hopefully beginning to improve, the sour economy combined with the rising cost of higher education have caused many to more carefully scrutinize higher education costs and quality.

- 3 Has the State chosen the right goals? Are these goals still relevant, in light of the experience over the last five years? Should the goals be more dynamic and updated more frequently?

Adams State University

The goals themselves are very relevant, particularly with regard to closing the attainment gap. We are not sure more dynamic goals would result in better progress.

Fort Lewis College

The master plan goals are based on the State's need for a more educated populace. Changing or reducing goals will not alleviate this need.

Western State Colorado University

The four key goals are certainly admirable, and we believe we can continue to make progress with both student success and innovation. But we worry that Western will be disadvantaged in the first two goals – increasing credential completion and erasing equity gaps. We are a small school that by design will have lower numbers of students, and we are located in a rural area that is not particularly diverse. The emphasis on volume and numbers will be a particular challenge for us.

Because of this, we think the goals need to consider institutional differences. Volume-based goals, just like volume based funding, disadvantages small, rural institutions. Further, improvements in something like diversity also need to take into consideration the surrounding communities – and their makeup.

- 4 Given limitations on the state budget, how can we get a better education for citizens without simply building a bigger institutional system?

Adams State University

At the state level, we believe there should be a focus on high need populations. This is also our anticipated area of population growth.

At the institutional level, we are working to maximize faculty resources and align those resources to degrees and academic programs that deliver results on the job and career front.

The state could also incentivize partnerships and joint degrees.

Fort Lewis College

The state has created a competitive structure among institutions of higher education. More collaboration rather than competition among institutions needs to be explored. CDHE has investigated other models of delivery, such as Swiss Vocational Educational Model and Training System. These models may provide avenues for changing the way Colorado citizens are educated.

Western State Colorado University

The Front Range schools continue to grow while rural schools have struggled. Is there a way for the state to incent candidates to attend some of the rural schools – and have these incentives amount to a lower cost than funding the expansion of further capacity of the Front Range schools?

- 5 There has been a lot of talk about the value of higher education. How do we know if a college degree or certificate is worth it?

Adams State University

The number of jobs requiring a college degree is growing. More nursing positions require a BSN. The K-12 system is facing a teacher shortage in Colorado and across the United States. We need to connect the dots for students and better explain the opportunities to our prospective students.

Fort Lewis College

The worth of a degree and/or certificate has both intrinsic and extrinsic value. Education broadens one's ability to think critically, problem solve, and be tolerant of competing viewpoints. Extrinsic value applies to one's personal satisfaction and career options. Additionally, degrees provide the skills needed for employers and broader societal needs.

Western State Colorado University

With both tuition and student loan debt climbing, higher education candidates have understandingly become very pragmatic in their examination of potential schools and programs. The standard answer to this question is provided by Federal Reserve data. They report that in 1979 having a college degree equated to about \$289 more earnings per week. By 2014, that premium had doubled. They now estimate the lifetime earnings difference between the college degreed and non-degreed workers at about \$830,000. But beyond that, candidates should ask tough question about the quality of the education they are considering.

- *What percent of classes are taught by fulltime faculty?*
- *What percent of faculty have terminal degrees?*
- *Is the multi-hundred person lecture hall a staple in the program?*
- *What is the student-teacher ratio?*
- *What is the student loan default rate (which can be reflective of whether graduates are finding employment)?*

Answers to these questions provide deeper insight into the higher education experience at a given institution.

- 6 What is your institution's graduation rate, and how does it compare to your peers? What is the default rate for your graduates who have debt? What can the legislature do to help your institution(s) retain and graduate students?

Adams State University

Adams State's first-time, full-time 2011 cohort had a 6-year graduation rate of 32% and a 4-year graduation rate of 14%. However, our Hispanic graduation rate was 39% and 18% respectively. This exceeded our rates for white students which were 32% and 15%. We have made significant progress in improving graduation rates for

our most at-risk students and are leading the state in closing the gaps. Our graduation rates have continually increased across the last three first-time, full-time cohorts and across nearly all variables (e.g., Hispanic, low-income, remedial, etc.).

Student Type	2009 Cohort			2010 Cohort			2011 Cohort		
	4-Yr Rate	5-Yr Rate	6-Yr Rate	4-Yr Rate	5-Yr Rate	6-Yr Rate	4-Yr Rate	5-Yr Rate	6-Yr Rate
All full-time, first-time	8%	22%	29%	14%	24%	29%	14%	28%	32%
White	9%	25%	32%	16%	26%	32%	15%	28%	32%
Hispanic	10%	19%	25%	11%	20%	24%	18%	33%	39%

The default rate for our graduates with debt is 10.8% for our 2014 3-year cohort.

We still have additional work to do in the area of recruitment and retention. We believe targeting more resources to at risk students would help us retain and graduate students.

Fort Lewis College

The Fort Lewis College first-time freshman six-year graduation rate for the last five years is as follows:

Fall semester 2008 – 38%

Fall semester 2009 - 40%

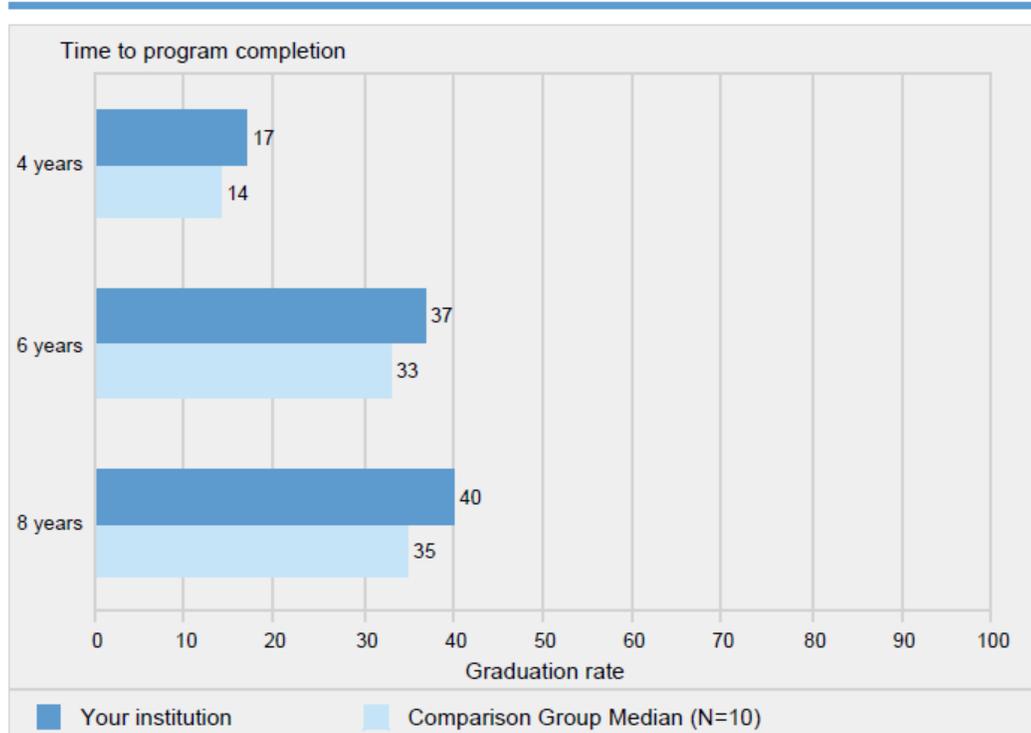
Fall semester 2010 - 45%

Fall semester 2011 - 40%

Fall semester 2012 - 41%

The following chart is taken from the IPEDs Data Feedback Report for 2016. The ten peer institutions used in this report are those used for all peer comparisons related to the performance contract with the Department of Higher Education.

Figure 14. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2007 cohort



NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, 200% Graduation Rates component.

The debt default rate is calculated by the federal government for all borrowers, not just graduates. The college's current default rate is 10%. As many of the students that contribute to the default rate are those that do not complete college, the default rate for graduates is assumed to be much lower than 10%.

The state could provide incentives for students who graduate, such as loan forgiveness, apprenticeship packages, and tax incentives for employers to hire graduates from state institutions.

Western State Colorado University

Graduation Rate—Fiscal Year 2016-17

- *Western 45%*
- *DHE Peers 39%*

Retention Rate—Fiscal Year 2015-16 (most recent available data)

- Western 69%
- DHE Peers 70%

Student Loan Default Rate (3-year rate)—Fiscal Year 2013-14 graduates

- Western 6.7%
- National 11.50%

Average debt load for all graduating seniors / those that have debt—Fiscal Year 2016-17

- Western \$16,992 / \$25,146
- CO4* \$17,989 / \$24,796

**CO4 = averaged debt loads at CMU, ASU, FLC and CSUP*

In order to assist Western in improving on these metrics, we propose that funding be provided to incent student attendance (e.g., increased aid packages or tuition buy-downs) at rural institutions – that already have capacity—versus funding infrastructure growth at Front Range schools.

Requests R1 and R2 - General Fund and Tuition Increases

- 7 Discuss your thoughts on the current funding allocation model. How do you feel about the increased weight on Pell? Are there other adjustments you support this year? If certificates were weighted more heavily, would you expect that to result in more enrollments and completions? How could we track this?

Adams State University

The current funding model presents challenges to small, rural institutions. The amount needed to “open the door” is the largest for these type of institutions, yet that amount is not adjusted with mandated cost increases or even inflation. The primary driver in the funding model is resident enrollment, and while we understand the concept, not every enrollment at every institution costs the same. Economies of scale cannot be as easily achieved at small rural institutions. Furthermore, the pool for more economical adjunct faculty is not as large. In addition to the challenges we face being a small, rural institution we have challenges related to the population we serve as well. Most of our students are Pell eligible, we are a Hispanic Serving Institution with a high population of minority students, and serve many first-generation students. These populations require more support and resources in order to be successful. These challenges are difficult to address in a funding model.

Adams State is appreciative of the increased weight on Pell in the funding model in recognition of the higher cost to successfully serve this population. Incentivizing institutions to serve these students helps cover the additional services needed for these students to be successful. We want to not only enroll these students, but to also ensure they are successful and graduate.

Changing the weight on certificates in the funding model would dis-incentivize other degree programs. Certificates that can be awarded more quickly would become more lucrative than a bachelor or master degree that takes longer and would then be proportionately more expensive to the institution.

Fort Lewis College

The college supports the goals of the model - enrollment, retention, and graduation of students, with an enhanced focus on underserved students. Fort Lewis College has no proposed changes to the model at this time. The reasons for an increased weight on the Pell recipients are understandable, and the college does not object.

What is the intent of the model required by HB 14-1319? Is the model supposed to incentivize institutional behavior? Certainly, enrollment, retention and graduation are priorities on which all institutions should always focus. To the extent the model is modified annually, it will be difficult for any institution to change institutional behavior to address priorities that are modified each year.

Western State Colorado University

Western supported the increased recognition for Pell students. These populations often need additional support services to help them succeed in a post-secondary setting, and providing additional funding to institutions to serve these students makes good sense and is consistent with the Master Plan goal of reducing the achievement gap.

In looking at other potential formula changes, Western believes that a more comprehensive look at how the formula has performed is needed before making any more piece-meal, one-off, adjustments. There are a multitude of concerns and issues that have been identified by several institutions/governing boards. Rather than address each individually, we believe it is important to look at all of them together at the same time.

- 8 Potential model changes: Are there other changes you would like to see in the model in the near-term or longer term? Should the model be used to incentivize training that prepares students for real jobs, e.g., based on student employment after completing training or based on training in high-demand fields? Is the model sufficiently transparent? Sufficiently flexible?

Adams State University

There are some components that don't fit well into a one-size fits all model. Small, rural institutions suffer with the model. Historically underserved populations, such as first generation and low income students are also not well addressed by the model.

The model is also more of a re-allocation model than a funding model. Although additional state funds running through the model help, the funding for each component is dependent on the percentage of the total allocated for the component of the model, and then on the individual institutions' proportion of the state-wide total of the

component. This means that an institution could actually increase in an area, but if the institution's percentage of the state-wide total didn't increase, funding for that area may still decrease.

We would not be in favor of changes that further complicate the model and/or that make data extraction more complicated, such as using the model to incentivize training as mentioned.

Fort Lewis College

Fort Lewis College does not believe the funding model drives behaviors at any institution. Higher education institutions within the state are offering programs based upon their strategic goals related to their role, mission and existing markets. The changes made to the model typically reward institutions whose strategy already includes the current model variables. The focus on job attainment immediately upon graduation discounts institutions with a liberal arts focus. The liberal arts provide students with complex critical thinking skills for a multitude of professional avenues, which may not be realized immediately upon graduation.

Western State Colorado University

Western remains concerned that small institutions have little ability to advance in funding under the current model. From FY2013-14 to FY2016-17, Western's total FTE enrollment grew by 20.5%, by far the largest in the state on a governing board basis. However, the funding allocation model has not recognized this growth with increased appropriations. Rather, Western's allocation has hovered around the system-wide average since implementation of the new formula. This is due to the fact that Western, despite these gains, does not possess the volume needed to receive larger-than-average increases through the formula. More recognition needs to be attributed to relative gains and not just absolute gains.

- 9 How significant is the model in incentivizing institutional behavior? Do you feel it affects your institution's choices? How?

Adams State University

As a whole, additional state support incentivizes institutions to keep tuition increases low, but the other components are more complicated. While the intent of the model is to incentivize behavior, it is not predictable enough to be able to use in decision making. That said, the institutions goals are aligned with the statewide goals, and we are striving to improve performance toward them.

Fort Lewis College

See response to question 8.

Western State Colorado University

Two of Western's most prominent goals in our strategic plan are 1) enrollment growth and 2) improved institutional outcomes. Over the past three years, Western has made considerable strides in each. As addressed in questions #1 and #8 above, our total student FTE growth has far outpaced that of any other governing board

during this period. Further, our graduation rates and retention rates are well above peer averages and our debt loads and default rates are below peer averages (see question #6). We remain focused on these goals and metrics because success in these areas translates to success for Western and positive contributions towards the statewide Master Plan—and this is our incentive and motivation. The fact that the funding formula has not rewarded Western’s success in these areas, beyond providing statewide average increases in funding, has, thus far, not been a motivating factor.

- 10 Discuss the total General Fund and tuition increase proposed for your governing board in the Executive request.

How much of an increase in education and general revenue do you anticipate needing in FY 2018-19? If this is greater than the projected increase in the Boulder-Denver-Greeley CPI, explain why.

- a) How much of your annual need for increased revenue for educational programs is driven by salary and benefits for staff overall? How much of this is for classified staff?

Adams State University

We anticipate needing an additional \$1 million in education and general revenue for FY 2018-2019. Our education and general budget is \$32 million, so this is approximately equal to the CPI.

Of the additional revenue needed, \$768,500 is driven by salary and benefit expense for education and general staff. Of this amount \$124,000 is for classified staff.

Fort Lewis College (Response to Entire Question is Below)

In 2016, the DBCPI grew by 2.8% while the national CPI grew by 2.1%. Approximately 30% of the college’s \$54M general fund budget can be considered non-discretionary. Some of the items that make up this non-discretionary pool include, utilities, health benefits, PERA contributions, classified salaries, scholarships, and contractual agreements. Most of these items have annual cost increases.

Given the assumption of no change in enrollment, approximately 6.5% would be needed to cover the normal growth in both discretionary and non-discretionary items, as well as, some strategic initiatives. While the overall increase requested by the Governor at 8.5% exceeds this funding level, the increase to Fort Lewis College as a result of the model is only 3.6% and does not cover this increase. Additionally, the 3% limit on tuition is less than the student’s proportionate share of funding that would be needed. The college would need an increase of 6.5% in both sources of funding to balance the budget.

The College requests authority to increase its resident tuition by an amount up to the maximum as calculated in the Cost Matrix for the individualized outcomes. Therefore, Fort Lewis College requests approval to raise its resident tuition by as much as 6.5%. Our request recognizes both the link between General Fund and tuition, and the fact that the allocation model yields different results for individual institutions. Our requested resident tuition increase, coupled with the Performance Model outcome funding growth, results in the amount necessary to cover the institution’s inflationary and healthcare benefit cost increases.

While the Fort Lewis College Board of Trustees may ultimately approve an increase less than that indicated above, requesting the amount indicated in the Cost Matrix for individualized outcomes affords the Board maximum flexibility as it considers planning for the FY 2018-19 budget. The Board's planning efforts will balance cost of attendance concerns against consideration of the funding necessary to address initiatives identified during Fort Lewis College's strategic planning process. These initiatives include the development and implementation of new academic certificates and degree offerings, as well as programs designed to ensure student success.

Western State Colorado University

Western anticipates needing, at a minimum, an E&G increase of \$1 million to fund mandatory cost increases, including inflationary adjustments to faculty and administrative salaries. A \$1 million increase in E&G revenue equates to 3.2% which is the current projected rate of inflation for calendar year 2017.

It is important to note that this does not include any additional funding for Western's institutional financial aid budget or an allocation for any strategic initiative. Funding for these items would have to come from a reallocation of existing resources.

Of the \$1 million in additional revenue needed to fund mandatory cost increases, approximately \$750,000 is related to employee compensation. This includes not only salary increases but projected increases in health premiums. For classified staff, the Governor's proposed 3% increase is projected to cost Western approximately \$100,000 of the \$750,000.

- b) Does the maximum undergraduate resident tuition rate increase proposed for your governing board in R3 (3%) accurately reflect your tuition need if R1 General Fund support is approved? Why or why not?

Adams State University

While the 3% in addition to our state funding does not get us to the \$1 million, we do not anticipate seeking authority to increase tuition more than the 3%. We believe we have raised our tuition and fees to the point where our enrollment suffers with additional increases.

Fort Lewis College

See Above.

Western State Colorado University

If R1 is approved, Western would receive \$958,874 in additional general fund support for FY2018-19 which would come close to funding our mandatory cost increases. A tuition increase of 3% on both resident and nonresident rates would generate approximately \$500,000 in added tuition income should enrollment remain flat. However, as discussed in several of our answers below, we are concerned about Western's pricing and will be assessing our relative positioning and whether any tuition price increase will have negative impacts on enrollment.

If we are to increase tuition, we would expect that a significant portion of earned revenue from this increase would have to go towards institutional financial aid.

Financial Aid, R4, R6, and Last Dollar Scholarship option

- 11 How significant do you believe the *real* net cost of attendance, after grant aid, is to whether students attend and complete at your institution? How significant do you believe *perceived* cost is in whether students enroll in your institution? How does your institution work with high schools to help students understand the real net cost, as opposed to the perceived cost?

Adams State University

Affordability is one of the most important factors for prospective students and their families. They want to know what will be their actual out of pocket costs. Having cost estimates to students in a timely manner helps in the decision process.

Adams State has a high school outreach program through which we work to accurately advise students and their families of the actual costs associated with enrollment at our institution.

Fort Lewis College

According to our 2012 admitted students survey data, Cost of attendance or perceived cost of attendance is highly important to students. The following table indicates the importance of a number of factors for admitted students:

<i>Fort Lewis College 2012 Admitted Student Survey – Summary Results</i>		
<i>Importance of:</i>	<i>National Averages</i>	<i>Fort Lewis College</i>
<i>Majors Available</i>	<i>91%</i>	<i>90%</i>
<i>Cost of Attendance</i>	<i>78%</i>	<i>85%</i>
<i>Academic Reputation</i>	<i>70%</i>	<i>57%</i>
<i>Personal attention</i>	<i>70%</i>	<i>78%</i>
<i>Surroundings</i>	<i>55%</i>	<i>61%</i>
<i>Quality of Social Life</i>	<i>50%</i>	<i>55%</i>
<i>Access off-campus activities</i>	<i>36%</i>	<i>55%</i>

Cost and Affordability, as well as Availability of My Major are the top reasons for both confirmed and withdrawn students at Fort Lewis College. The subpopulation of students at Fort Lewis College who say cost/affordability is the greatest concern are more likely to be female, out-of-state.

Financial aid staff conducts presentations at local area high schools explaining cost, financial aid options, and net cost. The college provides a net cost calculator on the web site enabling prospective students to calculate their actual cost based upon their academic qualifications. Additionally, the Controller’s office has started providing financial literacy workshops at orientation and during the academic year.

Western State Colorado University

Historically, real net cost and perceived cost have played a modest role in whether or not a student enrolls at Western versus other factors, such as location and program availability. However, since the great recession, tuition and fee increases have outstripped the increases in average household income for our target households, making our cost (whether real or perceived) now a much larger issue, particularly as the rising cost of college and dangers of student debt continue to make headline news.

Our institution works with current students, prospective students/parents and high schools throughout the marketing, recruitment, admissions and retention process to help students and their families better understand the real net cost. We use net cost calculators and other tools, including the availability of on-going counseling and other retention efforts, to try and avoid financial crisis situations before they get too large.

- 12 How does your institution use financial aid for resident students to promote enrollment, retention, and completion? Given that institutions have flexibility to establish their own financial aid policy, how does your institution's use of state-supported financial aid differ from that of other public institutions?

Adams State University

Adams State University has used the state-supported aid and its flexibility to help the neediest of students with the last dollar in concept. The institution utilizes state financial aid in its San Luis Valley Promise Scholarship which is designed to ensure regional students who meet the stated criteria have all direct educational costs (tuition & fees and books & supplies) covered. The stated criteria are completing the FAFSA and having a zero EFC (expected family contribution), a CCHE Index score of 80 or above, full-time enrollment of 12 credit hours a semester, meet SAP (Satisfactory Academic Progress) and complete any financial aid verification prior to July 1 of their starting fall term. The program is renewable by meeting the full-time enrollment, SAP, and financial aid verification (if applicable) prior to each July 1.

For Colorado State resident students who have an EFC greater than 0, up to 7992, Adams State University, automatically awards the Colorado State Grant in the amount of \$2000 for the award year. However, the Financial Aid Administrator has the flexibility to override the maximum EFC and award as needed to cover direct and indirect educational costs based on extenuating circumstances.

Fort Lewis College

State funding is used to fund Pell eligible students and students just outside of Pell eligibility that would typically only be eligible for self-help aid. Currently, in order to receive Pell a student must have an Expected Family Contribution (EFC) of \$5,328 or less. The college awards state grant funds to students who have an EFC of up to 200% of Pell eligible level. Students with an EFC of 150% of Pell receive the highest state grant, while students with an EFC between 151 – 200% of Pell receive a lower amount.

In the last two academic years, Fort Lewis College has been able to fund almost all eligible students. In recent history, other institutions have reported similar awarding policies.

Western State Colorado University

Western uses institutional dollars heavily to help offset cost of attendance, and has increased this practice significantly over the past 5 years. Our net price (tuition and fees) has increased only \$700 in total, or \$135 annually, over this period and we believe this has had positive impact on our recruitment and retention efforts. However, as mentioned in question #12 above, "real" net cost is increasingly being challenged, as, thus, is our ability to continue a higher cost / higher aid approach. It is important to note that, when factoring out institutional contributions, other forms of aid (state, federal and private), in combination, have remained flat over the past five years.

Western is using the state merit funding for scholarships in our Academic Leadership Program, which provides students an opportunity for campus/community engagement and leadership development. We are not familiar with the practices of other institutions regarding how they distribute their state aid.

- 13 Would it be better to merge COSI scholarships, the proposed Emergency Retention Grants, and any other scholarship programs into a single comprehensive program? Would this allow for more or less transparency? More or less efficiency in administering the funds?

Adams State University

Yes, this would simplify the administration of state funding and allow students to have a better understanding of exactly what they are receiving from the state of Colorado. It would be a more efficient and effective utilization of limited resources by the state and its institutions of higher education.

Fort Lewis College

Multiple programs with various disbursement and renewal criteria can become very confusing to a student, particularly a freshman. This confusion is seen often with students who have federal aid, institutional aid, and private aid, as these three source will have separate sets of criteria. Students need to determine the aid that carries the most stringent criteria and apply those criteria to all of their aid. While the college welcomes any type of aide that is available, managing several different types of funds is also burdensome on the institution. Each fund can have different agreements that must be reviewed and signed, they have different criteria for administering and different reporting requirements.

Rolling these scholarship programs into one program would be helpful to the student and the institution. Ideally, the criteria would be broad enough to serve a larger population of students. For example, many scholarships limit funding to 'Pell eligible' students, leaving many students just outside of Pell eligibility with no aid while still having a very high need.

Western State Colorado University

Fewer programs to manage would most definitely maximize efficiency in administering funding, however, if there is a true purpose for a specific program and a targeted group of students meant to benefit from a specific program, it should remain separate. It may be beneficial to combine COSI with the state need-based program as both target a similar group of students.

14 R4 emergency retention grant program:

- a) Discuss how your institution would use R4 emergency retention funding, if approved. If your institution has already implemented an emergency grant program, are there additional students not currently served whom you would like to serve if this request were approved?

