

DEPARTMENT OF HIGHER EDUCATION  
FY 2019-20 JOINT BUDGET COMMITTEE HEARING AGENDA (1 OF 3)

**Wednesday, January 9, 2019**  
**1:30 pm – 5:00 pm**

1:30-2:45 PM: COLORADO COMMISSION ON HIGHER  
EDUCATION/DEPARTMENT OF HIGHER EDUCATION

Presenters:

- Dan Baer, Executive Director\*
- Renny Fagan, Vice Chair, Colorado Commission on Higher Education

Topics:

- R1 and R2/Affordability: Page 1, Questions 1-6 in the packet
- Higher Education Funding Model: Page 3, Questions 7-9 in the packet
- Enrollment Trends and Financial Health of Institutions: Page 4, Questions 10-13 in the packet
- Request R4 Colorado Teacher Scholarship: Page 5, Questions 14-16 in the packet
- Colorado Opportunity Scholarship: Page 7, Question 17 in the packet
- Colorado Student Leaders Institute: Page 7, Question 18 in the packet

2:45-3:00 PM: BREAK

3:00 – 5:00PM: COLORADO COMMUNITY COLLEGE SYSTEM, LOCAL  
DISTRICT COLLEGES, AREA TECHNICAL COLLEGES

**INTRODUCTIONS AND OPENING COMMENTS**

Presenters:

- Joe Garcia, Chancellor, Colorado Community College System
- Dr. Leah Bornstein, President, Aims Community College
- Dr. Carrie Hauser, President, Colorado Mountain College
- Jeff Barratt, Executive Director, Emily Griffith Technical College
- Teina McConnell, Executive Director, Pickens Technical College
- Michael Klouser, Director, Technical College of the Rockies

Topics:

- R1 and R2/Affordability: Page 11, Questions 1-4 in the packet
- Higher Education Funding Model: Page 15, Questions 5-8 in the packet
- Higher Education Structure: Page 18, Questions 9-10 in the packet
- The Future of Higher Education: Page 20, Questions 11-14 in the packet

\*Subject to change

DEPARTMENT OF HIGHER EDUCATION  
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EDUCATION/DEPARTMENT OF HIGHER EDUCATION

***HIGHER EDUCATION STRUCTURE/R1 AND R2/AFFORDABILITY***

1. Discuss the role of the State in funding higher education institutions. What is on-budget versus off budget? How important is State support?

*As the Committee is aware, Colorado continues to rank among the lowest (47<sup>th</sup>) among states in per pupil funding. In 2000-01, state support covered about two-thirds of the cost of a student's education; since then, the state's share has declined to approximately one third, shifting the cost burden to Colorado's students and families. State funding is a critical aspect of higher education support, and it is through this mechanism that higher education retains its nature as a public good.*

*On average, in Colorado, state support comprises 20 percent of Education and General funding for institutions. (Education and General expenditures cover the core costs at institutions of higher education.) But the reliance and impact of state funding varies by institutions: state funding is 12% at the Colorado School of Mines, and 42% at Adams State University. The other main source of Education and General funding is tuition revenue, which is an on-budget appropriation in the Long Bill. State funding can offset the tuition needed to cover Education and General costs.*

*Off-budget items are those that are generally considered as auxiliary, non-core functions. Bookstores, printing, dining halls, concessions and parking are examples of off-budget items. Revenue generated by these functions are byproducts of the market and student volume.*

2. How do nonresident students affect funding available for higher education?

*As states divested in higher education during and after the recession, institutions used in-state tuition increases to offset state revenue. Non-resident tuition revenue provides an additional revenue stream—in some cases a significant one—to Colorado institutions of higher education. The ability to attract and retain non-resident students varies by institution, and it is tied to the market for higher education. Flagship institutions, like the University of Colorado at Boulder, have an easier time attracting non-residents. Other institutions like MSU-Denver are not able to capture the same share of non-resident students, leaving the state and resident students as the main sources of revenue.*

3. How do auxiliary enterprises and other “off budget” components affect available funding?  
Should the State consider these components when thinking about higher education funding?

*Off-budget items may provide some additional funding and fungible dollars for institutions. However, these auxiliaries have costs and the revenue is generally not used to support the educational mission of the institution because auxiliary functions are by their nature meant to be self-supporting. It is the department's belief that the state should focus on how*

*its investment can impact the core educational mission of institutions, reduce reliance on tuition, and drive innovation.*

4. Discuss the role of the Department in regulating higher education programs. Colorado has a decentralized higher education system in which governing boards may largely direct their own program offerings, dating back to the early 2000s. Do we have overlap or new program development that is duplicated due to the decentralization? How are new programs analyzed and how does the CCHE handle this issue?