Adams State University

Adams State University currently uses its Colorado need-based funding as a retention tool for those student who demonstrate, through the federal methodology need-analysis, the need for additional funding not being covered or partially being covered by federal or other institutional and private sources.

There are always students who have unmet need as defined by needs-analysis. We would be able to use additional funding to meet additional needs. The population that we see in need of additional assistance or additional state support would be those with a mid-range EFC above 5000, up to cost of attendance (COA).

Fort Lewis College

Fort Lewis College does not currently have an emergency retention fund. The emergency loan fund was discontinued several years ago due to a combination of regulations, administrative burden and a decreased student need because of the improved speed related to acquiring federal financial aid.

The college could deploy this funding to help students close to graduation complete their degree program. Due to federal rules, students who need less than six credits to graduate in their final term do not qualify for federal aid in their last semester. The loss of federal financial aid can be quite devastating to a student so close to completion. This funding may also be useful for students attending and graduating at the end of the summer term who have exhausted all other funding.

Western State Colorado University

Please see response to 14 c).

- b) Is there sufficient flexibility within your state need-based aid allocations to provide an emergency grant program such as that requested in R4 if you wished to?

Adams State University

Yes, using the flexibility currently available, there would be sufficient flexibility. However, we would not like to see additional restricting criteria adopted that the students would have to meet. This takes away our ability to serve the neediest of students. Each student is unique and has their unique challenges, especially when addressing diverse and underserved populations. Flexibility allows us to be able to serve more underserved students.

Fort Lewis College

The college uses all of the allocated state need-based aid under a strict awarding policy and does not deviate from this policy, leaving no availability for emergency awards. Holding a portion of the need-based aid for emergencies could leave the institution in a position of not spending the total allocation if emergency needs do not occur.

Western State Colorado University

Please see response to 14 c).

- c) Is there another way to fund this program? Isn't an R4-type grant program attractive to private donors?

Adams State University

Foundations do support their institutions through both restricted and unrestricted funds. A campaign to raise funds for this purpose could be implemented, or unrestricted funds could be used for this purpose, if the Foundation Board approves. The Foundation has a separate governing board from the institution so this would not be entirely at the institution's discretion.

Fort Lewis College

Degree completion and finish-in-four type programs have been popular among the college's donors. The Fort Lewis College Foundation has provided significant funding for the 'Finish in Four' scholarship program implemented in FY 2013-14. That said, private donor matching programs are hard to administer in a rural area like Durango. Many donors would rather see a scholarship in their name rather than contribute to a larger program.

Western State Colorado University

Western currently has two programs meant to provide small emergency grants or additional grant aid to students, one funded through institutional resources and one funded from Western's Foundation. Total amount available for both programs is approximately \$75,000. Thus far, we are able to serve nearly all students needing \$1,000 or less with these current programs. If R4 were approved and Western had access to increased funds for this activity, we would expect this to have positive impact on those students who we currently cannot serve with our existing programs. While we could certainly use existing state need-based aid for this type of funding, our current allocation of state need-based aid is relatively small and would not make a significant impact.

An emergency grant program would likely be attractive to private donors. In fact, we have had a few parents/grandparents see the signs in our lobby for our current program and inquire as to how they may contribute to this fund.

- 15 What are your thoughts about the various “last dollar scholarship” options presented by staff:
- A - Free tuition and mandatory fees for community college (subsidy could extend to ATCs and other institutions with a 2-year mission) without regard to income, for students coming directly from Colorado high schools/GED under age 19 who attend 30 credit hours per year and follow a degree pathway;
 - B - Free tuition and fees at any institution for students who are Pell eligible or have a household income under \$75,000 for students coming directly from Colorado high schools/GED under age 19 who attend 30 credit hours per year and follow a degree pathway;
 - C - Additional \$1,000 for any Pell-eligible student coming directly from Colorado high schools/GED under age 19 who attends 30 credit hours per year and follows a degree pathway. This is expected to translate to free tuition and fees for these students.
- (a) Is Option C (or any of the options) the best way to spend dollars to improve recruitment, retention, and affordability?
 - (b) Would students benefit from a consistent statewide message that low-income students may attend any public institution in the State without paying tuition and mandatory fees? Do you think this would drive enrollment?

Adams State University

One concern is too many stipulations would have a detrimental effect on the very population (at risk, low income) it proposes to help. Each institution would be better equipped to address this as it pertains to their student demographics.

Based on the option detailed in the briefing document, the specifics on how this would be administered are unclear. More details would be needed for a more thorough analysis.

One concern with this proposal is that it would dis-incentivize institutions from keeping tuition down. This may also dis-incentivize students to choose community colleges or smaller four year institutions as it would be perceived that a more expensive institution for free is a better deal. These students may end up picking a school that is not the best fit, which could decrease their chances of successful completion. Additionally, using a ceiling or a cap on income could be problematic for individuals and families. The federal methodology used to determine need is much more complex.

These options suggest that there is a one-size fits all best approach. We disagree with that theory. We believe a one-size fits all approach will unintentionally harm the diverse, underserved population you are most trying to help. Each institution should be able to establish their own marketing, recruiting, and retention strategies to best suite their student demographics.

A constant statewide message promoting the concept of tuition and fees being covered by state funding could have a positive impact on recruitment. However, if the program was for the first year only, it could have an adverse effect on retention.

Fort Lewis College

While Fort Lewis College is appreciative of the ideas to help low income students, each of the various options present potential issues. Option A could incentivize students to attend community college rather than a four-year institution. The college would be concerned about the strain on enrollment and the tracking of students into institutions that may not represent a best fit. Option B uses Pell eligibility, or a household income of \$75,000 or less. Household income of \$75,000 can represent vastly different financial situations depending on the size of a family. At Fort Lewis College, Pell eligible students already receive \$2,400 in state need based grants. A substantial number may already be receiving enough aid to cover tuition and fees.

In all of the proposed options, the administrative burden of tracking whether a student has filed a degree plan and taken the requisite number of credits per year is substantial. The addition of the “Last Dollar Scholarship” would add one more layer to criteria onto the student. The questions related to the COSI scholarship and retention grants indicate that the legislature is interested in simplifying scholarships and funding for students, not increasing the complexity.

While low-income students need financial help, many also need other support services. First generation students may not have the skills to navigate higher education business processes. Many Native American students have significant family biases to overcome in attending college. Providing the scholarship without sufficient support systems may have unintended consequences for underrepresented students.

Western State Colorado University

We believe Option C would likely be the best answer for us as a small, 4-year institution, with the understanding that \$1,000 would still not likely translate into free tuition and fees for these students. Option B would concern us if the difference between Option B and C would have to be made up by the institution, since it would reduce our ability to give necessary aid to non-Pell-eligible students. Option A is the least favorable option for us since it may steer students to community colleges who would actually benefit more from a 4-year school, particularly if they are qualified and prepared to attend one.

We think the message should not be about being “completely free” tuition and mandatory fees – there should be some “skin in the game”, even if it is not a large amount, to help ensure appropriate preparedness, decision making, and effort. Although “completely free” may initially drive enrollment, it may also reduce retention and completion, particularly if students enroll in institutions they are not academically prepared to attend.

Financial Health of Small Institutions

- 16 Discuss the financial challenges facing your institution and how you are addressing them. Adams State University should particularly address the status of its accreditation and what progress is being made. All institutions are requested to address their enrollment trends, including the impact of regional demographic factors, and their debt load.

Adams State University

We at Adams State continue to strive to make Adams State University financially strong, while also meeting the needs of our historically underserved student population in rural Colorado. One challenge for us is that while we are keeping our focus on our role and mission and the students we serve, results of recruitment and retention initiatives are not immediately realized. Furthermore, not every initiative is successful.

In response to fall 2017 showing another year of declining on-campus undergraduate enrollment, our Board of Trustees approved the following in August 2017:: To authorize the administration of Adams State University to prepare a contingency plan to right-size the campus, in a manner which supports the board's long-term priorities as embodied in the ASU 2020 Plan, and which is complementary with other parallel strategies to ensure ASU's financial stability which may include a reduction in workforce, and directs the administration to communicate openly and deliberately with ASU faculty, administration and students to minimize concerns to this end.

Using the book "Prioritizing Programs and Services: Reallocation of Resources Strategic Balance" by Robert C. Dickeson, we worked to identify the criteria that will be used to evaluate programs and make decisions regarding any possible reallocation for both instructional and administrative/athletic programs. The Board has approved these criteria.

For academic departments the following criteria were identified: 1. Impact and overall essentiality of the program; connection to ASU's mission, vision, and strategic plan; 2. Quality of the program outcomes; 3. Demand for the program; 4. Size, scope and productivity of the program; 5. Cost and benefit of the program; 6. Faculty and program strengths and accomplishments; 7. Future potential for the program.

The student services and student affairs departments identified the following criteria: 1. How the program is essential and mission critical. 2. Cost and benefit of each program. Salaries and program delivery costs and benefits (including administrative costs and any other cost associated with the program) 3. Quality of program and outcomes.

The operational infrastructure areas (accounting, budget, payroll, purchasing, human resources, facilities, information technology, and police) identified the following: 1. Unmet needs and demands; 2. Identification of ways to do our jobs better; 3. Services provided and to which customers, internal and external; 4. Resources needed to improve services; 5. Key objectives and how they are measured; 6. Review and evaluation of yearly performance.

We are in the process of evaluating all academic, student services, administrative and athletic programs. We are also exploring and/or implementing several revenue enhancing strategies. Our plan is to present a draft plan to our board in February, with final approval in April.

We have implemented a 2016-2020 Strategic Enrollment Management Plan that is aligned with our ASU 2020 Strategic Plan. The plan is monitored monthly by our Recruitment and Retention Committee. The plan includes five initiatives to address changing enrollment trends and demographics regionally, state-wide, and nationally.

As for our accreditation, the Higher Learning Commission (HLC) evaluation team completed their site visit in November. They will publish their report in January or February. Then, our president and the team chair will have a hearing with HLC's Intuitional Actions Council (IAC) during the end of March or early April. The IAC will then make a recommendation to the HLC board in their meeting the end of June.

Fort Lewis College

Fort Lewis College has seen declining enrollment in recent years. While there are numerous reasons impacting enrollment, the college attributes this decline to two primary factors: changing admission standards and increased graduation rates. The college administration and President's budget committee have been following enrollment trends very carefully. Approximately \$1.6M was reduced from the FY 2017-18 budget as a result of the decrease in enrollment. The committee is currently working through the various options to bring expenditures in line with anticipated revenues for FY 2018-19.

The following table provides an overview of Fall undergraduate headcount for the last four years. As noted above, this decline in enrollment is attributed to two main factors: declines in new students due to changes in admission standards and increased graduation rates.

Fall Undergraduate Campus Headcount

<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Difference Fall 2016 v. Fall 2017</i>
<i>3,751</i>	<i>3,679</i>	<i>3,556</i>	<i>3,287</i>	<i>-269 (-7.6%)</i>

New Students

New Student Enrollment – Degree Seeking

	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Difference Fall 2016 vs. Fall 2017</i>
<i>Freshman</i>	<i>779</i>	<i>814</i>	<i>775</i>	<i>705</i>	<i>-70 (-9.0%)</i>
<i>Transfer</i>	<i>382</i>	<i>354</i>	<i>370</i>	<i>324</i>	<i>-46 (-12.4%)</i>

Returners	45	46	45	43	-2 (-4.4%)
Total	1,206	1,214	1,190	1,072	-118 (-9.9%)

As seen in the table above, new student enrollment declined 118 students between Fall 2016 and Fall 2017. Decreased are seen in both freshman and transfer students. Two main causes have been identified.

1. Admission Standards

Fort Lewis College has been phasing in the Fall 2019 admission standards, as approved by CCHE. For the past few years, the College has gradually increased its admission standards, eliminating some of the students that were admissible in the previous fall, but will not be admissible in Fall 2019. For example, there were 51 freshmen who required remediation in English and/or Math who had confirmed for Fall 2016 that we denied for Fall 2017.

Concurrently, supplemental academic instruction requirements and programs have been developed and refined in order to provide the needed services to students that require remediation. The college is also working on dual enrollment agreements for the provision of remedial course work in order to keep a segment of the incoming student population admissible.

In addition to the Fall 2019 standards change, the college has undergone several other admission standards changes discussed in the next section.

2. Increased competition

The competition in higher education for the freshman and transfer market is fierce in the Western region, which along with the South, is the only area of the country with traditional age student population growth. This growth is attracting multitudes of out-of-state recruiters, with 45+ now headquartered in the Denver metro area. In Colorado, rural institutions also are experiencing the impact of the growth agendas of the state's two largest institutions, the University of Colorado - Boulder and Colorado State University, which have freshman classes of 6,000+ and 5,000+ respectively.

The primary strategy employed over the last few years has been to increase awareness of Fort Lewis College in the market. The college engaged Royall & Company for the Fall 2015 incoming class. Royall & Company provides a targeted direct mail campaign. While a large number of potential students learn about, apply to and get accepted to the college, the knowledge does not necessarily drive an increased demand. In response to the higher number of applications, admission processing staff were added.

In Fall 2016, the admission counselor staff was also expanded. The college currently has two regional admission counselors living in Denver, dedicated to that market.

In an effort to create many new programs at one time, a strategic enrollment management process – named the Summit Project - was launched in the spring of 2017. Constituents from across campus came together to vet and prioritize ideas that would provide students with 21st century skills. At this time, eleven programs have been identified that will attract new students and help retain all students at a higher rate. Some programs will be implemented for Fall 2018, while others will start in Fall 2019. Programs slated for Fall 2018 include a Pre-Orientation program, expansion of the Cycling team and an Early Childhood Pathway to Certification. New academic programs that could start in Fall 2019 include Bachelor degree programs in Environmental Science, Computer Information and Entrepreneurship.

Graduation Rates

As seen in the following table, the graduation rates at the college have increased substantially in recent years. The college signed onto the Complete College agenda in advance of the 2012 – 2016 strategic plan. In order to help students graduate in four years, thereby decreasing overall cost and student debt, the college embarked on a finish-in-four campaign, backed by scholarship funds from the Fort Lewis College Foundation.

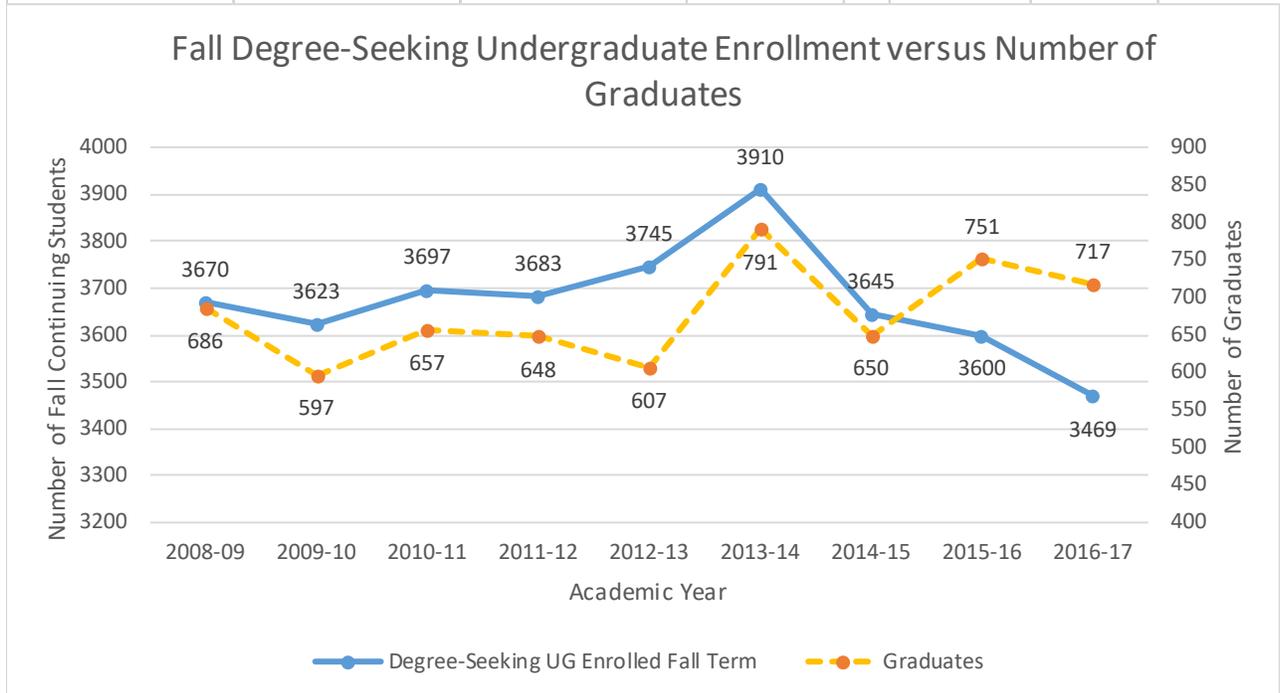
Legislation in the 2005 session, increased Fort Lewis College's admission classification to Selective, from Moderately Selective. The college phased in these standards over a two-year period with full implementation in the Fall 2008. This change is reflected in the decline in freshman enrollment from 926 in Fall 2007 to 796 in Fall 2008. While freshman headcount decreased, the table shows a steady increase in retention and graduation rates starting in this time period. Since 2008, one-year freshman retention rates have hovered between 60% and 66%. In terms of academic preparation, the average HS GPA of the entering freshman class is the strongest predictor of one-year retention.

Freshman Cohort Retention and Graduation Rates			
<i>Fall Semester</i>	<i>Number of Freshman</i>	<i>1-year Retention Rate</i>	<i>To Date Graduation Rate</i>
1993	1,118	51.7%	23.7%
1994	904	57.5%	26.9%
1995	1,050	54.7%	23.3%
1996	1,145	53.6%	25.7%
1997	1,085	51.2%	27.4%
1998	1,107	56.0%	23.9%
1999	1,016	55.6%	24.6%
2000	1,001	54.7%	27.8%
2001	1,110	52.1%	25.9%
2002	1,079	55.2%	31.6%
2003	923	58.7%	37.6%
2004	990	57.8%	39.9%
2005	910	55.6%	38.5%
2006	910	56.0%	40.7%
2007	926	57.5%	39.8%
2008	796	60.3%	40.2%
2009	802	61.5%	40.5%
2010	847	64.8%	45.2%
2011	777	61.4%	40.7%
2012	857	64.5%	42.0%
2013	876	59.8%	31.2%
2014	779	63.2%	5.6%*
2015	814	66.1%	
2016	775	58.5%	
2017	705		

* Graduation rates for 2014 are low because the class hasn't completed four years yet. The 5.6% represents students who have graduated in less than four years.

The information contained in the following table illustrates the relationship between the number of undergraduates enrolled in a Fall term and number of graduates during that academic year. The large graduation rate increase in AY 2013-14 is due to seniors deliberately delaying graduation from the previous Spring in order to take advantage of changes in degree requirements that took effect in Fall 2013. The push for students to graduate in four years can be seen in the reduction of the average time to completion for freshman from 4.5 years to 4.1 years.

Academic Year	Degree-Seeking UG Enrolled Fall	Number of Graduates	Graduates to Enrolled	Avg Time to Completion (Yrs)	
				Freshmen	Transfers
2008-09	3670	686	19%		
2009-10	3623	597	16%		
2010-11	3697	657	18%		
2011-12	3683	648	18%		
2012-13	3745	607	16%		
2013-14	3910	791	20%	4.5	3.1
2014-15	3645	650	18%	4.5	3.2
2015-16	3600	751	21%	4.3	3.1
2016-17	3469	717	21%	4.1	3.0



Western State Colorado University

In our recent update on our performance audit to the Legislative Audit Committee, Western was pleased to report continued positive progress towards financial sustainability. In fact, for FY2016-17, our operating cash flow margin remained well above the targeted threshold and our adjusted operating margin improved significantly. Enrollment (FTE) at Western grew for the 4th straight year and our four-year cumulative increase of 20.5% is more than double that of the second largest growth school (CSM at 9.5%). Our CFI scored “above the zone” for a second straight year.

Despite these positive trends, Western faces continued challenges. Completion of the Quigley Hall renovation and smaller appropriations for capital in the past couple years will put pressure on Western’s CFI. Capital appropriations are critical to offsetting the impact that Western’s growing depreciation cost and relatively high level of debt has on our financial ratios. As a reminder, Western’s capital investments were a critical component of the University’s growth strategy and based on our recent enrollment trends, it appears to have made positive impact. However, the levels of enrollment growth we have experienced in recent years will be difficult to sustain. Demographic factors such as growing urbanization and shifts in ethnic and racial percentages will challenge Western, a rural institution residing within a community that is not particularly diverse. Moreover, increases in Western’s tuition and fees in recent years have put us at a competitive disadvantage as higher education candidates have become more price sensitive and more apt to stay near home to save money.

To address these challenges, Western is looking at a multitude of initiatives. The most important of these is a pending capital campaign, anchored by a major gift to establish an engineering school that will raise visibility, grow enrollment and enhance institutional reputation. Western has been working with the governor’s office to foster collaboration with other Colorado schools and organizations on this project – including possible involvement with the new National Cyber Security Center at UCCS. This potential gift will be leverage into a broader campaign that will focus on providing resources to support student success.

Concurrent Enrollment

- 17 How many concurrent enrollment partnerships do you have between your institution and local high schools? How many students are you serving each year?

Adams State University

We have agreements with all fourteen school districts in the San Luis Valley. Our concurrent enrollments have been increasing. We grew from 392 concurrent credit hours in the fall of 2015 to 702 concurrent credit hours in fall 2017. In the fall of 2017 we enrolled 54 high school students. We expect about the same number for spring 2018.

Fort Lewis College

Fort Lewis College currently serves students from seven high schools, as well as homeschool students in the region. Typically, 90 concurrent students are enrolled in the Fall semester. For Spring 2018 semester, there are approximately 70 students enrolled.

Western State Colorado University

Western currently partners with 13 schools and will likely add 2 more schools in Fall 2018. We currently have approximately 800 enrollees across these 13 schools and will likely add another 300+ in Fall 2018.

18 Do you think we could do more to grow concurrent enrollment in Colorado?

Adams State University

At Adams, we are working hard to provide more opportunities for high school students. Two of the factors that limit concurrent enrollment are inadequate school district funds and the number of students who aren't academically prepared to take college courses.

Fort Lewis College

Some of the barriers to concurrent enrollment include application and enrollment processes, the delivery method (traditional vs. online), and the location of the classes. The more flexible an institution can be through these processes and delivery methods, the easier it will be for concurrent students to avail themselves of the opportunities presented through this program.

Western State Colorado University

The demand for Concurrent Enrollment is growing and changing in Colorado, and we are well positioned to continue to serve (and expand in) Western Slope school districts and other rural school districts in the southern and southwestern parts of the state. We believe we provide superior support to schools and districts and better mentoring for our teachers in training. We are also learning that many schools, and the students and parents they serve, place a premium on Concurrent Enrollment credits from a four-year university. Our service-oriented approach has helped us to develop meaningful relationships with the schools we serve, and our current partners have shared their positive experiences with others, which has opened doors for us in new districts and schools.

Since the advent of the Concurrent Enrollment Programs Act in 2009, CE programming has continued to grow and expand across the state. This growth has been exciting, but it has been financially taxing, both on higher education providers (like Western) and the K12 schools we serve. There has never been any additional higher education or K12 (secondary) funding tied to the Act. The value and the demand are certainly present, but the lack of additional funding adversely affects a CE program's ability to develop the effective, efficient, and secure systems and processes required to run a high-quality program with the necessary staff. The lack of funding also disproportionately affects small, rural schools and districts who do not have the resources needed to cover tuition or

to hire qualified teachers. To improve coordination between institutions of secondary and higher education, and to best serve historically-underserved students in Colorado, additional funding must be made available.

Certificates of Participation - S.B. 17-267

- 19 Do you expect any of your institutional buildings to be part of the COPs issued pursuant to S.B. 17-267? Are you engaged in a process to determine which buildings are selected? Do you expect the COPs issued pursuant to S.B. 17-267 to affect your bond ratings?

Adams State University

Adams State University is expecting to receive State Capital Controlled Maintenance funding of approximately \$1.6 million from the COPs issued pursuant to S.B. 17-267. As part of this issuance, we are of the understanding that we will be asked to pledge buildings as collateral. Our board has approved buildings valued at approximately \$1.6 million to be pledged as collateral. This is not expected to affect our bond rating for a couple of reasons. First, the amount pledged as collateral is a small percentage of our overall building values. Second, no buildings that are auxiliary in nature or which generate revenues pledged to bonds outstanding will be pledged.

Fort Lewis College

The college has participated in the efforts to identify buildings that could be part of the COPs issued pursuant to S.B. 17-267. The following points will need to be considered related to the college's bond ratings:

- *Pledging buildings that generate revenues pledged to bondholders, i.e. tuition, student fees, research cost recovery revenue, auxiliary, etc. runs counter to Fort Lewis College's master bond resolution. Master bond resolutions contains provisions that govern and prohibit the sale or mortgage of revenue producing facilities.*
- *The state has never pledged collateral from one agency as security for COPs to benefit another agency. Rating analysts at Moody's, S&P and Fitch are accustomed to collateral values approximating improvement values on an agency by agency basis.*
- *The risk that the college could lose a building integral to the delivery of instruction, auxiliary services, college administration, athletics, research, etc. for reasons beyond FLC's control, namely a failure by the state to appropriate a SB267 lease payment, will be cited by the rating agencies as a new risk/business interruption threat. The enrollment and pledged revenue impact of loss of a facility or facilities will depend on the collateral posted but we expect collateral exceeding the amount of the improvements to be cited as a credit negative.*
- *While the college does not expect this new risk/credit negative alone to trigger rating downgrades, coupled with other factors outside of the college's control such as PERA's unfunded liability, current credit ratings would be further pressured.*

Western State Colorado University

On December 7, 2017, Western's Board of Trustees approved the designation of Whipp Maintenance Building, with a current replacement value of \$2.5 million, as an eligible facility for collateralization towards projects funded through S.B. 17-267. With this designation, Western has less than \$5 million of potentially eligible building

value remaining, and our Board is concerned that further designations will have the potential to negatively affect our bond rating.

Program Duplication

- 20 It seems there is more and more higher education program duplication. Does this drive costs? Is this a problem? If it is, what should be done to address it?

Adams State University

We have not had a proliferation of new undergraduate degree programs that are duplicates of programs elsewhere. Few new programs have been added, and those that have been were in a direct response to a regional need. Graduate programs have been developed as a response to demand within and beyond the region.

As a small, rural institution, it is reasonable to assume that some duplication with other institutions in the state is necessary to serve our region. One area of duplication is the area of teacher education. However, given the existing and growing shortage of teachers, we believe serving our region with this program is essential. ASU research has shown that a significant number of San Luis Valley high school graduates either attend Adams State or they do not pursue higher education at all.

Furthermore, some programs may appear to be duplication, but are in fact an essential component of a liberal arts education. Additionally, some programs, such as those in the arts provide the only regional access to related programming (exhibitions, performances).

Fort Lewis College

Higher education program duplication can drive costs through competition while having fixed costs, such as faculty and building infrastructure. One solution is to create areas of expertise for institutions and structure economic enterprise zone incentives to draw employers to regional college towns. However, the desire to reduce program duplication must consider regional constraints unique to Colorado – ex., Front Range, Western Slope, etc.

Western State Colorado University

Over the past decade, the only new programs added at Western (beyond curricular revisions to existing programs to keep them up to date) have been at the Masters level. Western has added 5 graduate programs based on an assessment of student demand in the state, which includes a careful review of the distinctiveness of the programming—i.e., ensuring that it is not duplicative of programs at other universities; these programs are typically for the professional development of working professionals, and many have a hybrid character with summer residency and online options during the rest of the year. The first of these was an M.A. in Teacher Education, with a unique mentoring program structure aimed at assisting working teachers and administrators with professional development, and it has gained positive recognition with the CDE and CDHE for its effectiveness; then Western added an M.F.A. in Creative Writing that emphasizes the advantages of the mountain environment in the Rockies, and sponsors the internationally known conference, Writing in the Rockies; third,

Western added an M.S. degree in High Altitude Exercise Physiology, a unique program that takes advantage of our location to advance science and prepare students for clinical work in a variety of settings such as cardiac and/or pulmonary rehabilitation; similarly, Western added a quite popular Masters in Environmental Management, a graduate degree for individuals working with public land agencies, non-profits, and businesses, among others—building internship partnerships across the Rockies and even internationally in doing so; finally, Western added a Masters in Gallery and Exhibits Specialization, that has built partnerships with art communities in Aspen, Crested Butte, and other mountain towns in preparing students for the industry. It is notable that all of this programming is distinctive/non-duplicative and sensitive to market demands.

Western remains concerned about the potential mission creep within some sectors of higher education. In particular, community colleges offering 4-year degrees is often duplicative and will cost the state more resources, particularly if there exists excess capacity within the 4-year sector to deliver these programs.

10:30-10:45 BREAK

**10:45-12:00 PANEL 3: METROPOLITAN STATE UNIVERSITY OF DENVER AND COLORADO
MESA UNIVERSITY**

INTRODUCTIONS AND OPENING COMMENTS (5 MINUTES PER GOVERNING BOARD)

Note: the JBC requests only one speaker per governing board

Presenters:

- Dr. Janine Davidson, President, Metropolitan State University of Denver
- Tim Foster, President, Colorado Mesa University

PANEL QUESTIONS

Higher Education Master Plan

- 1 Did the 2012 State Master Plan affect your institution's activities for the last five years? If so, how? Do you expect the 2017 Master Plan refresh to affect your activities? If so, how? Are there specific initiatives you are implementing or plan to implement for this purpose? *[For background, please include data on your average annual rate of growth in increasing credential-production for the last five years versus the prior five years and your projected rate of growth between 2017 and 2025. How many credentials do you expect to issue as of 2025? How does this compare to the Department's aspirational goal for your governing board?]*

Metropolitan State University of Denver

- The last five years' (2012-13 to 2016-17) average annual rate of growth is 3.6 percent. The previous five years' (2007-08 to 2011-12) average annual rate of growth was 4.5 percent.*
- Using the previous five-year average annual rate of growth, we estimate a 3.6 percent average annual growth rate between 2017 and 2025.*
- We estimate that we will issue 4412 credentials in 2025.*
- This is 84% of our aspirational goal for 2025.*

The 2012 State Master Plan helped frame MSU Denver's 2020 Strategic Plan. We intentionally set an institutional goal to increase access of Colorado residents to higher education and improve graduation rates. Over the last several years, we have invested in several areas in order to reach the previous goals set in the 2012 State Master Plan. Some of these investments include:

- A. MSU Denver created and hired 23 new professional staff positions to help with the retention and graduation rates, including academic advisors, financial aid counselors and admissions counselors. Prior to hiring additional academic advisors our advising caseload was approximately 1,200:1. This investment reduced it to 900:1.*

- B. *We had limited technology and data tracking to measure effectiveness of advising and wrap-around services. MSU Denver invested in several student success technology platforms that allow staff and faculty to better engage with students and support their student success. These include:*
- a. *EAB Student Success Collaborative for student advising enhancements and alerts;*
 - b. *Degree Works for degree plans and degree completion progress;*
 - c. *EAB Enrollment Optimization to assist with recruitment efforts;*
 - d. *Ad Astra to optimize our course scheduling offerings; and*
 - e. *Several other student success platforms to ensure students stay on course from admissions to graduation.*
- C. *MSU Denver re-organized our Academic and Student Affairs branch to provide greater support to non-traditional students, including our transfer, adult, and first-generation students. Support begins at time of admission and continues through graduation.*

MSU Denver believes Colorado Rises: Advancing Education and Talent Development, CDHE's August update to its higher education master plan is a call to action for Colorado and our institutions of higher education, and we believe we are ready and well positioned to answer this call and help move the needle in degree attainment for our state. We pride ourselves on serving the Colorado community, specifically, low-income, first-generation and non-traditional students. Ensuring success for these students requires financial resources to fund meaningful and impactful advising services, expansion of our high impact practices that are limited due to funding and staff capacity, scholarships/grants, and upgraded technology and data analytics. Providing robust support for our students comes at a cost. We know our student population requires more support, yet we continue to be the least funded institution in the state. If a meaningful investment were made in MSU Denver, a university made up of 96 percent of in-state students, we would have the ability to make a significant impact on goals set forth by Colorado Rises. With additional funds, we would:

- *Have an acceptable advising to student ratio (closer to 300:1 instead of our current 900:1);*
- *Invest more in our high impact practices that we know have a profound impact on retention;*
- *Scale our peer mentoring programming for students; and*
- *Significantly scale up our internship and career placement programs.*

Colorado Mesa University

SURDS DATA for COLORADO MESA UNIVERSITY

Table 1: CMU Total Credentials by Student Level

	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
<i>Colorado Mesa University</i>	828	854	869	1,048	1,033	1,116	1,177	1,393	1,651	1,781
<i>Colorado Mesa University - 4 Years</i>	588	527	560	613	639	694	727	828	966	980
<i>Colorado Mesa University -2 Years</i>	240	327	309	435	394	422	450	565	685	801

Table 2a: CMU Credentials by Ethnicity and Level

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Colorado Mesa University - Totals	75	93	84	91	112	120	146	165	226	287
<i>Black or African American, non- Hispanic</i>	9	14	12	9	12	16	11	17	23	21
<i>Hispanic</i>	60	68	64	63	89	93	123	133	188	251
<i>Native American or Alaskan</i>	6	11	8	19	11	11	12	15	15	15
Colorado Mesa University - 4	45	48	47	52	70	83	89	95	103	151
<i>Black or African American, non- Hispanic</i>	6	10	8	3	10	13	7	12	12	15
<i>Hispanic</i>	34	32	34	41	55	65	74	79	85	130
<i>Native American or Alaskan</i>	5	6	5	8	5	5	8	4	6	6
Colorado Mesa University -2	30	45	37	39	42	37	57	70	123	136
<i>Black or African American, non- Hispanic</i>	3	4	4	6	2	3	4	5	11	6
<i>Hispanic</i>	26	36	30	22	34	28	49	54	103	121
<i>Native American or Alaskan</i>	1	5	3	11	6	6	4	11	9	9

Table 3: CMU Retention Rates by Level

	2009	2010	2011	2012	2013	2014
Colorado Mesa University						
Colorado Mesa University - 4 Years	66%	64%	64%	65%	66%	70%
Colorado Mesa University -2 Years			50%	48%	51%	54%

Table 4: Public IHE Credentials, CMU System Portion, and Master Plan Target

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Colorado Public IHE Total	32,09	33,65	33,75	35,68	39,01	41,95	46,02	48,65	49,88	51,58
CMU Portion of IHE Total	2.58	2.54	2.57	2.94	2.65	2.66	2.56	2.86	3.31	3.45

DHE Statewide Credential Goal: 9,200 Annually

Formula for Targets: 2016 production + (2016 portion of statewide credentials * statewide goal)

Example: 1,781 + (3.45%*9,200) = 2,098

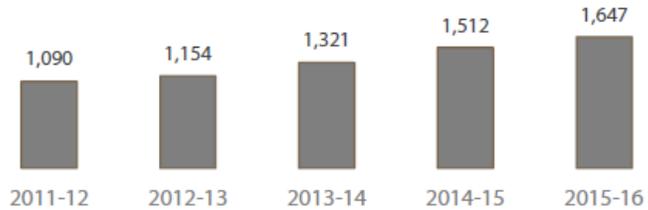
Notes on data: total count of first major credentials for academic year; includes all undergraduate credentials (i.e., certificates, associates, bachelors); all CIP codes; area technical colleges included beginning in 2012

From 2006-07 to 2010-11, CMU increased credential production by 25%. From 2011-12 to 2015-16, CMU increased credential production by 60%. CMU's Strategic Plan, Goal 2, Objective 2A states that CMU will strive to boost new student enrollment by an average of 2% per year. Objective 2B states that CMU will strive to increase the

rates of first-year retention and six-year graduation for all students while reducing the attainment gap. This will, of course, have an effect on credential production.

Goal 1: Increase Completion

The number of students completing a degree or certificate has increased 51% over the 5 years from 2011-12 to 2015-16.



* Hispanic, African-American, and Native American

Goal 2: Erase Equity Gaps

Number of completers each academic year

	Academic Year					5-Year change
	11-12	12-13	13-14	14-15	15-16	
Total	1,090	1,154	1,321	1,512	1,647	51%
Hispanic, African-American, Native American	126	151	173	226	282	124%
White	898	906	1,035	1,174	1,247	39%
Other	66	97	113	112	118	79%
Pell Eligible	386	402	436	460	512	33%
First-Generation	237	294	278	327	388	64%
Any Underserved	544	608	633	718	825	52%

* Hispanic, African-American, and Native American

CMU has developed a number of initiatives to focus on our most marginalized and least prepared students. As two-thirds of our students are either Pell-eligible and/or underserved and/or first generation, institutionally we have seen our baccalaureate retention rates improve from 53.4% in 2006 to our current rate of 73.3%. Additionally, according to CDHE numbers, we have increased the number of completions by Pell-eligible students by 73.1% since 2012, the year of the current Master Plan’s publishing. As more than 40% of our entering undergraduate student population is Pell-eligible, it is important that we continue to invest in these students early. Some of the programs in which the institution have invested include:

1. **Developmental education** - Colorado Mesa University is one of two 4-year institutions authorized to deliver developmental education in Colorado. Developmental education provides academic instruction in the areas of math, English and reading when students are identified as not being college-ready after high school in these areas. **\$671,218 in FY 2017**
2. **Provisional Baccalaureate Program** – this program is housed in the Office of Student Success (established in 2013), and is designed to provide integrated advising services for those who apply as baccalaureate students but do not quite meet the academic preparation requirements to be fully accepted as bachelor’s students. CMU has seen a significant positive relationship between the number of OSS interventions and student success as measured both by first-term GPA and retention. **\$349,369 in FY 2017**
3. **GOALS Program** – this program is housed in the Western Colorado Community College division of Colorado Mesa University and began in the fall of 2016. The program services under-prepared students who do not meet the criteria to be part of the provisional baccalaureate program. These students are the least academically prepared students at CMU. Services are also based around intensive advising, but for students at a lower academic level than the Provisional Baccalaureate students. Initial results do show increased GPAs and retention of these students. **\$76,499 in FY 2017**
4. **Mentors** – Student mentors are made available in concert with the Office of Student Success and provide additional life mentoring – helping students get to class on time, providing assistance with day-to-day issues and striving to help establish and maintain strong college-going habits amongst at-risk students.
5. **Health and behavioral health services** - Colorado Mesa University has significantly increased its services in these areas. Most recent data are showing that more than 50% of the services are provided to students eligible for Medicaid. **\$145,490 in FY 2017**
6. **MAVWorks** – Because state and federal work-study programs do not meet the overwhelming demand for work-study jobs on our campus, Colorado Mesa University developed its own institutional work-study program called MAVWorks. Data have consistently shown that students who work on campus are significantly more successful. They make greater connections with the institution and are much more engaged. **\$578,751 in FY 2017**
7. **New this year** – Informed by data showing abysmal college-going rates amongst local graduates, Colorado Mesa University has hired 4 new college and career advisors who are embedded into the local district high schools (Mesa County Valley District 51). The purpose of each of these staff members is to serve one high school and aid students in planning with life after high school. Goals are to get these students aligned with future workforce, military, or applications and acceptance to colleges. This effort is targeting the students most in need of this type of assistance within the local schools. **\$262,124 in 2017**

Servicing low-income and underserved students is part of the mission of CMU, and a responsibility we take very seriously. Investing in initiatives that assist in these students’ success would not only help the most underserved of students, but would critically impact all four of the state’s strategic goals, better enabling the attainment of the primary goal – 66% by 2025.

**Colorado Mesa University
FY 2017-18 Goal Worksheet**

METRICS	Informational Only		IHE Suggested FY 17-18 Goal for System
	2016 Annual Productio n	2016 Annual Production + Annual	Current Performance Target
Increase Overall Completions • Increased Credential Completions	1,781	2,099	2-3%
Erase Equity Gaps • Increase Completions of Minority Students	Hispanic Students	251	
	African American	23	
	Native American	15	
• Increase Completions of Pell Eligible Students	779		according to CDHE numbers, we have increased the number of completions by pell-eligible students by 73.1% since 2012
Increase Student Success • Increase Student Retention (2014-2015 DHE Retention)	64%		we have seen our baccalaureate retention rates improve from 53.4% in 2006 to our current rate of 73.3%

- 2 In your opinion, why has the State made so little progress in achieving its goals? Why is resident enrollment growth so weak? How much of it is the cost of higher education?

Metropolitan State University of Denver

Several factors impact the State's ability to achieve the goals set forth in the DHE Master plan and specifically why resident enrollment growth is weak:

- 1) *The State's investment in higher education;*

- a. *While Colorado has significantly increased its investment in higher education over the past 4 years, it continues to remain close to last in terms of per student funding when compared to other states (currently, Colorado ranks 47th in state funding per student as of FY16). Without sufficient resources, it is difficult to invest in the activities that would drive enrollment, either through new student enrollment or in retention efforts to retain current students.*

- 2) *Declining high school graduates;*

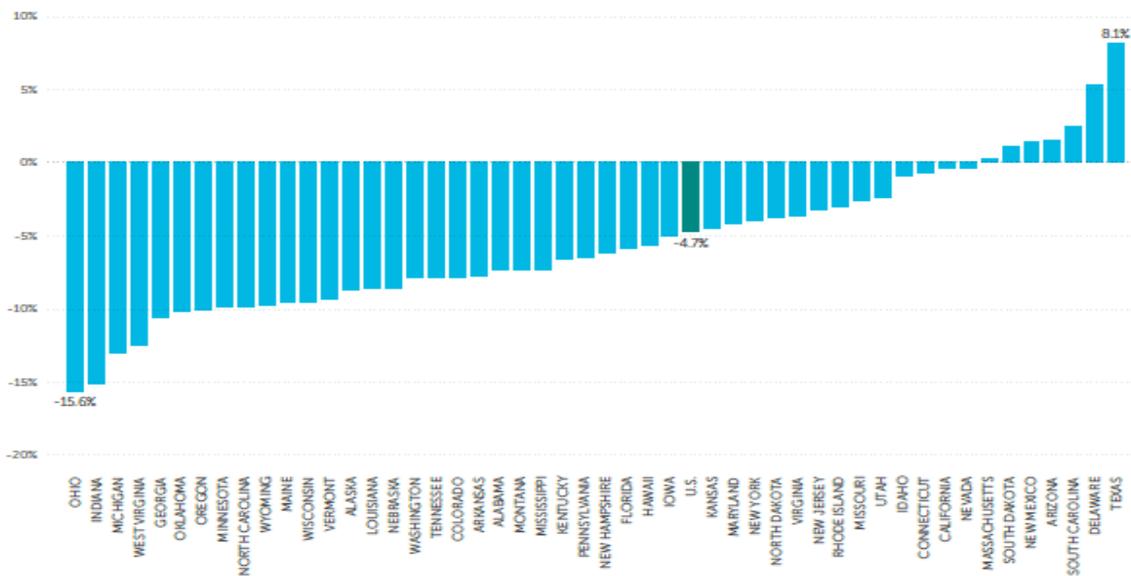
a. Additionally, while the high school graduation rates continue to be strong in Colorado, the overall number of high school graduates has not grown significantly since 2013. From years 2013/14 to 2015/16, the number of high school graduates has hovered between 50,000 to 51,000.

3) Priorities for potential students.

a. Individuals enroll at institutions of higher education for many reasons, and conversely do not enroll for many reasons. The opportunity to earn a wage immediately in our currently strong economy is a significant factor for potential students when determining if they will work or go to school. Another factor for potential students is the high cost of housing in the Denver metro area.

4) Enrollment has declined across the US, not just Colorado or MSU Denver. In particular, MSU Denver enrollment closely matches with the state's unemployment rate and we have worked hard and made investments over the last two years to break this trend.

FIGURE 11
PUBLIC HIGHER EDUCATION FULL-TIME EQUIVALENT (FTE) ENROLLMENT:
PERCENT CHANGE, FY 2011-2016



Excludes Illinois

NOTE: Full-time equivalent enrollment equates student credit hours to full-time, academic year students, but excludes medical students.

SOURCE: State Higher Education Executive Officers

For MSU Denver, the lowest cost institution in the state, the cost of education is not a significant barrier for our potential or continuing students. We recently surveyed students that did not return after their first year and we found they didn't stop out because the cost of education was too great, but rather they did not have the support services necessary to ensure they were successful in their academic endeavors. As a result of this survey, during the fiscal year 2015 budget process, the University invested significantly in academic advising services to help our students persist.

Colorado Mesa University

CMU has achieved the State's 2012 Master Plan goals, we are not able to speak to the progress at other institutions.

- 3 Has the State chosen the right goals? Are these goals still relevant, in light of the experience over the last five years? Should the goals be more dynamic and updated more frequently?

Metropolitan State University of Denver

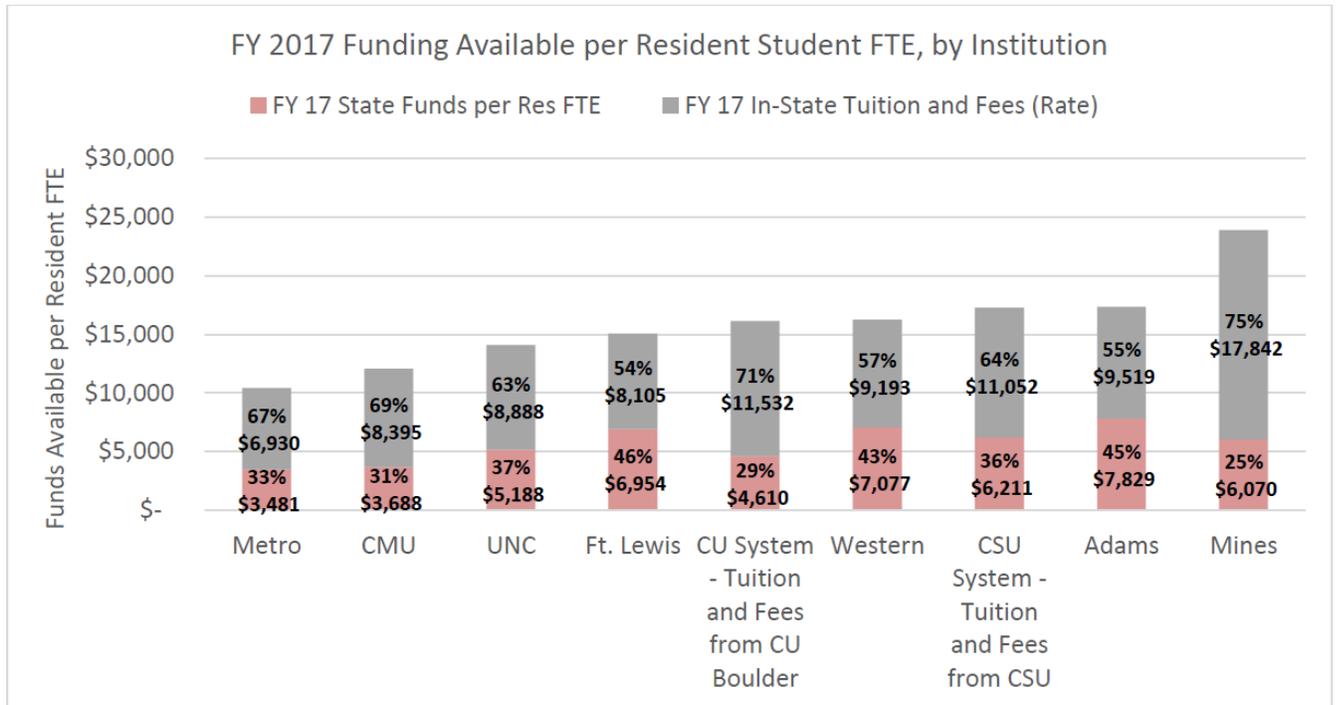
Yes, we agree with the goals, they are essential in ensuring that the state's economic engine continues to grow. According to Colorado Succeeds, nearly 55 percent of our state's jobs will require a STEM-related college education by 2020. Yet, fewer than 25 percent of high school graduates are able to attain the postsecondary training and credentials required for STEM careers. Because of this gap, Colorado employers spend more than \$19 million annually to import talent to fill unmet workforce needs. It's time to work together to grow our future workforce, rather than relying on recruiting workers from other states. To do this we must close the attainment gap and invest in students of color, low-income students and first-generation college students.

We must invest in our students to meet the state's growing sector needs such as health care, creative industries, tech careers and STEM – a discipline area that over 26 percent of our students are majoring in. We believe that achieving the desired numbers will not only take determination and innovation, but also more public investment.

Colorado Mesa University

The goals are aspirational and not realistic. They also do not take into account past success and differences in funding levels. For example,

- *Inequities in state funding make it difficult for CMU to continue to make the same gains and improvements as the last five years. CMU receives \$0.73 for every dollar other campuses receive, on the average.*



- *The 1319 model undervalues two-year credentials, even though there is significant demand for these type of positions in CO.*
- *1319 model does not recognize WCCC as a community college in the mission differentiation (Role and Mission) component, although all other CO community colleges are separately recognized.*
- *Roadblocks: More than half of CMU undergraduates receive Pell awards, report as first generation or both. Many demonstrate the following:*
 - *Lack financial resources*
 - *Lack fiscal sophistication and do not know how to navigate financial aid. That includes not understanding that financial aid doesn't cover all education-related expenses; not having support from family, friends and counselors in navigating financial issues; unprepared for both unexpected expenses and balancing enough work hours to cover living expenses with time needed to succeed academically*
 - *Are just learning how to self-advocate prior to problems becoming serious barriers to educational pursuits, lack self-confidence*
 - *Not prepared for college academically*
 - *Often need to financially support their families*
 - *Full-time attendance not an option for many students*
- *Supporting success: Low-income and first-generation students often need more support to graduate and therefore, are more costly to serve. They use a large share of these services provided by CMU:*
 - *Career/ college advising in local high schools*
 - *Assistance completing financial aid forms*
 - *Loan management and financial counseling*
 - *Registration assistance*
 - *Specialized courses on success in college*

- *Developmental education*
- *Frequent one-on-one interactions with academic coaches*
- *Regular meetings with advisors on progress*
- *Frequent meetings with faculty on coursework*
- *Individual tutoring and mentoring*
- *Approximately four emotional/ mental health/ behavioral visits per year*
- *Career services counseling*
- *Each year, CMU receives \$1.5M from the state as part of the funding allocation model based on \$225 for each Pell FTE and \$480 for every Pell student who graduates. CMU spends on the average about \$3,000 more per student, per year supporting Pell and first-generation students, or about \$12-13M. This compared to a Georgetown Center on Education and the Workforce expert who presented at the CCHE annual retreat this year, who estimates the added annual cost is \$10,000 to \$20,000 per student for lower performing students. This \$10-11M ANNUAL GAP in funding between current state investment and CMU cost remains unresolved in the funding allocation model.*
- *Maintaining academic quality in credentials while being evaluated using metrics that seem to predominantly recognize quantity appear at odds.*
- *Affordability: CMU is among the lowest cost in CO. Nonetheless, there is discussion to impose uniform three percent tuition limits statewide.*
- *Future goals: If CMU received additional funding, it would:*
 - *Create a students with disabilities tutor position*
 - *Provide additional work-study funding*
 - *Provide additional financial aid*
 - *Hire additional financial literacy counselors*
 - *Hire additional academic coaches*
 - *Create new academic programs to support regional and statewide employer needs such as computer engineering, chemical engineering, etc.—programs in demand in western CO*
 - *Hire additional faculty to ensure small class sizes*
 - *Fund additional student career and college advising*

4 Given limitations on the state budget, how can we get a better education for citizens without simply building a bigger institutional system?

Metropolitan State University of Denver

As stated earlier, the state remains one of the lowest funding states on a per FTE basis. Funding is a significant factor to help get better education for the state's citizens. The answer is not so much how we can get a better education for citizens without building a bigger institutional system, but rather how we can better meet the needs of the state and its citizens. Research has consistently shown that to improve outcomes for our students, the University needs to invest in student success initiatives, such as the First Year Success Program at MSU Denver. We have strived to be able to put into place these types of programs by refocusing existing resources. However, we are at a point where we need the state to increase its investment in our students to maintain and increase our success. If the state were to invest in our students, we would continue to grow the initiatives that we have found to improve student outcomes, such as increasing the number of academic advisors, student academic support personnel, and tutoring services.

Despite our challenges with funding, MSU Denver for several years has been looking to make our processes more efficient, so the University can invest existing resources to improve student outcomes. By reinvesting existing resources, we have been able to have positive outcomes for our students. For example, we have grown the number of graduates at the university from 2,820 in 2010 to 3,456 in 2017 – a 51 percent increase-- despite flat or declining enrollments since 2012.

Colorado Mesa University

- *Increase supports to high schools and adhere to graduation requirements so that students who move on to college/ university are indeed college-ready.*
 - *Recognize the complex realities of higher education. Just as K-12 evolved, based on need, to include responding to providing multiple meals/ day, increased health and mental care, etc.; higher education must respond to complex student needs, via health care, counseling, disability services, tutoring, developmental education, etc.*
 - *Without more money, one obvious way would be to make COF work as it was intended, rather than simply a floating abstraction paired with the “fee-for-service” hold-harmless funding. If dollars followed students, the institutions would be more responsive/ competitive and students will make price-conscious decisions. The current form of this missed opportunity is the funding formula that does not actually reward institutions who perform on the published metrics, but rather continues historic funding.*
- 5 There has been a lot of talk about the value of higher education. How do we know if a college degree or certificate is worth it?

Metropolitan State University of Denver

It is well known that there are wage and unemployment gaps between adults with college degrees and those without. The January/February 2018 edition of The Atlantic reported “those with a bachelor’s degree earn, on average, 73 percent more than those who have only a high-school diploma, up from about 50 percent in the late 1970s.” What often gets overlooked in these discussions is that people who have completed a degree also benefit from better retirement pensions and better healthcare insurance (Pew Research Center 2014). Lastly, according to the Brookings Institution, the average bachelor’s degree holder contributes \$278,000 more to local economies than the average high school graduate through direct spending over the course of his or her lifetime; an associate degree holder contributes \$81,000 more than a high school graduate.

Colorado Mesa University

The intrinsic value is an educated populace that allows for democracy to actually work. This is especially true of liberal arts fields that emphasize critical thinking, a core competency needed in order to navigate multiple career changes in a lifetime. The transactional value can be measured by the student quickly and easily pairing up a particular major or field of study with job prospects in that field. For instance, a Certificate or AAS in Manufacturing Technology – Machining at WCCC will result in a \$15-\$25/ hr job.

One measure of the value of higher education is median earnings in the past 12 months (in 2016 inflation-adjusted dollars by educational attainment for the population 25 years and over from the American Community Survey, 2012-2016; US Census Bureau.

	Mesa County, Colorado	
	Estimate	Margin of Error
Total:	32,162	+/-681
Less than high school graduate	23,584	+/-3,016
High school graduate (includes equivalency)	27,477	+/-1,870
Some college or associate's degree	30,951	+/-934
Bachelor's degree	40,615	+/-1,773
Graduate or professional degree	51,169	+/-3,018

There is also information available from the Bureau of Labor Statistics regarding the value of an education: https://www.bls.gov/emp/education_pays_handout.pdf (April 2017).

- 6 What is your institution’s graduation rate, and how does it compare to your peers? What is the default rate for your graduates who have debt? What can the legislature do to help your institution(s) retain and graduate students?

Metropolitan State University of Denver

MSU Denver is what the New York Times describes as a working-class university – a university that doesn’t define who we are by who we exclude, but who we are by who we include.

Roadrunners come from every background and experience. We have veterans looking to re-establish themselves in the workforce, first-generation college students trying to earn that life-changing degree, and plenty of people who want to change directions in their careers.

Non-traditional students often have family and professional responsibilities, which means they are not able to attend full time, and therefore not included in our four and six-year graduation rates. Additionally, close to 55 percent of MSU Denver’s student population is made up of transfer students. Recognizing that transfer students are a significant portion of our student’s population, we have created robust transfer services for incoming students. While we will always have room to improve, we continue to be the number one transfer institution because we of our robust transfer practices and the sense of place we provide.

Over 60 percent of MSU Denver’s students transfer in having begun their college studies somewhere else. The state counts only first-time full-time students in its graduation rate. For this reason, our reported graduation rate recognizes only one third of our total student body: MSU Denver’s eight-year graduation rate for first-time-to-college full-time students is 31 percent. This is one of the lowest in the state. Similarly, to our students who transfer in, many transfer out to continue their studies or complete their degree elsewhere. When we include our “transfer outs” into our eight-year graduation rate for first-time full-time students, we see how MSU Denver is helping all students be successful in college. We also know that due to the nature of our diverse student body and

modified open enrollment mission our students take longer to graduate. This is shown by MSU Denver having the highest percent increase, 7 percent, between the six-year and eight-year graduation rates for first-time full-time students.

Our transfer students graduate at higher rates, 48 percent, however we are still in the bottom when compared to other Colorado institutions. Our graduation rate dramatically increases, when we include students, who transfer to another institution, 86%, which is the third highest in the state. Yet again, MSU Denver has the highest increase between the six-year and eight-year graduation rates for full-time transfer students.

With such a diverse and non-traditional student body, MSU Denver has seen one of the highest rates of growth in the state for degrees awarded over the last 10 years, a 51 percent increase between 2006 and 2016.

Official 3-Year Cohort Default rates for MSU Denver for the last 5 years:

<i>Year Reported</i>	<i>Cohort Year</i>	<i>Default Rate</i>
2017	2014	9.7
2016	2013	9.9
2015	2012	10.1
2014	2011	13.4
2013	2010	14.7

The legislature can invest in best practices for student success: advising programs, career tracking as well as scholarships for students in need. Investing more of these areas at MSU Denver contributes directly to student success for Colorado residents. With a robust financial commitment to MSU Denver, we will continue to improve our retention and graduation rates by providing meaningful student support from admission to graduation.

Colorado Mesa University

Below is a comparison of CMU’s graduation rate to its peers.

Six-Year Graduation Rates for Students who Enter as Baccalaureate-seeking Students, 2010 Cohort - CMU and CDHE Performance Peer Comparison

<i>Institution Name</i>	<i>Highest Level of Attainment</i>	
	<i>Bachelor's Degree</i>	<i>Any Credential</i>
<i>Colorado Mesa University</i>	35.8%	39.1%
<i>Armstrong State University</i>	30.7%	30.9%
<i>Black Hills State University</i>	36.1%	38.9%
<i>Cameron University</i>	21.2%	22.8%
<i>Clayton State University</i>	33.3%	33.7%
<i>Eastern New Mexico University-Main Campus</i>	32.0%	34.7%
<i>University of Arkansas-Fort Smith</i>	25.8%	30.1%
<i>University of Wisconsin-Parkside</i>	24.3%	24.3%
<i>Peer Average</i>	29.1%	30.8%

As for the default rate of graduates who have debt, the institutional cohort default rate for graduates that have debt is not available. The official cohort default rate for all borrowers is 13.7. According to 2013 internal study, 84% of the defaulters do not finish a degree at Colorado Mesa University.

CMU strives to limit the amount of debt a student graduates with. In 2016-17, 46.5% of CMU students did not take loans. Of those that do borrow, CMU's average debt at graduation is \$25,575 (2016). This compares to the national average debt amount of \$30,100 at graduation (2015).

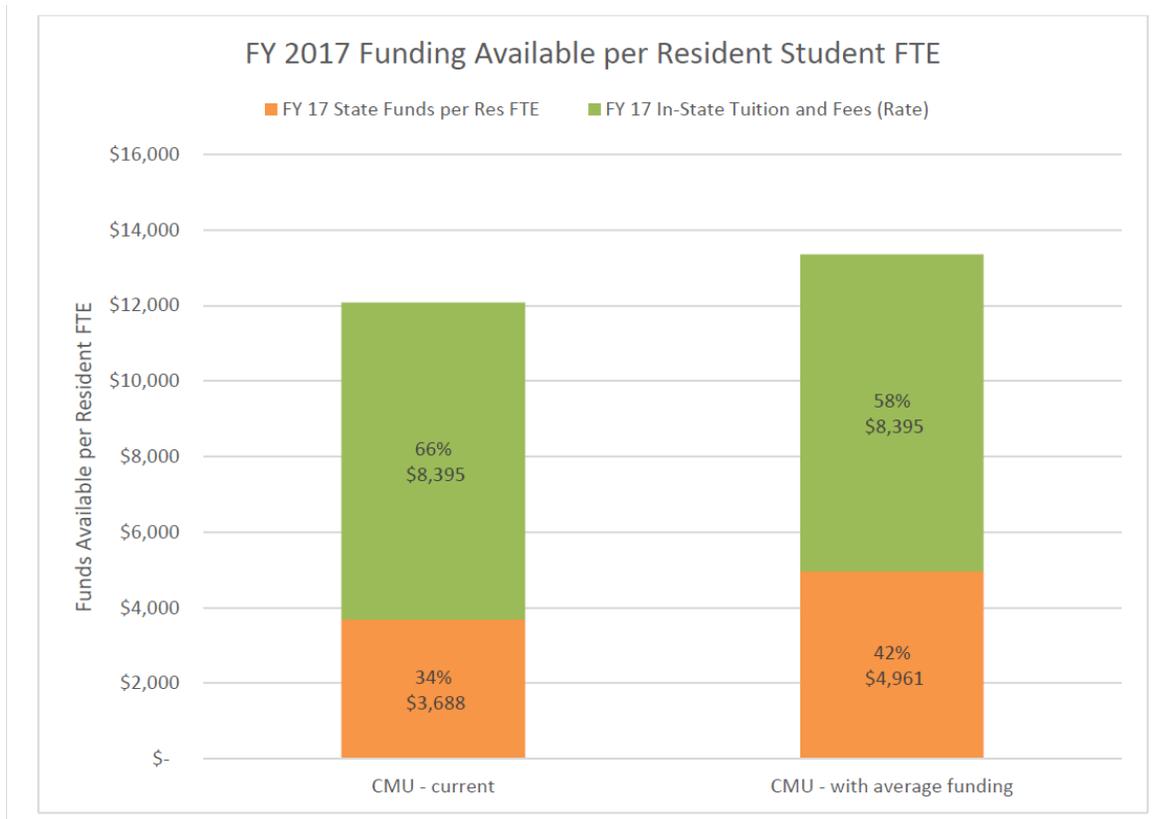
A 3-year cohort default rate is the percentage of a school's borrowers who enter repayment on certain federal loans during a particular federal fiscal year, October 1 to September 30, and default (do not remain current on their loans) or meet other specified conditions prior to the end of the second following fiscal year. The FY 2014 3-year national cohort default rate is 11.5 percent. CMU has one of the highest default rate of the public Colorado colleges surveyed (FY 2014).

This can be attributed to the open enrollment nature of the institution as well as the result of economic factors of the Western Slope that lead to a high percent of Pell-eligible students.

In 2012, in order to stem the increasing default trend in future years, CMU created a Financial Literacy and Debt Management Counselor position. CMU provides debt management counseling to students at every orientation. Additionally, loan counseling is required before any student loans are taken out.

CMU selects students who have 30-60 credits and \$11,000 or more in federal student loans for a "financial aid check-up". CMU expects to see a reduction in its 3-year cohort default rate in the next few years.

Funding CMU at the average rate (\$5,002/student) of other institutions would result in an additional \$8.5M more per year at CMU which could be used to provide additional financial aid to students to help offset cost and reduce borrowing; added financial literacy staff for more proactive education; and, advisors to keep students progressing to timely completion



Requests R1 and R2 - General Fund and Tuition Increases

- 7 Discuss your thoughts on the current funding allocation model. How do you feel about the increased weight on Pell? Are there other adjustments you support this year? If certificates were weighted more heavily, would you expect that to result in more enrollments and completions? How could we track this?

Metropolitan State University of Denver

The current funding model does not accurately take into consideration the funding needed to support low-income, first-generation and high minority serving institutions. More dollars are needed to support these students, not less. There is no way to realistically think we can close the attainment gap if we do not fund services needed to support these students.

The funding models based on number of Pell eligible students is warranted. Low-income students simply need more resources, both financially and in staff support, to make achieving their academic credential a reality.

We believe more research needs to be done on the ROI of certificates and how they contribute to student success.

Colorado Mesa University

- *The increased weighting for Pell is a start, but much of Pell funding is still on the completion side. Each year, CMU receives \$1.5M from the state as part of the funding allocation model based on \$225 for each Pell FTE and \$480 for every Pell student who graduates. CMU spends on the average about \$3,000 more per student, per year supporting Pell and first-generation students, or about \$12-13M. This compared to a Georgetown Center on Education and the Workforce expert who estimates the added annual cost is \$10,000 to \$20,000 per student for lower performing students. This \$10-11M ANNUAL GAP in funding between current state investment and CMU cost remains unresolved in the funding allocation model. The 1319 model not adequately recognize the significant wrap-around services required to support underprepared students. For example, none of the programs mentioned in question #1 are specifically funded in the model. In short, if the goal is to increase the success of first generation, minority and low income students the support needs to be at the front end which will help cover the cost of serving these students.*
- *The weighting factors in the 1319 model underweight two-year credentials, especially as jobs requiring a two-year credential are in high demand in CO. If certificates and two year degrees were weighted more heavily, CMU could offer more two-year programs to respond to market demands.*
- *The 1319 model does not recognize WCCC as a community college for mission differentiation (Role and Mission) component. The mission differentiation component of the model does not appropriately recognize CMU's dual mission as a regional comprehensive baccalaureate and graduate degree granting institution and its open enrollment community college role and mission. This community college role is delivered through a separately branded division known as WCCC. This dual approach provides students top rate access and transfer opportunities. It is a model that should be encouraged and adequately supported. For this funding component, CMU is placed in the same funding category as CSU-Pueblo and Ft. Lewis even though CMU's enrollment is at least twice the size of these two campuses. CMU has far more similarities to Metro including enrollment and the demographic of student served and therefore believes CMU should be treated similar to Metro in this funding component. Furthermore, WCCC should be separately recognized as other community colleges for funding purposes. These two adjustments would result in the following:*

HB1319 Performance Funding Model: Mission Differentiation Component

	CMU	WCCC
<i>Current:</i>		
All other comprehensive 4 year institutions	\$4,800,000	\$0
<i>Proposed</i>		
Large comprehensive 4 year institution	\$5,100,000	
Community Colleges		\$1,000,000
TOTAL Increase in mission differentiation funding component	\$300,000	\$1,000,000

- 8 Potential model changes: Are there other changes you would like to see in the model in the near-term or longer term? Should the model be used to incentivize training that prepares students for real jobs, e.g., based on student employment after completing training or based on training in high-demand fields? Is the model sufficiently transparent? Sufficiently flexible?

Metropolitan State University of Denver

We believe that the model has flaws, but we also recognize that multiple and legitimate points of view must come together to meet financial, political, geographic and economic realities of our entire state. MSU Denver wishes to partner with the state to implement high impact practices that will indeed dramatically increase degree and credential output for very modest investments. Therefore, we suggest that no single model will ever be able to reflect specific initiatives that are deemed wise, groundbreaking or innovative. It is our suggestion that the legislature remain open to other ways to fund these kinds of breakthrough models outside of the formula.

MSU Denver has been held to the same tuition percentage increase as other institutions. However, our percentage is not as impactful because our tuition costs are so low. As long as we have a 900:1 student advising ratio and other student support practices that we cannot fund adequately, we will not be able to fund resources that we need to significantly move the needle on retention and graduation rates.

Colorado Mesa University

See question #7.

If the model weighted certificates and two-year credentials more heavily, this would incentivize training that prepares students for real jobs.

The model is not sufficiently transparent. Institutions have not had access to a working model in approximately two years.

- 9 How significant is the model in incentivizing institutional behavior? Do you feel it affects your institution's choices? How?

Metropolitan State University of Denver

The current model is more incentive laden than the previous model. However, there are still factors that limit the incentives. First, although the model is more tied to performance regarding serving Pell eligible students and graduating students, there are still other factors that keep the institutional distributions relatively incremental, based on the overall change to higher education's funding, such as the role and mission factor and the guardrails. Additionally, the amount of funding in the model may not be sufficient to truly incent a change in institutional choices.

We are constantly having to choose what student support programs we can fund, also knowing we can only scale it to a certain level. Dollars are extremely limited, and many new initiatives go unfunded even though we have evidence that it would have a significant impact on our student retention and graduation rates.

Colorado Mesa University

CMU's strategic direction, through the university's Strategic Plan, which is reassessed every five years, is aligned with the state's goals. The state's model is effective in incentivizing the production of credentials, without regard to the quality of those credentials and the experience of the student.

Further, the model could be improved by valuing low-income student access and success, as well as valuing completion of the most accessible credentials (certificate, associate and bachelors) over graduate degrees.

- 10 Discuss the total General Fund and tuition increase proposed for your governing board in the Executive request.

How much of an increase in education and general revenue do you anticipate needing in FY 2018-19? If this is greater than the projected increase in the Boulder-Denver-Greeley CPI, explain why.

Metropolitan State University of Denver

As of November, using the Governor's proposed budget and the CDHE reallocation formula (HB-1319), MSU Denver's estimated additional state support is about \$4.8 million. The total mandatory increases for fiscal year 2018-19 are approximately \$9.2 million. These mandatory increases in addition to inflationary increases, include estimated health insurance costs, classified employees' salaries, and minimum wage rates.

Colorado Mesa University

At this time, CMU is projecting costs increases of approximately \$4 million in 18-19; however, departmental budget requests are not due until after the first of the year. This includes increases for compensation, minimum wage, nominal increases for program improvements, but also inflationary factors for services providers such as security, risk management, and utilities increases ranging from 5-10%. The Boulder-Denver-Greeley CPI is a general average that doesn't address specific cost increases, nor necessarily relate to costs on the Western Slope. The proposed \$2.5 million general fund increase for CMU along with a three percent tuition increase will not be sufficient to cover the estimated increase in expenses of \$4.0M. Furthermore, new high demand programs such as civil engineering, criminal justice, hospitality management, sports management, physician assistant, occupational therapy, physical therapy, and health sciences will not be addressed due to lack of funding.

- a) How much of your annual need for increased revenue for educational programs is driven by salary and benefits for staff overall? How much of this is for classified staff?

Metropolitan State University of Denver

Higher Education is a service industry; therefore, a large percentage of the cost for any university is its personnel. For the past couple of fiscal years, MSU Denver has not provided any salary increase at the beginning of the fiscal year, which is July 1. Instead, the University has delayed all salary increases to October, once better estimates for enrollment and tuition revenue are available. For the fiscal year 2017-18, the University only approved a 1 percent Cost of Living Adjustment (COLA); the inflation rate was 3.2 percent. The cost for this investment was nearly \$1.2 million. Currently, 73 percent of the total Educational and General University's budget is compensation (or salary and fringe benefit). The MSU

Denver Budget Task Force and its Governing Board have not made a decision on next fiscal year's salary increases. If the university decides to adjust its faculty and administrator's salaries by the 3.2 percent inflation rate, the cost would be about \$3.9 million or 42 percent of the \$9.2 million need mentioned above. Additionally, if classified staff received a similar increase, the cost would be around \$270,000. It is important to note that the current proposal limits the tuition increases to our institution by 3 percent. This is not adequate for the University to keep salaries at a pace consistent with inflation, and continues to make it difficult to keep pace with prior cost of living adjustments that were not factored in, such as last fiscal year when the overall increase was 1 percent. The University needs either additional state funding or the flexibility to increase tuition at a rate higher than the proposed 3 percent if we are to reduce the gap in faculty and staff salaries when compared to the cost of living in the Denver metro area.

Colorado Mesa University

Approximately fifty percent of CMU's annual need for increased revenue for education programs is driven by salary and benefits for staff overall, and 3% for classified staff. The delivery of educational programs is personnel intensive. This includes impacts due to increases in minimum wage, increases from insurance providers, faculty for new programs, and cost of living adjustments (2% for exempt staff, 3% mandated for classified).

- b) Does the maximum undergraduate resident tuition rate increase proposed for your governing board in R3 (3%) accurately reflect your tuition need if R1 General Fund support is approved? Why or why not?

Metropolitan State University of Denver

It does not. It is important to note that the University has the lowest tuition and fees rate among Colorado Institutions of Higher Education. A 3 percent tuition increase for MSU Denver, is a much lower dollar amount in comparison to other Colorado universities. The current \$4.8 million estimated increase in state support, in addition to a percent tuition increase adds up to nearly \$7.6 million, which leaves a \$1.6 million shortfall. This continuous funding problem makes it difficult for the University to further invest in student success and additional wrap-around services that could lead to higher retention and graduation rates.

Colorado Mesa University

The tuition increase of 3% would not accurately reflect the costs CMU is anticipating. CMU is projecting cost increases of approximately \$4 million. This includes aforementioned increases for compensation, minimum wage, nominal increases for program improvements, but also inflationary factors for services providers such as security, risk management, and utilities increases ranging from 5-10%. Of these total increases, the general fund increase proposed under R1 would fund 62%, and net tuition 28%. Under that scenario CMU will need to trim expenses and will not be able to invest in some important initiatives. Added flexibility for an additional one percent—4 instead of 3% tuition increase would be appropriate. Note that a 3% tuition hike at CMU raises far less in dollars than a similar increase at CU, CSU or CSM.

Financial Aid, R4, R6, and Last Dollar Scholarship option

- 11 How significant do you believe the *real* net cost of attendance, after grant aid, is to whether students attend and complete at your institution? How significant do you believe *perceived* cost is in whether students enroll in your institution? How does your institution work with high schools to help students understand the real net cost, as opposed to the perceived cost?

Metropolitan State University of Denver

Approximately 49 percent of the University's students receive financial aid or grant aid. Nearly 70 percent of these students, or at least 34 percent of total students will benefit from the financial aid packaging of \$8,400 and therefore do not pay any tuition and fees. Additionally, it is important to note that MSU Denver's tuition and fees includes a "window", meaning students can take up to 18 credit hours and still pay the same amount as 12 credit hours.

For MSU Denver, the cost of attendance is presented as anticipated cost and students currently have to calculate the "real net cost" by factoring in financial aid, additional fees, such as insurance or special class fees, and the cost benefit of using the tuition window. The problem is that the "cost of attendance" is a fabrication, but if students do not understand how to determine the actual cost, or do not know how much aid they might receive, they make their determination based upon that fabricated number. Typically, low-income students and their families are more price sensitive; however, only students who are able to calculate and compare the "real cost" can use that information to determine where to enroll.

As we move forward, we will be explaining the "real cost" to students, because we think it will help them make decisions with a clear view of cost and resources. We are working towards this model and currently updating many of our communications to students.

Colorado Mesa University

Real net cost of attendance plays a part in students and their families in deciding whether to attend college and which college is chosen to attend. It plays a more significant part in students completing. Families are savvier than in the past when viewing a college education as an investment and determining how best to allocate their money. The perceived cost of attendance plays a more significant part on students on deciding to attend Colorado Mesa University.

To address this issue, the CMU Admissions Office goes to great lengths to ensure that prospective high school students are completely educated regarding the actual cost to attend CMU. The institution provides the true cost of attending CMU to prospective students in a variety of ways. The following are examples:

- *CMU includes student fees based on 15 credits to provide a realistic tuition cost. CMU does not present 12 credits, which is considered full time, but is below a realistic credit load for students to graduate on time.*
- *CMU was among the first to publish a cost calculator on its website for students as its value is one of CMU's competitive advantages.*
- *Presentations. CMU presents to students and families at high schools and on the CMU campus prior to the campus tour. Part of the presentation includes a clear section on net cost.*

- *Publications.* CMU provides expected costs in nearly all of the marketing materials which are sent to each prospective student. These include the view book, travel price, orientation packet, tour packet, and Mesa Experience (visitation day) packet.
- *Local outreach.* Each year the Admissions Office staff present a series of workshops at high schools on personal finance and paying for college. The workshop curriculum is approved by the financial aid office and highlights the CMU net cost of attendance with the participants during the series.
- *Cost comparison worksheet.* This worksheet is designed as an interactive method for students to understand exactly how much CMU will cost and invites the student to fill in other schools that they are considering for comparison. This worksheet is sent to accepted students with the accept letter. It is also available online and in daily tour packets, orientation packets, and visitation day packets.

Colorado Mesa University has also partnered with Mesa County District 51 and Montrose High School to employ College and Career Advisors. The Advisors assist students in Grand Junction High School, Fruita-Monument High School, Central High School, Palisade High School, and Montrose High School determine the best career path and assist students with the financial aid process if the student decides college is the his or her future. Finally, Colorado Mesa hosts and delivers financial aid overviews and assistance on campus and throughout western Colorado.

- 12 How does your institution use financial aid for resident students to promote enrollment, retention, and completion? Given that institutions have flexibility to establish their own financial aid policy, how does your institution's use of state-supported financial aid differ from that of other public institutions?

Metropolitan State University of Denver

We award aid based primarily on need and residency status (Colorado residents). For enrollment purposes, we aspire to turn financial aid awards back around to students within two weeks of receiving a complete FAFSA application. The FA award letter allows students to see the resources they will have while attending. We award far more funds than we actually have, expecting that significant numbers of our applicants will not actually attend (mainly due to selecting another institution). Having FA awards early and in a timely manner ensures that the students and families have all the information necessary to make a financial decision about the university. Through limited institutional resources we also offer scholarships to incentivize enrollment of high-need students who show academic merit. For retention, we have a few scholarship funds that remain continuous for the duration of a student's education.

We have also recently launched a partnership with RaiseMe, which allows Colorado high school students (freshman through senior year) to earn a scholarship to MSU Denver. Essentially, students earn micro-scholarships while in high school, which incentivizes enrollment, but also requires them to stay on-track once they enroll at the university. We currently have over 4,000 followers in Colorado.

At MSU Denver the Colorado College Responsibility Grant (CCRG) awards are used to help the highest need students. For students in the highest need level (EFC 0-2400), CCRG and Pell grants are awarded to cover the direct costs (tuition, fees, books and supplies) a student will incur upon starting school. The CCRG scales up as

Pell scales down at higher EFCs and we do offer at least \$3000/year of CCRG in EFCs ranging from 2,401-7,500. We use institutional funds to extend the \$3000/year awards up to an EFC level of 10,000. Colorado Work Study funding is awarded to all eligible freshman as well as all prior student employees. Colorado Merit funds are awarded on a first-come, first-served basis for all Colorado residents with a 3.5 GPA. We believe we are in-line with other CO colleges. Our priority for funding is significantly geared toward the highest need students.

Colorado Mesa University

Colorado Mesa University utilizes federal and state aid to assist the highest need students while not ignoring the needs of the middle class, which are finding it more difficult to pay tuition. To maximize the utilization of Colorado Need-Based Grants, the institution utilizes a matrix to assist covering the cost of tuition, fees, books and supplies for students for students up to 150% of Pell eligibility. A sample of the awarding demonstrates students that Colorado Mesa University assists students with need and rewards students that excel academically.

	<i>EFC 0-2000</i>	<i>EFC 2001-7992</i>	<i>EFC 0-7920</i>
<i>Tuition & Fees (12hrs)</i>	<i>\$7,178.00</i>	<i>\$7,178.00</i>	<i>\$7,178.00</i>
<i>Books & Supplies</i>	<i>\$1,260.00</i>	<i>\$1,260.00</i>	<i>\$1,260.00</i>
<i>Total Cost</i>	<i>\$8,438.00</i>	<i>\$8,438.00</i>	<i>\$8,438.00</i>
<i>Less Pell</i>	<i>-\$5,070.00</i>	<i>-\$3,070.00</i>	<i>-\$670.00</i>
<i>Less State Grant</i>	<i>-\$4,000.00</i>	<i>-\$5,000.00</i>	<i>-\$4,000.00</i>
<i>Less Institutional Aid (Merit or Need- Based)</i>	<i>\$0</i>	<i>\$0</i>	<i>-\$3,710.00</i>
<i>Net Cost</i>	<i>-\$632.00</i>	<i>\$368.00</i>	<i>\$58.00</i>

Colorado Mesa University recognizes the fact that work-study assists greatly with retention as does living on campus. With that in mind CMU continues to expand its MAVWorks program. To further assist Colorado residents to pay for housing, Colorado Mesa University assists with institutional aid for residents with a 0 EFC that desire to live on campus but need to minimize loan debt which may prevent them from attending.

One thing that differs in Colorado Mesa University’s use of state aid is all of is not utilized on Pell Grant recipients. It is recognized that financial need is not totally able to be measured by the EFC calculation.

In sum, CMU’s aid is designed at every turn to support access, retention, and success—most especially for its more vulnerable populations (low-income, first generation). CMU’s institutional aid is targeted to work programs, supplementing state and federal work study, merit scholarships, first generation scholarships, and low-income student aid.

- 13 Would it be better to merge COSI scholarships, the proposed Emergency Retention Grants, and any other scholarship programs into a single comprehensive program? Would this allow for more or less transparency? More or less efficiency in administering the funds?

Metropolitan State University of Denver

We believe the more flexibility we have for the use of a single fund, the better we can use funds to target at-risk student populations or target funds toward certain initiatives like retention, graduation, the use of support services,

managing emergencies, etc. In the sense of the state setting the terms and conditions for a fund, a less defined scholarship program would have less transparency, but schools could design/propose a use of funds and report specifically on the program outcomes. Efficiency depends on the design of the program. Again, we strongly believe schools are better at defining what their specific population needs are and how to administer aid to ensure we are covering those needs.

Colorado Mesa University

It is always more efficient for administratively lean institutions like CMU to have simpler, more transparent programs that are easy to understand, award, and package. This has a disproportionately positive impact on first generation students. Since COSI scholarships, the proposed Emergency Retention Grants, and any other proposed scholarship program have varying requirements and tend to serve a specific population, which in some cases overlap and in some cases eliminate needy students, it would be good to roll these programs into one comprehensive program and allow the institutions flexibility in determining where best the funding can be utilized to assist students that are currently not awarded assistance.

14 R4 emergency retention grant program:

- a) Discuss how your institution would use R4 emergency retention funding, if approved. If your institution has already implemented an emergency grant program, are there additional students not currently served whom you would like to serve if this request were approved?
- b) Is there sufficient flexibility within your state need-based aid allocations to provide an emergency grant program such as that requested in R4 if you wished to?
- c) Is there another way to fund this program? Isn't an R4-type grant program attractive to private donors?

Metropolitan State University of Denver

- a. *The design of the program and who would be eligible are both important factors to define for these programs. These types of programs are susceptible to abuse/misuse. We would like to see a program that is open to the potential scope of an emergency, but also coupled with external resources (housing, health, childcare, etc.). It is important that these types of programs be handled by student life oriented departments rather than financial aid and have a streamlined path to deliver funds to students. The funds would need to be reported to financial aid personnel if managed by the school rather than a state entity or foundation. We certainly agree with having an emergency retention fund, but it is imperative that it is structured correctly from the onset.*
- b. *No. The state need-based aid does not allow us to address the financial needs of undocumented, international or non-resident students.*
- c. *We think routing emergency grant funding through a foundation or a human services office based on campus is a great idea. We are not sure about the attractiveness of a program like this to folks outside of colleges/universities unless they had direct experience with students who had emergencies which changed their academic outcomes.*

Colorado Mesa University

- a. *Colorado Mesa University has a Hardship Grant program that is utilized to assist students with emergency costs that occur that are not necessarily part of the student's cost of attendance but would prevent continuation in school. To qualify a student must be enrolled in at least 6 credit hours; have*

earned 1/2 of the credits needed for a degree; be making satisfactory academic progress and have a documented financial need. The request must be essential to keep the applicant in school.

CMU currently receives more requests than funds available. So additional funding would be welcome and CMU would prefer to administer any new funds through its existing program.

- b. Utilizing existing state need-based funds for an emergency grant would not necessarily work since funds would be restricted to only cover costs associated within the cost of attendance. Hardship grant needs typically occur mid- to late semester after state need-based aid has been distributed.*
- c. CMU's Hardship Program is currently sponsored through the generous support of Home Loan State Bank and is assisted by various other donors including companies, individuals and churches. However, need far exceeds available resources. Perhaps, a state match would be most appropriate to incentivize maximum private support.*

15 What are your thoughts about the various “last dollar scholarship” options presented by staff:

A - Free tuition and mandatory fees for community college (subsidy could extend to ATCs and other institutions with a 2-year mission) without regard to income, for students coming directly from Colorado high schools/GED under age 19 who attend 30 credit hours per year and follow a degree pathway;

B - Free tuition and fees at any institution for students who are Pell eligible or have a household income under \$75,000 for students coming directly from Colorado high schools/GED under age 19 who attend 30 credit hours per year and follow a degree pathway;

C - Additional \$1,000 for any Pell-eligible student coming directly from Colorado high schools/GED under age 19 who attends 30 credit hours per year and follows a degree pathway. This is expected to translate to free tuition and fees for these students.

- (a) Is Option C (or any of the options) the best way to spend dollars to improve recruitment, retention, and affordability?
- (b) Would students benefit from a consistent statewide message that low-income students may attend any public institution in the State without paying tuition and mandatory fees? Do you think this would drive enrollment?

Metropolitan State University of Denver

MSU Denver has several concerns with this proposal. We understand initiatives such as this are trying to help low-income students; however, our years of experience and data indicate that investing in support and wraparound services is more effective in helping students succeed than putting money up-front as scholarship or aid. Since fall 2007, the University has provided tuition discounts for students taking 13 to 18 credit hours to encourage retention and timely graduation. However, our 10-year data demonstrates that in reality other important factors, such as work and life balance, influence a student's decision to pursue and complete a degree. Many students start unprepared to succeed and are often sidetracked during their higher education years. “Free” is not the hindrance to taking more credit hours, life circumstances are the stronger obstacle.

In addition to the above, previously we have shared some of the following bullet points with JBC:

- There might be an inadvertent incentive for schools to restructure institutional aid away from qualifying students (e.g. spend more to recruit out of state students).*

- *At MSU Denver, our low-income students are pretty much taken care of with designated federal and state aid.*
- *Income may not be the best measure, and there should be a link to Expected Family Contribution (EFC) instead. Each year at MSU Denver we present to the Board of Trustees the impact of tuition increases on our students. In these analyses, we note that a large number of students whose EFC is \$0-2400 do not pay any tuition and fees, because the grants that they receive cover the total tuition and fees at the current University rates.*
- *The Scholarships designed for freshman only appear to get students in, and then leave them with no assistance after that. We fear that students may suffer if their choice of school has been a more expensive one and they are left later having to incur large amounts of debt to remain in school. It also seems like this could significantly hurt retention rates if we were unable to keep the funding going for the entire duration, especially during a possible recession.*
- *The funding source of this proposal is not clear. The state already has limited funds for higher education, which means that they would have to shift dollars from existing programs and quite possibly the student aid models that are designed to serve student need. Students are well served with need-based financial aid. If there is additional funding, we suggest putting more resources in to programs that provide significant wraparound student support services, such as advising, tutoring, health and wellness, etc.*
- *The maintenance of effort/matching requirement could be more expensive than anticipated, and the schools will need to pick up a larger and larger piece of the funding while state constraints lead to reduction of the state proportion of funding. It will be difficult to pick up the cost of this program since our University is already significantly underfunded.*
- *There is a bias for traditional students in this proposal, which means that it will not benefit the students that have been identified as top priority in the state's master plan for higher education. In particular, it will not benefit the large number of Veterans and other transfer students seeking a university education. At MSU Denver 56% of our students are transfer students.*
- *The community service requirement will be hard for most students to meet as they have family and work obligations that could prevent them from participating. It will also require additional staff, if it is the school's responsibility to verify.*
- *There is an inequitable split of funding, as most funds will go to higher cost schools.*

Lastly, there has been some discussion about the possibility of this proposal being directed at two-year institutions only. We do have a concern that such an implementation would have a significant impact on all four-year institutions in the state.

Many of MSU Denver's Pell-eligible students are already getting free tuition and fees through federal, state and institutional funding. However, significantly, it would not help the many non-traditional students we serve who do actually need additional help.

The best way for us to improve recruitment, retention and affordability is to design a use for allocated funds which will appropriately target our key student populations. As an institution that supports underrepresented

populations (and mainly the Colorado community), it is imperative to recognize that these students need more financial assistance and staff support if we want them to be successful.

While we fully support funding low-income students, the problem arises when we already have such limited funding that we have to continually whittle-down the pool of recipients. If we do not have the funds, it becomes more difficult to identify the beneficiaries, which could end up looking like a bait and switch. What would be more beneficial is a program that establishes there is a set level of assistance for all students who meet XYZ criteria and that funding would be available as long as the student does ABC to remain eligible.

Colorado Mesa University

Option A which is similar to the Tennessee option would appear to have the most potential. It is a simple and powerful message combined with resources. Further, it allows for the marketplace to work with respect to different tuition rates. Option B will reward high-cost institutions who have the broadest resource base to support small populations of low-income students. The 30 Credit hour requirement ignores the most needy students who are dealing with substantial life challenges. A student that needs to work part time and may only be able to manage a ¾ or ½ time load should not be (effectively) penalized because of the full-time requirement. The 30 CH completion data is of course correlative and not causative with traditional, well-resourced, well-prepared students. In other words, designing a program to support first generation and low income students must account for the related challenges they face (which oftentimes impair their ability to take a full load) as well as the substantial administrative costs associated with supporting large first generation and low-income student populations.

Option A would have the desired effect. However, a straight go to any school free would steer students to high tuition institutions and would effectively punish colleges and universities that have held tuition down. A closely related message (i.e., “Go Further. Go to College.”) has not moved the dial and wouldn’t move the dial without a massive PR/media spend. The current reality is that low-income students can attend tuition and fee free between full Pell and modest CSG at many institutions. Therefore, to provide a last-dollar scholarship is simply to subsidize more expensive institutions. It would be more effective to direct these same funds from a proposed “last dollar” scholarship to access and support for first generation and low-income students.

Concurrent Enrollment

- 16 How many concurrent enrollment partnerships do you have between your institution and local high schools? How many students are you serving each year?

Metropolitan State University of Denver

A. *FrontRunners Off Campus Partnerships with High Schools - The Concurrent Enrollment (CE) program at MSU Denver, recently named FrontRunners, continues to gain momentum based on the regional interest in expediting college matriculation and lowering the cost of a higher education.*

- *MSU Denver Front Runners Program has increased the number of partnering school districts offering CE. The partnerships grew from **14** districts to **18** participating school districts located throughout Colorado from 2016/2017 to 2017/2018.*

- *MSU Denver Front Runners Program has experienced a spike in high school partnerships increasing from 17 high schools in 2016-2017 to a total of 28 high schools for 2017-2018. A total of 36 classes/ sections are being offered through Front Runners concurrent enrollment Program in 2017-2018.*
 - *Approximately 300 students participated in 2016-2017 with 60 percent Latino. By strengthening our partnership with the Denver Public School District (adding 3 new schools: Manual, North and Thomas Jefferson), increases are anticipated for 2017-2018.*
- B. *ASCENT Program for On Campus Concurrent Enrollment - ASCENT is a fifth-year high school program funded by school districts to allow high achieving students to gain college credits. In academic year 2016-2017, 18 students from four school districts enrolled and in 2017-2018, 43 students from five school districts enrolled.*
- C. *On Campus Concurrent Enrollees – In fall 2017, 22 high school students took classes on campus from approximately 8 high schools, particularly charter schools.*

Note: MSU Denver has a solid partnership with the Colorado Restaurant Association that supports ProStart, a concurrent enrollment hospitality program for high school students across the state.

Colorado Mesa University

In 2016-17, Colorado Mesa University collaborated with 24 high schools, charter schools and online academies. Over the past three years, there has been a slow but steady increase in the number of high school students taking advantage of one of the three concurrent enrollment programs at Colorado Mesa University and Western Colorado Community College. In 2014-15, 796 students in enrolled. In 2015-16, the enrollment increased slightly to 810 high school students. 2016-17 saw a significant increase to 937 students and currently, at the conclusion of the first semester of 2017-18, 923 students have participated.

17 Do you think we could do more to grow concurrent enrollment in Colorado?

Metropolitan State University of Denver

Yes, we have an opportunity to grow concurrent enrollment at MSU Denver. Regularly, we receive requests from new high schools and school districts throughout Colorado who want to embrace and start concurrent enrollment programs. We have a plan in place to ensure the quality of our courses and grow the number of CE participants.

Concurrent enrollment is an accelerator that can decrease the cost of higher education for students. Research indicates that participation in these programs is important for our target population, low income and first-generation students, to increase persistence and decrease time to degree completion, according to the National Alliance of Concurrent Enrollment Partnerships.

Strategically, our aim is to focus on concurrent enrollment disciplines aligned with the MSU Denver mission and strong academic programs like aviation, hospitality, and Spanish. For example, MSU Denver developed a concurrent enrollment pathway to complete a Spanish minor at Abraham Lincoln High School in order to offer the opportunity of advanced learning in a dominantly Spanish-speaking high school.

A consistent state funding model across community colleges and four-year institutions would help provide greater choices for students and pathways to advancement.

Colorado Mesa University

The challenge moving forward will be with the small, rural high schools, which are plentiful in the western slopes. These small schools have difficulty attracting and retaining high school teachers that meet the HLC criteria required to teach at the college or university level. Many instructors do not have a Master's degree in the content area or 18 graduate credits in the content area. As a result, fewer classes are offered in the high schools and although this may only affect a few students, it will have an overall dampening effect on the enrollment numbers

To counter this impact, the university has created scholarships that offset the expense of earning the graduate credits needed to meet the HLC criteria. Three new graduate programs were created at CMU that allows teachers in the region to earn credit through online and summer classes. We are also working with a few of the larger high schools an increasing the career and technical programs at Western Colorado Community College, as well as Montrose high school and Olathe High School.

However, it might be more effective to increase supports to high schools and adhere to graduation requirements so that students who move on to college/university are indeed college-ready. Lowering requirements to enter college will not be as effective as increasing success in graduating high school.

Certificates of Participation - S.B. 17-267

- 18 Do you expect any of your institutional buildings to be part of the COPs issued pursuant to S.B. 17-267? Are you engaged in a process to determine which buildings are selected? Do you expect the COPs issued pursuant to S.B. 17-267 to affect your bond ratings?

Metropolitan State University of Denver

We do not believe that MSU Denver's buildings are subject to S.B. 17-267. Our master bond resolution does not allow us to use our buildings as collateral or do anything that would otherwise jeopardize our ability to generate the revenue we pledge. Given that we use our buildings to generate tuition, auxiliary, ICR and student fee revenue we will not include them on the state's list.

Colorado Mesa University

SB 17-267 requires institutions to identify and prepare a list of eligible state facilities that can be collateralized as part of the Lease-Purchase Agreement authorized by the legislation through the issuance of Certificates of Participation.

Because CMU is scheduled to receive \$2,857,974 (\$1,407,974 controlled maintenance plus \$1,450,000 for electrical lineworker project already approved by the CDC) from the COP proceeds and CMU anticipates the final cost of the new electrical lineworker building to cost about \$3.2 million, pledging this facility is an appropriate fit.

Program Duplication

- 19 It seems there is more and more higher education program duplication. Does this drive costs? Is this a problem? If it is, what should be done to address it?

Metropolitan State University of Denver

While there may be some duplication of programs in higher education, it is not a prime driver of costs at institutions. Oftentimes, the programs are developed with already existing academic programs. We do not believe that it is a problem, as students will select the programs that best meet their academic needs. Specifically, MSU Denver continues to offer programs at an affordable rate for Colorado residents. Geographically, we know that our students (who predominantly come from our surrounding zip codes) come to us because of location, cost, and because they feel like they fit in with their surroundings. Sense of belonging has a significant impact on student's choice of which institution they attend. Non-traditional students have serious economic and cultural reasons for staying close to their families while they attend college. Assuming students can afford or are able to travel to a different institution because we fear duplication of programs would be a significant oversight. Additionally, IHE's do significant research prior to launching new programs. Universities are not interested in financially supporting programs that do not have student or workforce demand.

Colorado Mesa University

The simple answer is that Colorado institutions of higher education are in a very competitive environment, regardless of state regulation. The most significant policy issue at play regarding program duplication is allowing 2-year institutions to offer 4-year programs in competition with 4-year institutions. This will drive both a quality and cost issue.

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED - GOVERNING BOARDS ONLY

- 1 Provide a list of any legislation that the governing board has: (a) not implemented, or (b) partially implemented. Explain why the governing board has not implemented or has only partially implemented the legislation on this list. Please explain any problems the governing board is having implementing any legislation and any suggestions you have to modify legislation.

Adams State University

N/A

Fort Lewis College

N/A

Western State Colorado University

Western has implemented all legislation.

Metropolitan State University of Denver

The University's governing board has implemented all legislation.

Colorado Mesa University

None specific to CMU.

- 2 Does the governing board have any HIGH PRIORITY OUTSTANDING recommendations as identified in the "Annual Report: Status of Outstanding Audit Recommendations" that was published by the State Auditor's Office and dated June 30, 2017 (link below)? What is the governing board doing to resolve the HIGH PRIORITY OUTSTANDING recommendations? [Please indicate where in the governing board's budget request actions taken towards resolving HIGH PRIORITY OUTSTANDING recommendations can be found.](#)

<http://leg.colorado.gov/audits/annual-report-status-outstanding-audit-recommendations-june-30-2017>

Adams State University

Adams State does not have any high priority outstanding recommendations as identified in the "Annual Report: Status of Outstanding Audit Recommendations."

Fort Lewis College

Fort Lewis College does not have any high priority outstanding audit recommendations.

Western State Colorado University

Western has no outstanding audit recommendations.

Metropolitan State University of Denver

All have been implemented. The University had no audit comments or adjustments for fiscal year 2016-17.

Colorado Mesa University

From July 1, 2011, through June 30, 2016, Colorado Mesa University received no audit recommendations.

- 3 If the governing board receives federal funds of any type, please respond to the following:
- a. Please provide a detailed description of any federal sanctions or potential sanctions for state activities of which the governing board is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the governing board by the federal government during FFY 2017-18 or 2018-19.
 - b. Are you expecting any changes in federal funding with the passage of the FFY 2017-18 or 2018-19 federal budget? If yes, in which programs, and what is the match requirement for each program?
 - c. Does the governing board have a contingency plan if federal funds are eliminated?

Adams State University

- a. *There are currently no federal sanctions or potential sanctions against the institution.*
- b. *No, we are not.*
- c. *No, we do not.*

Fort Lewis College

- a. *N/A*
- b. *Fort Lewis College receives federal funding primarily for financial aid, Pell grants, Work Study and Supplemental Opportunity Educational Grants (SEOG). The college also has four TRIO grants, as well as, several federal research grants funding through the NSF. The college is not anticipating major changes with federal financial aid in the 2018-19 federal budget. Matching funds are required for federal work student and the supplemental opportunity educational grants. The annual match on these programs is approximately \$85,000.*
- c. *The college would not backfill any of the TRIO or research grants if the federal funds were eliminated as these are stand-alone programs. The administration would weigh the options related to replacing federal work study and SEOG if those funds were eliminated.*

Western State Colorado University

- a. *Western does not have any federal sanctions nor are we aware of any pending or potential sanctions.*
- b. *Western currently receives \$85,760 in Federal Supplemental Educational Opportunity Grant (FSEOG) funding, which requires a 25% institutional match. The FFY18 budget proposes to cut funding of the FSEOG program by \$732 million. It is unknown at this time how much each*

institutions' allocation will be affected by this federal cut. Congress is now beginning serious consideration of reauthorization of the Higher Education Act (HEA) of 1965. The House Republican Reauthorization Bill, known as the Promoting Real Opportunity, Success and Prosperity through Education Reform (PROSPER) Act would have impacts on all federal Title IV programs. Budget implications exist primarily in the Federal Work-Study program, which would increase the institutional match portion from 25% to 50%. Additionally, the Federal Perkins program has been eliminated. All institutions will be required to liquidate their Perkins portfolio during the 2019-20 year, which could have financial impacts to the institution. Western has been returning excess liquid capital to the department for the past two years, and will again this spring, so hopefully the institutional impacts will be limited. We have not made any Perkins loans awards to students in the last 2 years, so there will be no additional impact to students.

- c. The loss of the SEOG would not be significant as it is one of the smallest grant sources we have. We currently have about 225 students who receive \$500 annual awards through SEOG. Should the governor's proposed budget for an increase in funding to need-based aid be passed, Western's potential increase in allocation may offset the loss of SEOG for in-state students.*

Metropolitan State University of Denver

- a. At this time MSU Denver is not aware of any pending or possible sanctions.*
- b. There are three components to the federal funding: 1) sponsored research programs, 2) Build America Bonds Subsidy, and 3) federal funding for student aid that includes work-study, Federal Supplemental Educational Opportunity Grant (FSEOG) and Pell.*

At this time MSU Denver does not anticipate any changes in sponsored research federal funding based on the passage of the federal budget.

The University is the issuer of recovery zone economic development bonds and as such we are eligible to receive a subsidy from the federal government of up to 45% of the interest payments. To date this subsidy has been reduced to effectively 43%, which is subject to further adjustment at any time. There have been no indications in Federal budget discussions that these subsidies would be further adjusted.

Based on the proposed FY18 federal budget, MSU Denver could experience a loss of grant and work-study funding of just under \$1 million in both the FSEOG and FWS programs. Currently, there is no projected reduction to Pell grants as part of the proposed Federal FY18 budget. However, new Perkins Loans are not allowed after 9/30/2017.

To supplement losses in the FSEOG program, MSU Denver would need to leverage limited institutional funding and earmark these funds to meet the needs of students who qualify for the lost grant assistance. With the potential loss in FWS funding, institutional funding could be reallocated to support more hourly employment to cover the deficit. The FWS program may have a higher priority than FSEOG to replace with institutional funding as the retention and completion of student employees is much better than the FSEOG program. Both actions would

result in less or elimination of institutional funding allocated to students for institutional merit-based scholarship. MSU Denver awards about \$18 million annually in need-based, free tuition between 12 and 18 credit hours, and merit institutional scholarship. Of these funds, \$4.8 million are committed to specific initiatives, over \$2 million are designated to supplement education costs for low to middle income students, and minor amounts distributed to Athletes. Any loss of federal funding will have a material impact to the university's current institutional programs.

If the federal budget is to result in elimination or reduction of FSEOG, FWS, student loans or the Pell grant in FY19, we would have to employ a strategy somewhat similar to the planning for losses based on the proposed federal budget for FY18, only to a greater degree.

- c. Federal funding accounts for 74 percent (\$104 million) of total student aid funding from all sources (\$141 million) available to MSU Denver students. This amount includes student loans. If we were to lose significant portions of federal funding, MSU Denver would have to significantly overhaul awarding practices:*
 - o MSU Denver would re-tool state grant and institutional funding to ensure we can provide meaningful assistance to as many students as possible. Factored into that equation would be a graduated award based on student need.*
 - o We may likely need to eliminate any merit-based funding and repurpose funds that have been earmarked for other programs.*
 - o It should also be noted that we may have some minor resources available through the MSU Denver Foundation and private scholarship providers, which could be used to help preserve existing programs and solicit support for them.*

Colorado Mesa University

- a. For financial aid and sponsored programs, there are no current or potential sanctions for federal or state activities.*
- b. It is simply far too early in the process to project. .*
- c. For financial aid, Colorado Mesa University has steadily increased institutional aid in grants, scholarships and work programs. In FY 2013 CMU awarded \$5,464,049 in Institutional Grants/Scholarships which increased to \$11,298,016 in FY 2017. During this time, the CMU foundation increased scholarships awarded from \$534,578 to \$1,518,224. CMU has also developed an institutional work study program called Mav Works which provides work study funding for students where federal and state work study falls short. Recently, CMU has secured funding for scholarships from the city of Grand Junction to assist with local students to attend CMU as well as it has developed an institutional grant/scholarship to assist students that need additional financial resources to pay for college. Colorado Mesa University is, and will continue to be, active in providing new sources of funding to assist students.*

For Sponsored Programs and Academic Research, CMU is focusing more on private funding sources such as foundations and gifts to maintain extramural funded projects and programs.

- 4 Is the governing board spending money on public awareness campaigns? If so, please describe these campaigns, the goal of the messaging, the cost of the campaign, and distinguish between paid media and earned media. Further, please describe any metrics regarding effectiveness and whether the governing board is working with other state or federal departments to coordinate the campaign?

Adams State University

Adams State University is not currently spending money on any public awareness campaigns. However, we have recently reallocated resources to create a Director of Public Relations and Marketing position, and we plan to execute a robust public awareness and campaign in 2018. We will measure the ROI of the campaign by increased student applications to admissions, increased student enrollment figures once the campaign runs a full cycle, and through increased top-of-mind presence as measured through a survey of before and after metrics.

Fort Lewis College

The vast majority of advertising and marketing expenditures are directly related to student recruiting. The college dedicates between \$20,000 - \$25,000 on marketing efforts directed towards increasing awareness and reputation of the college. Existing marketing and communications staff are leveraged to accomplish this brand awareness. Some of the efforts include:

- *Feature stories and profiles about faculty, students, staff and benefactors that capture the essence of Fort Lewis College.*
- *Electronic and social media is used to deliver messages in a targeted way.*
- *A reputation building campaign in the local paper to tell the Fort Lewis College story.*
- *A wall display at Durango-LaPlata County Airport that features the college and the activities that guests and visitors may find of interest; concerts, walking art tour, Frisbee golf and the "million dollar" view that Fort Lewis College offers above the city of Durango.*
- *The FLC Magazine, now in its fourth issue, is mailed to appropriate leadership including governmental and civic leaders, local school systems, parents of current students and benefactors.*

Western State Colorado University

Yes, Western does spend money on public awareness campaigns, both regionally and in the Gunnison Valley. These campaigns range from general community relations (i.e., sponsorships of events) to ad purchases, both digital and hard-copy, to billboards and banners in certain locations. The majority of our public awareness campaigns are part of an integrated marketing strategy that includes segmented messaging for prospective student populations. Less than 20 percent of our public awareness campaign spending is for standalone campaigns. For our ad purchases we do track metrics such as distribution, impressions, clicks and conversions as provided by the medium.

Metropolitan State University of Denver

The University is not spending money on public awareness campaigns.

Colorado Mesa University

CMU has a planned investment of \$894,000 in FY 2018, from non-state and federal fund sources, for a paid public awareness campaign targeted at prospective undergraduate students, with the goal of improving enrollment via growth in awareness of CMU—including its two-year division Western Colorado Community College—as a high-quality, high-value option for post-secondary education. Annual surveys of Colorado high school seniors are used to gauge effectiveness and overall shifts in awareness and perception. From FY 2017 to FY 2018, CMU registered a 4.64% improvement in its market position (brand awareness score x brand perception score) among Colorado's public universities. From 2011 to 2017, CMU registered a 30.33% improvement in its market position.

- 5 Please provide an update on the governing board's status, concerns, and plans of action for increasing levels of cybersecurity, including existing programs and resources. Does the governing board work with the Chief Information Security Office (CISO) in the Office of Information Technology (OIT)? Have your information technology infrastructure and policies been audited for cybersecurity capabilities? If so, was the audit completed by the legislative auditor or an outside entity? Do you have dedicated cybersecurity personnel? What unique security issues does your governing board have? What unique cybersecurity processes or tools do you use to protect this data?

Adams State University

Adams State's Computing Services Department is the main overseer of cybersecurity for campus. Currently, we do not have any dedicated FTE for cybersecurity, but instead have a Security Working Group comprised of several staff members from the department. This working group oversees cybersecurity activities such as the review and submittal of the Higher Education Security Plan to the CISO at the State of Colorado Office of Information Technology, reviewing and updating security policies, compliance activities (PCI-DSS, FERPA, etc.), performing and monitoring security scans of campus systems, and many other cybersecurity related initiatives. For several years, ASU has required all campus users to take an online cybersecurity training. We have also had outside vendors perform audits and scans of our PCI environment and infrastructure as well as recommendations for policy improvements.

Fort Lewis College

In accordance with HB06-1157, Fort Lewis College submits an IT Security update to the CISO on a three-year cycle. The State CISO has attended the statewide Colorado Higher Education Computing Organization, and presented and discussed collaborations. The college communicates with the CISO office and Network Operations Center on security incidents and reports. Fort Lewis College employs a full time dedicated Cyber Security and Compliance Analyst who audits and monitors the college's infrastructure daily.

Cybersecurity is a multi-layer approach consisting of many tools and processes, starting from an ongoing cybersecurity awareness campaign, through multiple layers of malware detection and prevention on hardware and

software. Best practices for securing hardware and software are enforced, as well as change control and management processes are practiced.

Western State Colorado University

Western implements security through a blend of technical controls and policy implementation. We do submit an Information Security Program to the CDHE which in turn submits to the OIT for evaluation and feedback. As recently as last year, our auditors conducted a limited survey of our technology infrastructure (i.e., data center access, enterprise backup, server and desktop antivirus) and security policies (i.e., password policy, financial system access, etc.) and qualifications of key personnel. While we do not have staff dedicated exclusively to cybersecurity, each of our senior IT staff members have responsibilities in data security. We currently do not have unique needs, nor do we have concerns regarding our existing policies and practices.

Metropolitan State University of Denver

The Information Technology Services security team, under the direction of our Chief Information Security Officer, provides Information Technology security governance, risk management, IT policy oversight, and security awareness training for new employees, and guidance and direction for technology infrastructure. Additionally, we are exploring two-factor authentication across the university and perform yearly IT audits. While the University does not directly work with CISO, our cybersecurity team does coordinate with our peers at other institutions.

Currently, new policies are being audited, and a number of internal and external scans are performed on our infrastructure regularly. We have real-time alerts for suspicious activity and routinely review access and security logs. This audit is through an outside entity. The University does have three full-time personnel dedicated to Cybersecurity. We share many issues that are common across higher education institutions. Phishing/Social Engineering attacks, malware, system vulnerabilities, protecting personally identifiable information, regulatory compliance (FERPA, HIPAA, PCI), end user awareness, competition with private industry for qualified staff, and limited resources.

Lastly, we employ a layered approach with multiple tools/services to protect our users and their data. These include next-generation firewalls, Security Incident and Event Management (SIEM) tools, and automated alerting services through Microsoft and other providers.

Colorado Mesa University

CMU takes protecting the organization, its intellectual property, and any personal or confidential information in its control extremely seriously. Cybersecurity continues to be a top concern. CMU has deployed administrative and technical controls and developed student and employee information security awareness training programs to help individuals understand the risks in using today's technology and how to effectively defend against today's cyber threats. Employees are offered an annual information security awareness training as well as provided additional information on cybersecurity through email, newsletters, websites, webcasts and group lunch and learn information security sessions.

Since 2007, the University has submitted an Information Security and Incident Response Plan to the Colorado Commission on Higher Education for submittal and review by the State's Chief Information Security Office

(CISO). Higher education CIOs discussed and received feedback early on with the Chief Information Security Office for the development of the Information Security and Incident Response Plan. At present, CMU submits its Information Security and Incident Response Plan every three years as required by statute with its next scheduled submittal due in July 2018.

Audits of CMU's information security policies and technical controls are performed by legislative auditors in conjunction with their annual financial and compliance audit; internal server and workstation penetration tests and vulnerability assessments; and yearly external network penetration and vulnerability assessments by a third party network security firm. The internal server and workstation penetration tests and vulnerability assessments are performed quarterly on the University's main network and monthly on the PCI network. These assessments are designed to proactively identify weaknesses in our network security and correct them.

CMU's Director of Computing and Networking assumes information security duties for the University as well as coordinates the Information Security Awareness Program for campus. The University has entered an era where end-users have the ability to choose their computing experience, which can vary hourly by device and application. The pervasiveness of mobile computing – with new devices and operating systems continually entering the market – plus the widespread adoption of cloud-based services have increased the University's information security risks. The University is committed to information security programs with an emphasis on endpoint management and end-user security awareness.

The Director of Computing and Networking and a team of system and network administrators utilize tools such as network vulnerability scanning software, file integrity management software, email filtering and scanning software, network logging and auditing software, and mobile device management software.

- 6 Describe the expected fiscal impact of proposed changes to PERA made by both the Governor's Office and the PERA Board of Directors. In addition to direct budgetary impacts, please describe any anticipated secondary impacts of an increase in employee contribution rates. For instance, does the governing board anticipate a need to increase employee salaries to compensate for the increase in PERA contributions?

Adams State University

The direct budgetary impacts of the PERA plan would be increased PERA expense of approximately \$240,000 per year. The Governor's Plan does not have a direct fiscal impact. However, both plans do have an impact to our employees. Under both plans, changing the employees' required contribution would essentially be a pay cut for all adjunct and non-classified employees. If the institution were to attempt to increase salaries to offset this, it would cost approximately \$120,000. Under the proposed compensation survey, classified employees would receive a 3% pay increase. If this holds, two-thirds of this would go to fund their PERA contribution under the Governor's plan and under the PERA plan, all of the increase for existing employees would go to fund the PERA contribution.

Fort Lewis College

The most significant change to the college's cost related to the PERA changes involve the change in calculation of PERA contributions from net pay to gross pay. This change equates to approximately \$57,000 more in employer contributions per year. The governing board only plans to increase classified salaries as required by the state budget. No other employee salaries will be increased to compensate for the increase in PERA contributions.

Western State Colorado University

The Governor's PERA proposal contains only increases to employee contributions to PERA. Additionally, the Governor's proposal is silent on modifying the contribution base from net to gross salary. Accordingly, we do not expect any direct budgetary impacts from the Governor's proposal.

The PERA Board of Directors' proposal would have a fiscal impact beginning in FY2020 due to both an increase in employer contribution rates (\$60,000) and a change in the contribution base from net to gross salary (\$30,000). The combined partial year fiscal impact in FY2020 would be \$90,000. The full year fiscal impact in FY2021 would be \$180,000.

Our estimated fiscal impacts are based on FY2017 salary levels. If the State mandates salary increases for state employees, that would increase the fiscal impacts listed above and have indirect fiscal impacts of its own. (The Governor's proposed 3 percent increase to salaries for FY2019 would increase salary expense by \$67,000 and increase PERA employer contributions expense by \$15,000 even absent changes to PERA rules.) At this point, the University does not anticipate giving increases to employee salaries related to PERA changes outside increases that are mandated by the State.

Metropolitan State University of Denver

Currently, the PERA Board is proposing an increase of 2% to the employer's contribution and an increase of 3 percent to the employee's contribution both starting Jan. 1, 2020. The Governor's November 1st budget proposal is not increasing the employer's contribution and is asking for a 2 percent increase to employee's contribution starting Jan. 1, 2019. The fiscal impact of PERA's proposal would be greater than the Governor's, because the Governor's proposal has noted that the public employer contributions have grown substantially in recent years and should remain at 20.15 percent of payroll. Both propose an employee contribution increase. Assuming only a 2 percent increase in the employer's share would mean an estimated increase of \$820,000/year in mandatory base expenses for MSU Denver. The Governor's proposal would also lower the Retiree Cost-of-Living Adjustments (COLA) to a maximum of 1.25 percent, while the one from PERA would reduce the COLA to 1.5 percent from the current level of 2.0 percent.

There may be some secondary fiscal impacts caused by these changes:

- *The largest would be pressure on the budgetary process within MSU Denver to increase salaries enough to absorb some or all of the 3.0 percent increase in employee contributions. The estimated increase for employees who only have PERA would be over \$1.7 million.*
- *Another longer-term issue could be budgetary pressure from employees in the Defined Contribution Retirement Plan to increase employer (and maybe employee) contributions in that plan to be more closely equal the PERA contributions. These two retirement plans are very different but some might argue that the contribution side should be more equal.*
- *Lastly, it may become more difficult to hire lower paid temporary employees if the PERA proposal is approved because their take home pay would be reduced by an additional 3.0 percent due to the increase in employee contribution from 8.0 to 11.0 percent.*

Colorado Mesa University

The recent proposed changes for PERA includes many changes for both the employee and employer. Below includes some of the more significant impacts to CMU and our faculty and staff employees.

Part of the original proposed PERA changes, included a 2% employer contribution as well as increasing contributions on gross wages from contributions made net of pre-tax benefits. These combined changes would have a cost impact to the institution of close to \$1,000,000/yr. In addition to potential impacts to tuition rates, it would also directly impact auxiliary rates, such as housing, as the institution looks for alternative funding sources to offset such a significant cost increase.

The additional 3% increase for the employee's contribution will have a significant impact as well. In most cases, the mandated average 3% compensation increase for state classified employees will be consumed by the increase of PERA contributions. In addition, with anticipated increases to health insurance, employees will essentially be taking home less than the previous year. Currently CMU is proposing a cost-of-living adjustment to exempt faculty and staff (exempt from state personnel system, but some are still PERA participants) ranging from 1-2%. The proposed increase is based on consumer price index inflation, and as with last year, is less than state classified staff cost of living increase. Exempt PERA employees will also be faced with the potential of having a take home pay less than previous years.

The proposed legislation also differentiates contribution increases based on employees hire dates prior to or after January 1, 2020. The proposed legislation provides for an interesting challenge of segregating contributions, including reconciling and reporting, and the additional time to set up these different contribution structures. These proposed changes create added administrative burden and cost on already limited staff resources.

CMU also recognizes with the increases to the PERA retirement employer contributions, that the employer contribution gap between the institution's defined contribution retirement plan and PERA continues to grow. The current employer PERA contribution is 20.15% whereas the defined contribution plans have been flat since 1999 at 11.40%.

- 7 Has the governing board been engaged in (or disputed) federal land, environmental, jurisdictional, and/or water policy issues? How do you coordinate with state government agencies, the Governor's Office, local governments, and/or citizens on these issues?

Adams State University

No. N/A

Fort Lewis College

Fort Lewis College has not been engaged in any federal land, environmental, jurisdictional and/or water policy issues.

Western State Colorado University

Western's governing board has not had to engage in any of these issues.

Metropolitan State University of Denver

The University's governing board has not been engaged (or disputed) in any of the above-mentioned issues.

Colorado Mesa University

The Colorado Mesa University Board of Trustees has sparingly engaged in these types of policy issues. When the Board determines to become engaged in such matters, it relies upon staff, faculty and other campus stakeholders to collect relevant information and provide appropriate recommendations before taking action.

- 8 Please describe your retirement programs. How many of your staff are on PERA? How many of your staff are on another retirement program? How has the share of your staff who are on PERA versus another retirement program changed over time?

Adams State University

We have two retirement systems, Colorado PERA and a plan in partnership with the four colleges/universities formerly with the Office of the State College System. The former plan is a defined contribution pension plan (DCPP). The contribution rates for the two plans is significantly different. The DCPP plan requires an employer contribution of 11.4% and an employee contribution of 8%.

We currently have 386 employees on PERA. This includes all of our classified staff, all part-time faculty and staff, and those employees coming into employment with the institution with a minimum of one year of PERA service credit. We currently have 207 employees on the DCPP. All new hires in benefits eligible faculty and professional staff positions participate in the DCPP unless they are eligible to elect PERA due to meeting service credit requirements. The number of employees on PERA and those on the DCPP has stayed consistent over the past five years.

Fort Lewis College

Fort Lewis College has both PERA and a defined contribution plan (DCP). All Classified staff are enrolled in PERA. New faculty and exempt staff are enrolled in one of the DCP choices, TIAA/CREF or VALIC. The exception to this procedure is that new faculty or exempt staff with at least one year of PERA credit, can make a one-time irrevocable choice to participate in either PERA or a DCP. Faculty and staff that were employed by the College in early 90's had the option of staying with PERA or changing to the DCP. Currently 182 staff are in PERA and 490 staff are in the DCP. Of the 490 in DCP plans, nine are PERA retirees. For these nine employees, the college pays the employer share to PERA and the employee makes their employee share payment to the DCP. As more of the faculty and staff that were employed in 1994 have retired, the share of the staff on PERA has declined.

Western State Colorado University

Western State Colorado University is a participating employer in the Public Employees Retirement Association (PERA). Western's state classified employees, temporary part-time faculty and administrators who work less

than half time participate in PERA, as do certain other non-temporary faculty and administrators. In addition, Western offers an optional retirement plan, adopted in 1994— the Four State Colleges and Universities in Colorado 401(a) defined contribution pension plan (DCPP). At Western, all new benefits-eligible faculty and administrators working half time and greater are eligible to participate in the DCPP. New employees eligible for the DCPP, who also have at least one year of prior PERA service credit and who still have a PERA account, are able to make a one-time, irrevocable choice between participation in PERA or the DCPP. New employees eligible for the DCPP without a PERA account and without one year of PERA service credit, automatically participate in the DCPP.

Currently, 159 Western employees are in PERA and 253 are in the DCPP. The number of employees participating in PERA has declined over time. In the first two years the DCPP was implemented 75% of the employees were still participating in PERA and 25% in the DCPP. Ten years later, in 2004, employee participation in the plans was almost equal; 53% in PERA and 47% in the DCPP. In 2014, twenty years after offering the DCPP, participation in PERA had dropped to 41% with the DCPP at 59%. As of November 2017 participation in PERA is 39% and the DCPP 61%. Participation in PERA dropped more steeply in the early years after implementation, as new eligible employees without prior PERA service credit entered the DCPP without a choice. Participation in PERA continues to decline, but at a much slower rate of 1%-2% a year.

Metropolitan State University of Denver

Employees of MSU Denver that are not enrolled in Colorado PERA are required to be participants in the Defined Contribution Pension Plan (DCPP). This plan was established on May 1, 1994 after the Colorado State Legislature passed Senate Bill 92-127 during the 1992 session. Senate Bill 92-127 allowed governing boards of the Colorado Public Universities and Colleges the ability to establish Defined Contribution (401(a)) type plans for their Faculty and Exempt Administrators. These plans, that most of the Colorado Higher Ed boards established, were “in-lieu” of the PERA plan. MSU Denver is part of a Multi-Employer DCPP that also includes the Faculty and Exempt Administrative employees at Adams State University, Colorado Mesa University, and Western State Colorado University. This DCPP is known as the “Four State Colleges/Universities in Colorado Defined Contribution Pension Plan”. Participants in this plan, just like PERA participants, are exempt from the requirement to contribute to Social Security through FICA taxes. The employer contributes 11.4% of includable salary while the employee share is 8.0%. The payout or distributions an employee is eligible to receive at retirement is based solely upon their participant account balance. Therefore, there is never any unfunded liability to the plan sponsor or the state of Colorado. This DCPP requires that the faculty and administrator be “Benefits Eligible” at MSU Denver to participate. This means that the position must be half-time or greater. If the position is less than half-time the employee will participate in PERA.

Currently, a total of 1,349 Faculty (full-time and affiliate), Administrators, Classified, and hourly employees are on PERA. 875 MSU Denver employees are on DCPP and 248 hourly and student hourlies are using TLAA.

The total number of employees on DCPP plan has nearly doubled in the last ten years ago. For fiscal year 2007-08, the University had 479 employees on DCPP versus 875 for FY 2017-18. In fact, over 95% of the new hires for MSU Denver are part of DCPP rather than PERA.

Colorado Mesa University

University employees hired into a benefit eligible exempt administrative or faculty position may have an option of enrolling into the PERA DB Plan or the Four State Colleges/ Universities in Colorado Defined Contribution Pension Plan (DCPP). Newly hired employees who have at least one year of prior service credit with PERA when hired by CMU will have a one-time irrevocable decision to enroll either in PERA DB Plan or the DCPP. In the event the newly hired employee does not have one year of prior service credit with PERA, they will automatically enroll in the DCPP.

State of Colorado Classified employee are required to enroll in the PERA DB Plan.

All non-benefit eligible faculty and staff are also required to enroll in the PERA DB Plan.

The DCPP Plan is a defined contribution pension plan in which the employee contributes 8% and the University contributes 11.4%. Employees have an opportunity to invest their DCPP funds into one of the professional investment companies that are TLA, Fidelity or Valic.

The retirement plan choice with PERA is a defined benefit plan. Employee contribution is 8% and the University currently contributed 20.15 % that includes the required AED and SAED.

Following is a breakdown of the enrollment into each plan as of the November 30, 2017 payroll. These numbers reflect all employees processed during this payroll cycle, which include benefit eligible faculty and staff, classified staff, part time staff and adjunct faculty.

PERA – 540

DCPP – 505

The following chart reflects enrollment of benefit eligible employees.

	DCPP TOTAL
10/1/2017	490
10/1/2016	477
10/1/2015	446
10/1/2013	410
10/1/2011	336

- 9 What is the value of the physical assets at your institution(s)? How many have already been collateralized? How much is available for future collateralization?

Adams State University

The current replacement value of Adams State’s buildings totals \$262,444,466. Of those, the board has approved two structures valued \$1,694,523 to be used as collateral. \$164,668,991 of our total buildings are

auxiliary buildings where revenues are pledged to outstanding bonds. This leaves \$96,080,952 available to be pledged if our board of trustees approves.

Fort Lewis College

Fort Lewis College currently has 40 buildings with a total replacement value of approximately \$414 million. None of the buildings themselves have been collateralized, however, the revenue streams from our auxiliary buildings have been collateralized. Approximately \$184 million is available for future collateralization.

Western State Colorado University

Western's total current replacement value for all facilities is \$258.4 million. Of this amount, approximately \$252 million can be considered collateralized in the sense that most of our buildings generate revenue that is pledged, in some form, toward our bond payments.

Metropolitan State University of Denver

As of June 30, 2017, the University had the following asset values (net of depreciation):

Equipment: \$ 6,871,611

Buildings: \$42,739,476

Leasehold and Land Improvements: \$29,608,457

Total Depreciable capital assets: \$79,219,544

None of our assets can be collateralized because it would be in conflict with our master bond resolution.

Colorado Mesa University

According to CMU's Audited Financials for FY 2017, the value of CMU's non-depreciable and depreciable capital assets is \$417,951,000.

SB 17-267 requires institutions to identify and prepare a list of eligible state facilities that can be collateralized as part of the Lease-Purchase Agreement authorized by the legislation through the issuance of Certificates of Participation.

Because CMU is scheduled to receive \$2,857,974 (\$1,407,974 controlled maintenance plus \$1,450,000 for electrical lineworker project already approved by the CDC) from the COP proceeds and CMU anticipates the final cost of the new electrical lineworker building to cost about \$3.2 million, pledging this facility is an appropriate fit.

- 10 The OER Council has recommended an initiative costing \$660,000 General Fund for FY 2018-19, annualizing to \$1.1 million in subsequent years, for a grant program to promote the use OER at public institutions. Staff has also recommended including a statutory requirement that by fall 2021 institutional course catalogs identify which courses use OER. Do you have any input on this proposal?

Adams State University

Adams State generally encourages the use of OER in classes. We have many courses that use both OER and other resources that have a cost. For example, there are freely available textbooks for use in many first-year courses (e.g. physics, college algebra, general biology, psychology, etc. from OpenStax), but many professors also utilize online homework systems that are aligned with the textbook, but are developed and published by for profit companies. We would hope these courses would be eligible for the program. We would also like to see that benchmarks for success are identified before the program is launched and are subsequently evaluated.

Fort Lewis College

The college is supportive of the statutory requirement and would be interested in a statewide repository of these resources.

Western State Colorado University

Open Educational Resources and Open Education Initiatives are capable of positively impacting academic and student life in Colorado, and Western will fully participate as this initiative takes shape. Western, as a university that primarily serves undergraduate students, is well positioned to take advantage of these resources since most OER focuses on general education. If this initiative moves forward it will be essential for Western faculty and academic support staff to create a working group to inform the rest of campus on what is possible. This group could study the issues, help others adopt, adapt, or create OER, and apply for grants.

Metropolitan State University of Denver

Use of OER is being pursued tri-institutionally through the Auraria Library. They plan to convene an advisory group starting in 2018 with the three schools to discuss the benefits and uses of OER. For the purposes of online learning, it will increase the academic content resources available to us and potentially decrease the time for development of new courses. MSU Denver would be interested in participating in a grant opportunity to utilize materials for the benefit of students, particularly in decreasing the cost of course content.

Dr. Emily Ragan, Chemistry Professor at MSU Denver, chaired the OER Council that made this recommendation. We believe the recommendation is reasonable and important in getting the word out about OER opportunities. A recent article in [InsideHigherEd.com](https://www.insidehighered.com/news/2017/12/19/more-faculty-members-are-using-oer-survey-finds) noted that more faculty are using OER materials, but many more are still unaware of their existence and/or value – see <https://www.insidehighered.com/news/2017/12/19/more-faculty-members-are-using-oer-survey-finds>.

We have no problem with the idea of requiring course catalogs to identify which courses use OER.

Colorado Mesa University

CMU strives to provide its students with low cost and no cost alternatives to expensive textbooks. Of the Essential Learning Core classes at CMU (our general education classes), more than 80% have some form of low-

cost alternative. CMU is interested in a funding program that rewards and incentivizes these strategies. Keep in mind that, Course comparability is essential for Higher Learning Commission (accreditation) compliance.

The Maverick Store, the official bookstore of CMU, uses a number of different programs to ensure course materials are as affordable as possible to CMU students. For Fall 2017, CMU students have saved approximately \$414,000 off the purchase price of new materials by taking advantage of these programs. While faculty, not store employees, are responsible for choosing the materials used in each class, the CMU bookstore works to provide as many format choices as possible to students:

- *Used Books: traditional print books, previously used. Sourced from current students, national wholesale companies (up to 5 are used by the store), and the open market.*
 - *Used copies are available for most titles, with the exception of new editions and texts bundled with access codes that would make buying/selling Used books + new components cost-prohibitive.*
 - *The Maverick Store uses VERBA Compete tools to dynamically price Used materials to be competitive with the open market.*
- *Loose-leaf Books: unbound print books sourced from publishers, when available. Pricing can be up to 25% less than bound books. May be bought and sold Used. For For Fall 2017, at least 39 lower-priced loose-leaf versions were available. Nine of these loose-leaf versions were custom for CMU, leading to even more savings to students.*
- *E-Books: digital access codes. E-book version of text, no print version included. May be priced less than a traditional book.*
 - *Digital access may be bundled with printed text or offered as a stand-alone option. Students may choose the format that best meets their needs. More than 22 stand-alone digital titles were available for Fall 2017.*
 - *An additional 134 titles were available in partnership with Redshelf (3rd party vendor). Titles available in this format offered access from 90 days to lifetime, depending on title. Many titles offer a choice in access time, and are priced accordingly.*
 - *No e-reader device is required; most allow access from any internet-capable device, including tablets and smart phones.*
- *Rental Books: traditional print book, rented for the semester at a reduced price and returned to the store at the end of the semester. New and Used books may be rented; prices are calculated based on selling price of title.*
 - *For the Fall 2017 semester, The Maverick Store offered 537 titles for rent, or 68% of all titles adopted for the semester. Students chose to rent more than 3,300 copies of these titles for the semester.*
- *Open Source (Open Educational Resources or OER's): open materials available to anyone to use online for free.*
 - *Two sections of one class (PHYS 111 001, 002) used Open Access materials, at least as indicated by our course materials records. This class used College Physics by Openstax (Rice University non-profit), and printed copies were made available for student purchase, because not all students prefer/are comfortable with online-only materials. Although the online materials are available free, printed copies have a minimal cost (usually just to cover printing expenses).*

However, because open access materials are direct to students, CMU administration may not be in the loop on all materials faculty are using to reduce the burden to students. Many faculty at CMU were once struggling students themselves and empathize with CMU's students. Many of CMU's faculty therefore try to keep costs down for students by limiting the number of text purchased, choosing cheaper textbooks and allowing used copies, and using or making excerpts available online.

Finally, College Board's figure of \$1,800 annual expense for books and supplies is the budgeted amount used in Financial Aid calculations, but actual spending reported by students in the National Association of College Stores 2016-2017 survey is \$473 per student for the year. Average spending for CMU students during that year was \$398 for course materials (Maverick Store purchases only).

Additional Request on Cost of Attendance:

Adams State University

For the most recent completed academic year (FY17) as submitted on the Financial Aid SURDS data report:

Adams State University had a Colorado resident, undergraduate - Pell grant eligible student population of 950.

The combined total Cost of Attendance (COA) for all students = \$22,105,596

The net COA less all Federal and state grants = \$16,451,979

(Pell, FSEOG and CO Student Grant)

75% of the COA is not covered by Federal or state need-based aid

The net COA less all grants = \$16,004,401

(Pell, FSEOG, CO Student Grant and Institutional need-based grants)

73% of the COA is not covered by need-based grants

The majority of a student's COA is covered by student loans, merit-based scholarships, foundation & private sources and self-help(work-study).

Income Level	COA	Net COA (less Fed/ State Grants only)	Net COA (less all Grants)
\$0	\$2,604,052	\$1,868,362	\$1,803,245
\$1 - \$4,999	\$1,218,672	\$871,290	\$854,138
\$5,000 - \$9,999	\$2,229,076	\$1,617,382	\$1,609,396
\$10,000 - \$14,999	\$1,687,392	\$1,209,085	\$1,175,512
\$15,000 - \$19,999	\$1,663,956	\$1,206,180	\$1,168,416
\$20,000 - \$24,999	\$1,956,205	\$1,392,267	\$1,367,135
\$25,000 - \$29,999	\$1,382,724	\$1,005,748	\$977,258
\$30,000 - \$34,999	\$1,786,448	\$1,338,911	\$1,300,454
\$35,000 - \$40,000	\$1,656,847	\$1,208,541	\$1,144,735
\$40,001 - \$999,999	\$5,920,224	\$4,734,213	\$4,604,401

Fort Lewis College

The following information represents full time, degree seeking students that completed a FAFSA in FY 2016-17. Net price is defined as full cost of attendance (tuition, fees, room, board, books, transportation, etc.) less expected family contribution and all grants and scholarships.

Resident Students

- *Average Net Cost for Pell Eligible students:* \$12,467
- *Average Net Cost for Non-Pell Eligible students:* \$ 5,600
- *Average Net Cost 0-150% Pell EFC students:* \$12,634
- *Average Net Cost for All resident students:* \$ 8,646

Net Cost by income - Resident:

- *0 – 75,000:* \$12,220
- *75,001 – 100,000:* \$ 7,964
- *101,000 – 125,000:* \$ 5,392
- *125,001+ :* \$ 1,623

All Students

- *Average Net Cost for all Pell eligible students:* \$12,786
- *Average Net Cost for all NonPell Eligible students:* \$ 6,542
- *Average Net Cost 0 -150% Pell EFC students:* \$13,061
- *Average Net Cost for All student:* \$ 9,721

Net Cost by income – All students:

- *0 – 75,000:* \$12,827
- *75,001 – 100,000:* \$ 8,872
- *101,000 – 125,000:* \$ 5,646
- *125,001+ :* \$ 1,996

Western State Colorado University

In FY2016-17, net tuition and fees at Western for Pell eligible students was \$2,799, on average; for Level 1 students was \$4,278, on average; for Level 2 students was \$4,270, on average; and for all students above Level 2 was \$6,417, on average.

Metropolitan State University of Denver

<i>Income Range</i>	<i>Net Cost Independent Residents</i>	<i>Net Cost Dependent Residents</i>	<i>Net Cost All Resident</i>	<i>Net Cost All Students</i>	<i>All Pell Grant Recipients</i>	<i>Resident Independent Pell Grant Recipients</i>	<i>Resident Dependent Pell Grant Recipients</i>
<i>Up to \$75,000</i>	<i>High: \$43,801 Low: \$0 Median: \$14,733 Average: \$15,034 n=3,212</i>	<i>High: \$31,605 Low: \$0 Median: \$12,347 Average: \$12,454 n=5,230</i>	<i>High: \$43,801 Low: \$0 Median: \$13,568 Average: \$13,686 n=8,442</i>	<i>High: \$44,279 Low: \$0 Median: \$13,612 Average: \$13,752 n=8,946</i>	<i>5,677</i>	<i>3,296</i>	<i>2,285</i>
<i>\$75,001 - \$100,000</i>	<i>High: \$37,170 Low: \$4,713 Median: \$23,947 Average: \$23,371 n=171</i>	<i>High: \$35,111 Low: \$2,109 Median: \$18,112 Average: \$17,994 n=824</i>	<i>High: \$37,170 Low: \$2,109 Median: \$18,612 Average: \$18,091 n=995</i>	<i>High: \$44,776 Low: \$2,109 Median: \$18,612 Average: \$18,214 n=1017</i>	<i>58</i>	<i>12</i>	<i>44</i>
<i>\$100,001 - \$125,000</i>	<i>High: \$41,211 Low: \$8,230 Median: \$24,060 Average: \$24,856 n=74</i>	<i>High: \$37,534 Low: \$3,833 Median: \$18,612 Average: \$17,996 n=597</i>	<i>High: \$41,211 Low: \$3,833 Median: \$18,612 Average: \$18,735 n=671</i>	<i>High: \$41,211 Low: \$3,833 Median: \$18,612 Average: \$18,981 n=693</i>	<i>2</i>	<i>0</i>	<i>2</i>
<i>Above \$125,000</i>	<i>High: \$39,601 Low: \$7,287 Median: \$24,060 Average: \$24,702 n=64</i>	<i>High: \$39,068 Low: \$3,565 Median: \$18,612 Average: \$18,328 n=1183</i>	<i>High: \$39,601 Low: \$3,565 Median: \$18,612 Average: \$18,655 n=1247</i>	<i>High: \$39,605 Low: \$3,565 Median: \$18,612 Average: \$18,810 n=1275</i>	<i>2</i>	<i>0</i>	<i>2</i>

Colorado Mesa University

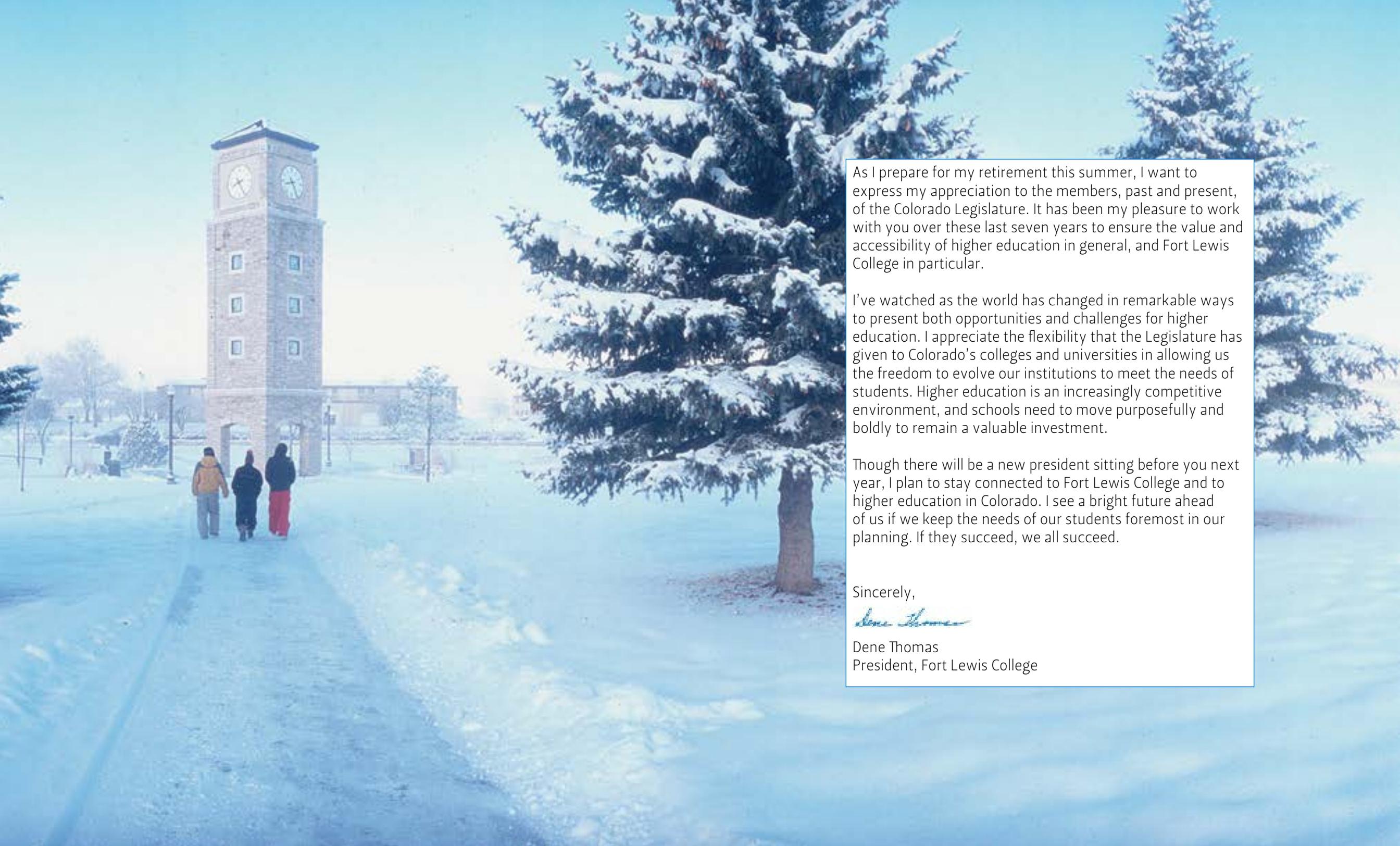
Please See Question 12.

Fort Lewis College

FORT LEWIS
COLLEGE



**Report to the Colorado Joint Budget Committee
January 4, 2018**



As I prepare for my retirement this summer, I want to express my appreciation to the members, past and present, of the Colorado Legislature. It has been my pleasure to work with you over these last seven years to ensure the value and accessibility of higher education in general, and Fort Lewis College in particular.

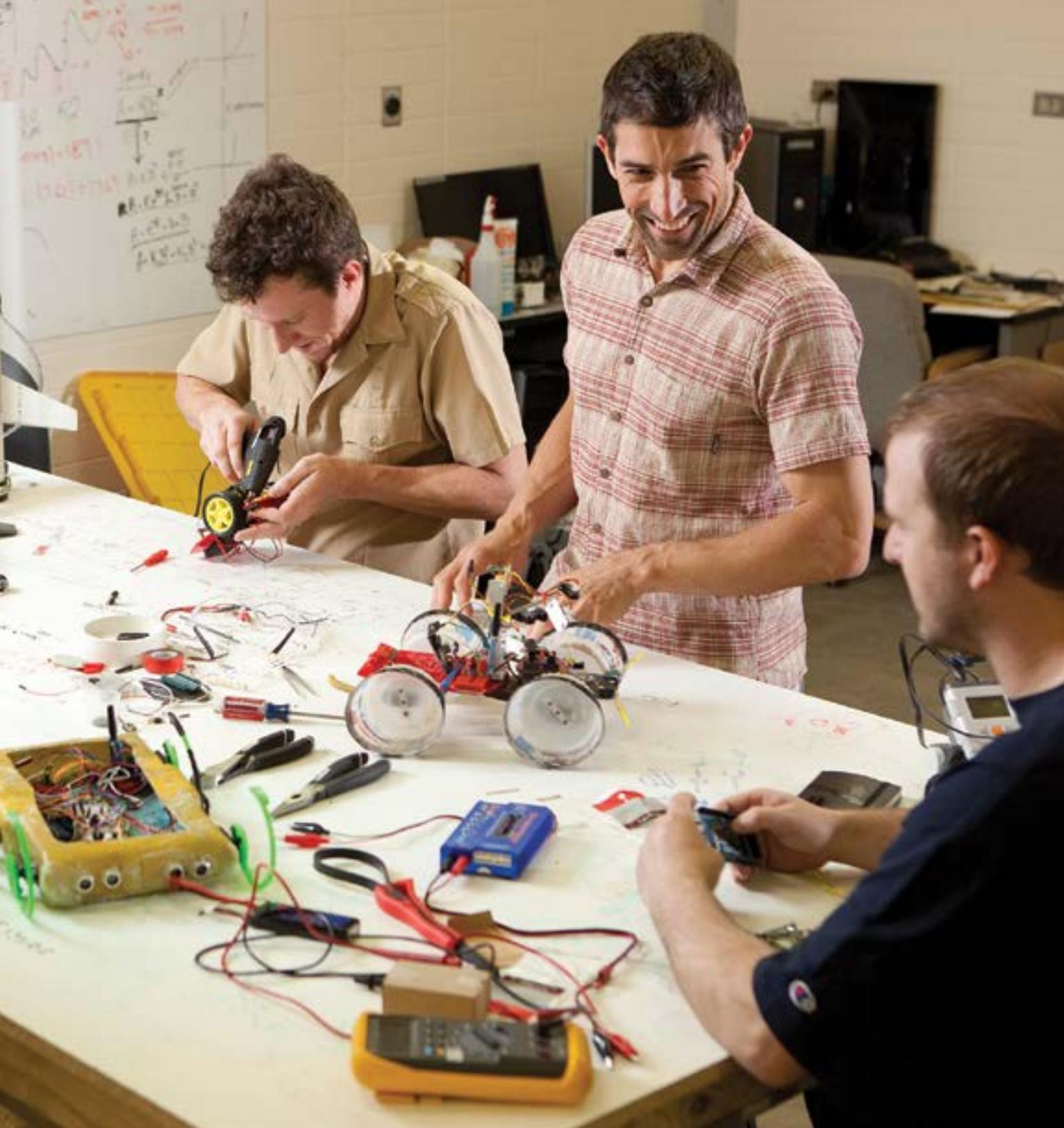
I've watched as the world has changed in remarkable ways to present both opportunities and challenges for higher education. I appreciate the flexibility that the Legislature has given to Colorado's colleges and universities in allowing us the freedom to evolve our institutions to meet the needs of students. Higher education is an increasingly competitive environment, and schools need to move purposefully and boldly to remain a valuable investment.

Though there will be a new president sitting before you next year, I plan to stay connected to Fort Lewis College and to higher education in Colorado. I see a bright future ahead of us if we keep the needs of our students foremost in our planning. If they succeed, we all succeed.

Sincerely,



Dene Thomas
President, Fort Lewis College



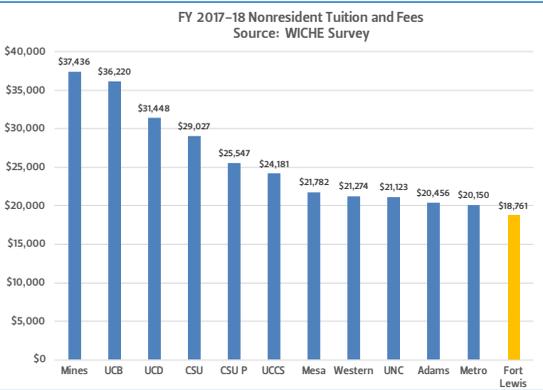
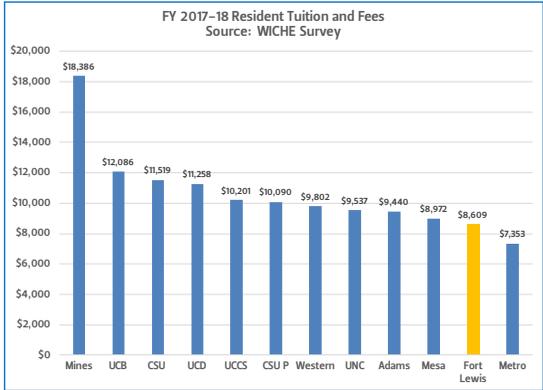
Enrollment and Admission Standards

Over the last few years, Fort Lewis College has worked to increase its admission standards. This is partly due to the anticipated changes to Colorado’s standards in 2019, and partly due to a need to match the preparedness of our students to the high quality and high expectations of the Fort Lewis College experience.

As a result of our new admission standards, the average high school GPA of our incoming students has risen over the years. In fall 2013, the GPA of our incoming class was 3.21. As of fall 2017, that average has risen to 3.31, a significant increase over only five years.

Affordability for our Students

In FY 2017–18, Fort Lewis College has the second lowest combined resident tuition and fees in the state when compared to other four–year institutions. FLC also has the lowest nonresident tuition and fees among the same group of institutions. Through smart financial planning, FLC provides students with a high–quality education while keeping the cost at an affordable level.





Responding to the Needs of Students

At Fort Lewis College, we see the liberal arts environment in which we teach as something that gives our students a competitive advantage after graduation. While we continue to hold to that sentiment, we have also seen the number of FLC students choosing to study professional programs increase.

Our Engineering programs continue to grow and we created our Computer Engineering degree to respond to demand from students and employers. Engineering, along with Geosciences and Physics, was bolstered by the completion of our new Sitter Family Hall. This new facility, paid for by the state and FLC's private fundraising, is a game-changer for Fort Lewis College. Today we can offer our undergraduate students the kind of learning and research opportunities that are rarely found outside of a graduate institution.

Student Success - Today and Tomorrow

Over the past year, the Fort Lewis College community has been working on the Summit Project. The Summit Project is a process by which we evaluate and assess everything Fort Lewis College does with the goal of improving what already exists and creating new ways to serve our students and our community.

We are moving forward with studies to determine the value and viability of a number of proposals for new certificates, bachelor's and master's degrees, and co-curricular programs. These represent areas in which Fort Lewis College can invest in the future success of our students, growth of the institution, and support for our community.

A few of the possible new programs include:

- Pre-Health Certificate
- Digital Marketing Certificate
- Computer Information Systems Bachelor's Degree
- Environmental Science Bachelor's Degree
- Masters of Public Administration
- FLC Cycling Team Expansion

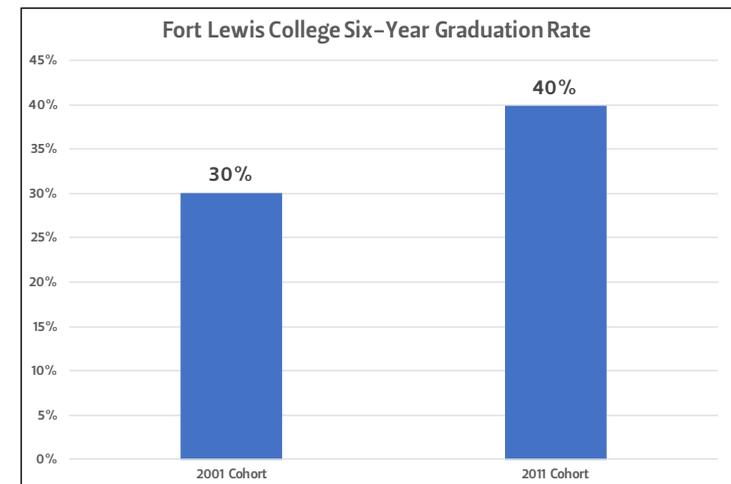
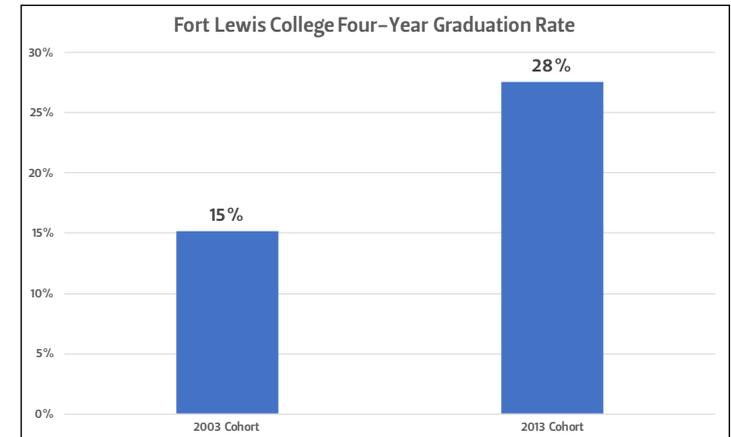


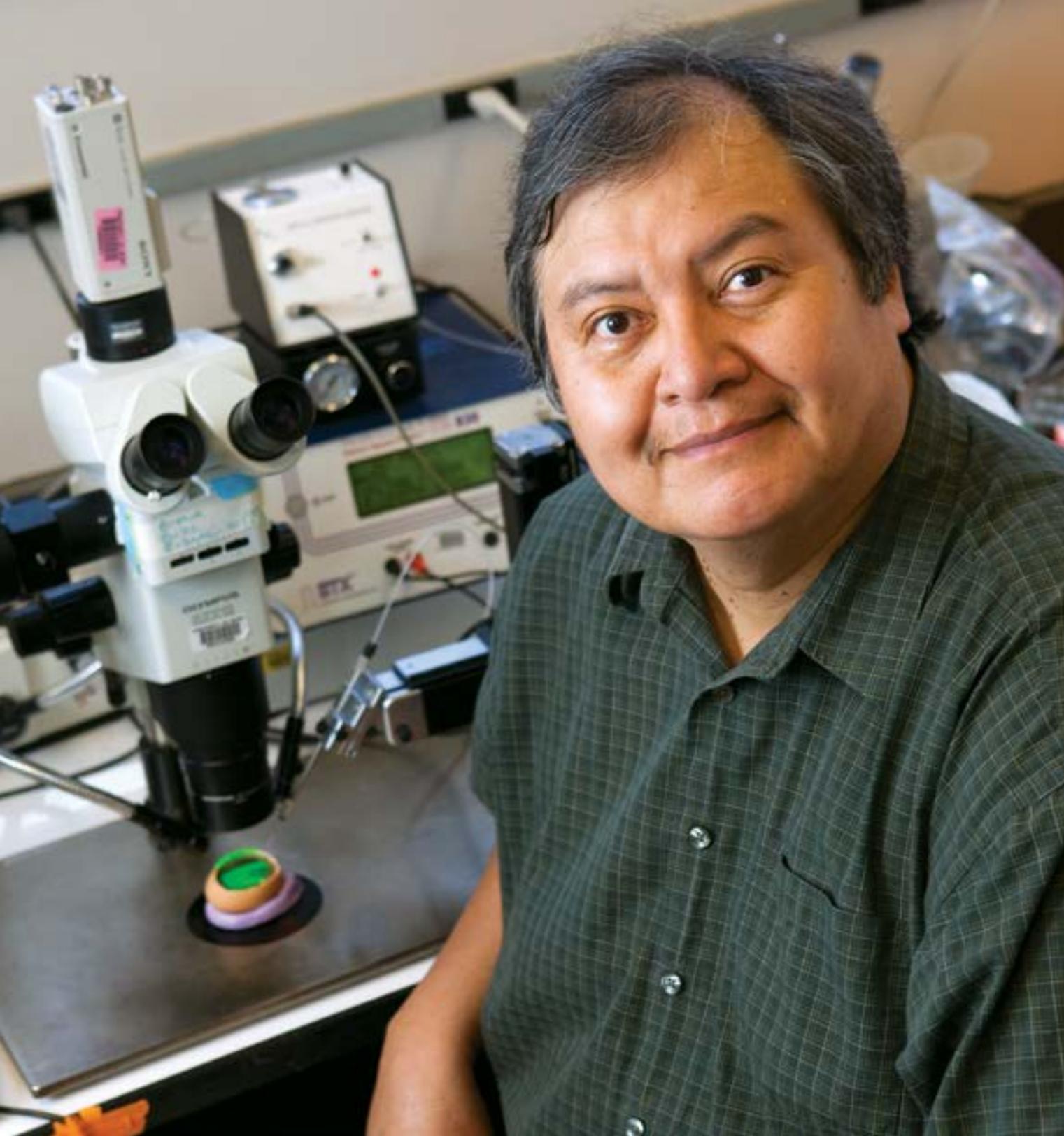
Our Student-Centered Focus is Paying Off

One of the most important measures of a college or university is its graduation rate. Over the last decade, Fort Lewis College has increased its admission standards, once in 2008 and a second set of higher standards that are being phased-in now in preparation for Colorado's new standards coming in 2019.

Though increasing admission standards can lead to enrollment challenges, the end goal of a change is bringing in students who are better prepared to take advantage of what Fort Lewis College has to offer and succeed in earning their degrees.

In the last 10 years, Fort Lewis College students have graduated at higher and higher rates. That is true for both the four-year and six-year graduation rates.





Supporting the Native American Tuition Waiver

In March 2017, the Native American Indian Education Act (H.R. 1528 and S.660) was reintroduced in the 115th Congress by sponsors Representative Scott Tipton (R-CO3) and Senator Cory Gardner (R-CO). The Senate bill has three co-sponsors, who are members of the Colorado and Minnesota delegation. The House bill has twenty seven co-sponsors. Both bills have bipartisan support. We have conducted 99 appointments in both the House and Senate targeting former co-sponsors, members of impacted states, Senate Health, Education, Labor, and Pension (HELP) committee members, Education and Workforce Committee members, and Native American Caucus members.

Senator Gardner circulated a letter for Chairman Alexander (R-TN) and Ranking Member Murray (D-WA) of the HELP committee urging the passage of his legislation through committee and noted the importance of the legislation for the state of Colorado. Senator Bennet (D-CO) and his HELP committee staff continue to work within the committee to prioritize the legislation for HEA. In December 2017, the House version of the HEA reauthorization, the PROSPER Act, was introduced and proceeded to markup within a week. Education and Workforce Committee members Congressman Jared Polis (D-CO2) and Congressman Duncan Hunter (R-CA50) introduced HR 1528 as a bipartisan amendment to the House version of HEA. Although not included as an amendment to the PROSPER Act, both Congressmen provided a lively debate of its merits that garnered more support for the legislation within the Committee.

Congressman Tipton will introduce the legislation on the floor of the House as an amendment, which will provide a larger base of bipartisan support for its inclusion. The Senate plans to introduce its version of the HEA reauthorization in the beginning of 2018 with a markup in April and to the floor in June. Senators Bennet and Gardner have built a strong foundation in the Senate and are hopeful for its inclusion in the Senate bill.





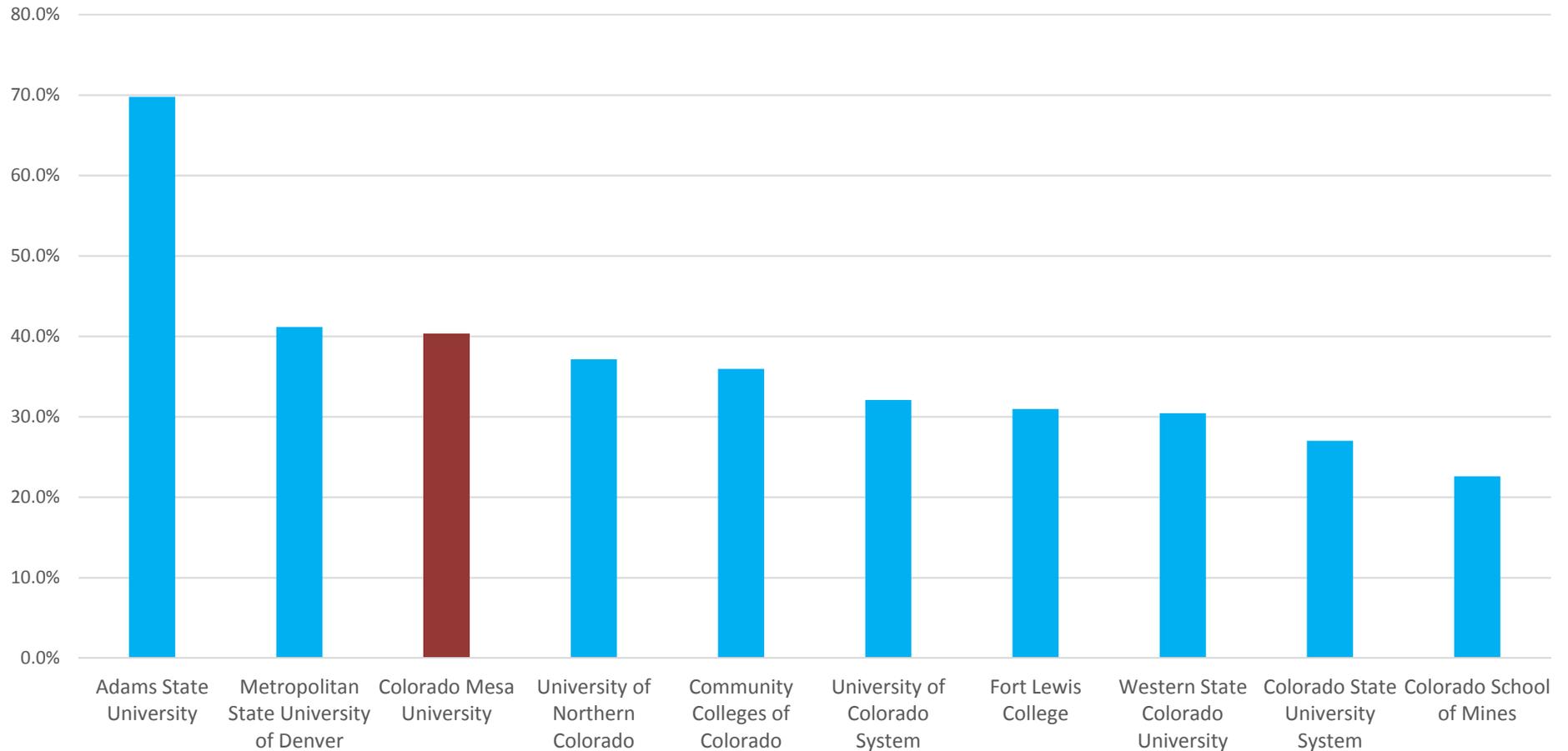
COLORADO MESA
UNIVERSITY

Joint Budget Committee Update

January 4, 2018

Serving High Need Students

Percent Pell-Eligible Students, by Institution



Federal Pell Grants are awarded to students on the basis of financial need and do not have to be repaid. Pell-eligibility is determined by financial need.

FYI: 16-17 BASE Tuition and Fee Rates

Institution	FY 17 "Base" Tuition	FY 17 Fee	FY 17 "Base" Tuition and Fees
Colorado School of Mines	\$ 15,690	\$ 2,152	\$ 17,842
University of Colorado - Boulder	\$ 9,768	\$ 1,764	\$ 11,532
Colorado State University	\$ 8,716	\$ 2,336	\$ 11,052
University of Colorado - Denver	\$ 9,420	\$ 1,321	\$ 10,741
University of Colorado - Colorado Springs	\$ 8,280	\$ 1,583	\$ 9,863
Adams State University	\$ 7,269	\$ 2,250	\$ 9,519
Western State Colorado University	\$ 6,312	\$ 2,881	\$ 9,193
Colorado State University - Pueblo	\$ 5,736	\$ 3,417	\$ 9,153
University of Northern Colorado	\$ 6,906	\$ 1,982	\$ 8,888
Colorado Mesa University	\$ 7,572	\$ 823	\$ 8,395
Fort Lewis College	\$ 6,360	\$ 1,745	\$ 8,105
Metropolitan State University of Denver	\$ 5,693	\$ 1,237	\$ 6,930

Based on 30 semester hours; does not reflect program specific rates

1% Increase in Tuition

Institution	FY 17 "Base" Tuition	1% Tuition Increase per SFTE	1% Tuition Increase per SCH
Colorado School of Mines	\$ 15,690	\$ 156.90	\$ 5.23
University of Colorado - Boulder	\$ 9,768	\$ 97.68	\$ 3.26
University of Colorado - Denver	\$ 9,420	\$ 94.20	\$ 3.14
Colorado State University	\$ 8,716	\$ 87.16	\$ 2.91
University of Colorado - Colorado Springs	\$ 8,280	\$ 82.80	\$ 2.76
Colorado Mesa University	\$ 7,572	\$ 75.72	\$ 2.52
Adams State University	\$ 7,269	\$ 72.69	\$ 2.42
University of Northern Colorado	\$ 6,906	\$ 69.06	\$ 2.30
Fort Lewis College	\$ 6,360	\$ 63.60	\$ 2.12
Western State Colorado University	\$ 6,312	\$ 63.12	\$ 2.10
Colorado State University - Pueblo	\$ 5,736	\$ 57.36	\$ 1.91
Metropolitan State University of Denver	\$ 5,693	\$ 56.93	\$ 1.90

SOURCE: DHE data.

Imposed Tuition Limit Compared to CMU Actual

	FY11 *	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Imposed Limit	9%	9%	9%	6%	6%	6%	8%	7% **
CMU actual tuition <u>and fee</u> rate increase	5.80%	4.80%	4.93%	4.89%	5.80%	5.03%	4.83%	6.88%
<i>Unused Balance</i>	<i>3.20%</i>	<i>4.20%</i>	<i>4.07%</i>	<i>1.11%</i>	<i>0.20%</i>	<i>0.97%</i>	<i>3.17%</i>	<i>0.12%</i>

*excluding change associated with model conversion

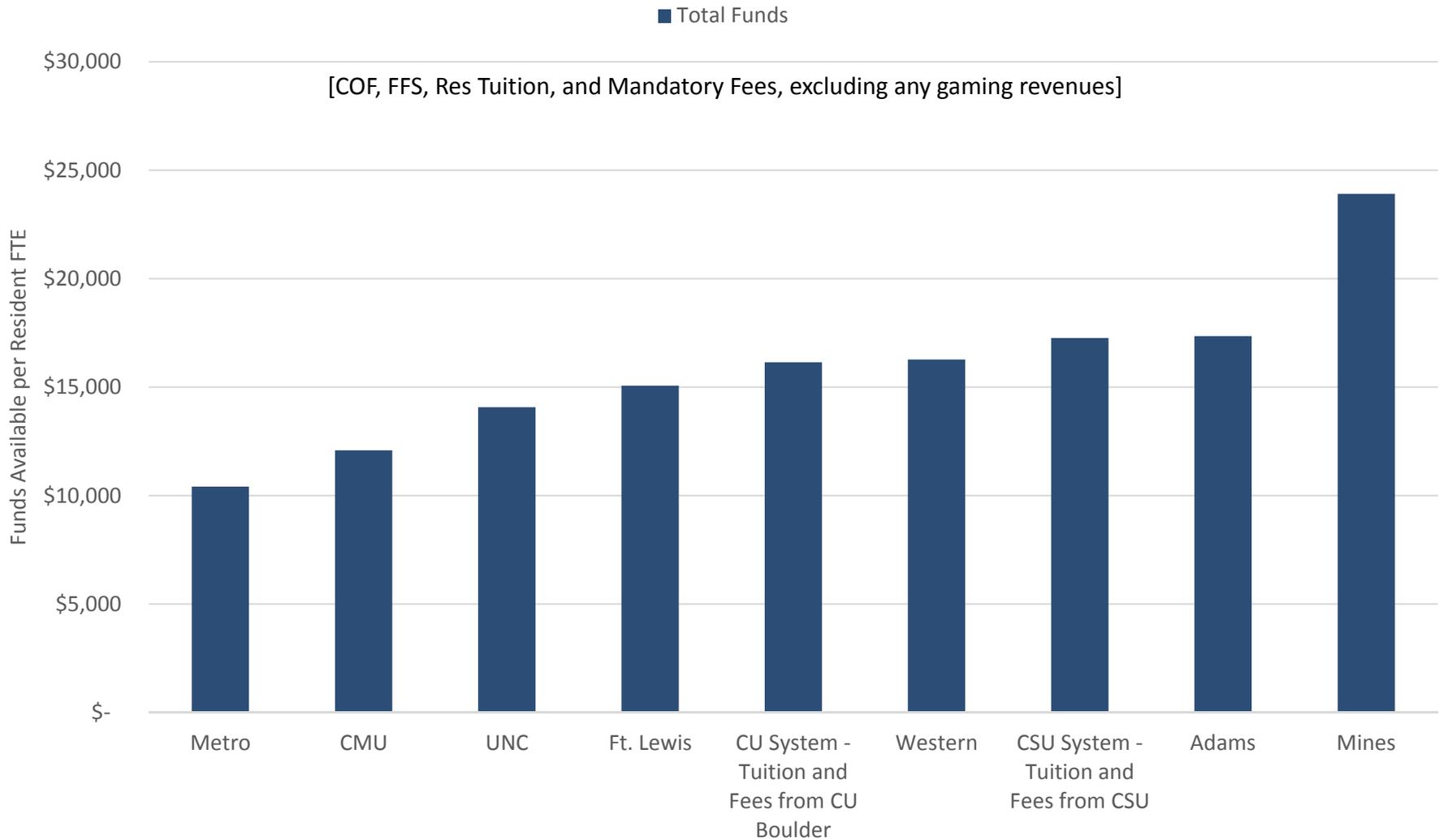
** includes 1% in support of new programs in PA, PT, and OT

Pell Funding in HB 1319

- Pell Funding to **CMU**: \$1.6 Million
 - “Front End” Annual Funding: \$311 per Pell student/year
 - “Back End” Annual Funding: \$600 per Pell graduate/year
- Pell Funding to **Metro**: \$4.4 Million
 - “Front End” Annual Funding: \$311 per Pell student/year
 - “Back End” Annual Funding: \$645 per Pell graduate/year
- Statewide less than 5% of total 1319 model funding is allocated based on Pell.

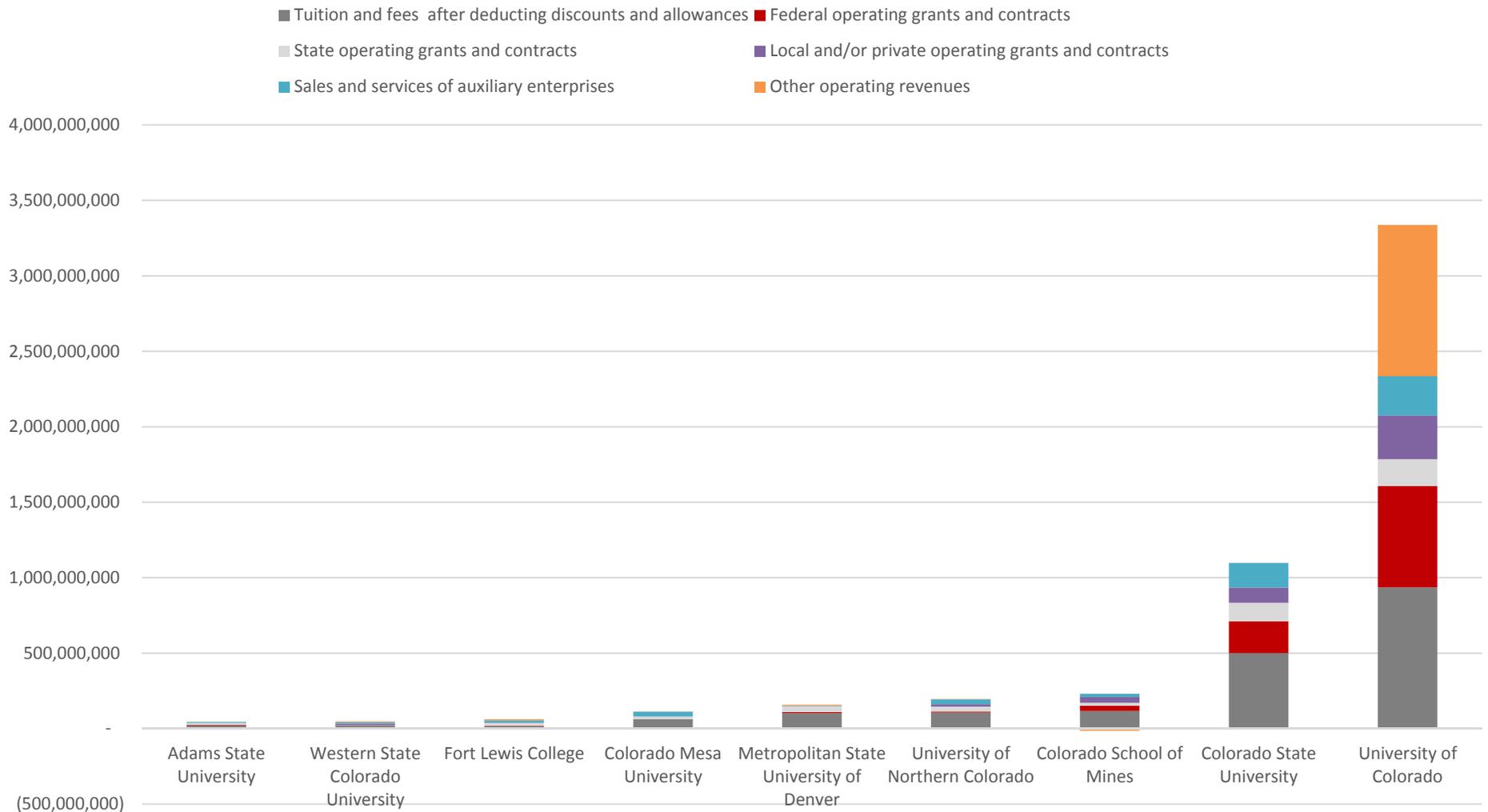
SOURCE: CMU Finance and Administration.

FY 2017 Funding Available per Resident Student FTE, by Institution



SOURCE: FY 2017 Long Bill (SB 16-1405), CDHE Tuition and Fees Report Fiscal Year 2016-17.

Research Institutions Have Access to Other Funds



SOURCE: FY 2016 IPEDS data.

THANK YOU FOR YOUR
SUPPORT!



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