*Senate Bill 12-297 amended CRS 23-1-107(1) to clarify that Commission approval is not required for new programs, “so long as the new program is consistent with the institution’s statutory role and mission.” Department staff review statutory role and mission; affirm that the program is capped at 60/120 credits (for associate/bachelor’s degrees, with some exceptions); and that the program curriculum incorporates general transfer pathways (GT-Pathways) requirements. In addition, extended studies programs, for which institutions are requesting state support (through Colorado Opportunity Fund eligibility), are reviewed by department staff and must be approved by the Commission (per CRS 13-1-109 and CCHE policy IV). Certain proposed degrees have additional statutory requirements, including educator preparation programs and most baccalaureate degrees at community colleges. In these cases, Department staff bring the proposed program to the Academic Council (chief academic officers) for review and advisement before presenting a recommendation to the Commission.*

*The Department retains authority for regular review of academic programs consistent with master plan goals and to “aid governing boards in making decisions regarding program expansion, contraction, consolidation or discontinuance” to “meet the needs of Colorado residents” (CCHE Policy I, Part C), with consideration of equitable access to academic programs in different parts of the state. The review authority also includes evaluation of graduate programs with a view toward eliminating duplication “where the need for duplication is not clearly justified by special excellence, geographical and other particular needs served, or the unique contribution of duplicate programs” (CRS 23-1-107(a.6)).*

5. Discuss the affordability of higher education. How do R1, R2, and the tax credit proposals address this problem?

*The Department and the Commission have engaged in numerous discussions about affordability. The Commission is seeking to develop an “affordability standard” for Colorado, and in so doing has considered other states’ approaches that include “free college”; a “shared responsibility model” that suggests how much a student and family should reasonably be expected to contribute from savings and student wages; and an “affordable debt model” that focuses on a reasonable amount of debt a student should have based on a graduate’s earning potential. While none of these approaches fully takes into account Colorado’s unique governance and revenue situation, they all—when applied to Colorado—suggest that too much of the increasing costs of higher education have been financed through increased tuition, which has grown faster than family incomes over the last decade even considering the economic expansion the state has enjoyed. R1 is therefore designed to allow institutions to cover inflationary and healthcare benefit costs without increasing tuition for Colorado residents.*

*The presidents of the University of Colorado and the Colorado State University systems co-authored an opinion editorial in the December 17, 2018 Denver Post, which the Department believes accurately summarizes affordability in higher education. In short, they explain, “The challenges related to Colorado higher education funding weren’t created in a day and won’t be solved in a single budget year, but Gov. John Hickenlooper’s 2019-20 budget request is a definite step in the right direction. He requested a \$130 million increase for Colorado colleges and universities, a significant move that would freeze tuition increases for Colorado students and families, particularly helping those in the middle class. It would be a wise investment in Colorado’s homegrown talent and economic future.”*

6. How much will this request really affect what students pay, given that Colorado's decentralized system allows institutions to establish their own policies for allocating financial aid (including state aid) and that four-year institutions employ complex pricing strategies?

*While Colorado's student financial aid system is decentralized, it is not without Commission policy or Departmental guidance to help institutional financial aid offices distribute aid in a fair, student-centered manner. The Commission's policy on state financial aid is specifically designed to facilitate access for Colorado residents and provide incentives that promote greater access and academic achievement. All of this enables state financial aid to be well-targeted. While it's true that institutions retain flexibility in their discount strategies, by holding the tuition sticker price flat and providing a substantive investment in state financial aid, the combination of these two factors would be expected to reduce the actual dollar amount students pay.*

### **HIGHER EDUCATION FUNDING MODEL**

7. The Department has expressed interest in studying the higher education funding model and proposing revisions. How deep would it like to make this review, i.e., is it interested in completely revamping the model or only changing parts of it? What can be done by the time the next report on the model is due in July 2019?

*Since being implemented in 2014, the formula has undergone a series of ad hoc changes. Whatever the merits of these changes, one unintended consequence has been that such changes hamper institutions' ability to plan year-to-year and also hamper the state's ability to reliably measure the formula's success in driving outcomes. The Department proposes instituting a five-year review cycle. The Department further proposes the first review to take place beginning in January 2019. The Department has laid out—and the Commission has approved—a process that will be guided by policy goals (the Master Plan) and principles that are aligned with the original legislative declaration of HB 14-1319. The process will include input from all institutions as well as consideration of national best practices. It is the Department's intent to consider all input received as part of this process and bring recommendations to the Commission no later than July 2019. The Department cannot determine at this time the scope of the recommendations it will consider.*

8. The General Assembly may consider adjusting the weights in the higher education funding model for FY 2019-20. Staff has suggested some possible changes, including increasing funding related to Pell-eligible students, increasing the weight on certificates, and adjusting support for small institutions. Does the Department have any feedback?

*The Department believes that the Department and Commission are best positioned to facilitate a transparent process that will result in a recommendation to the General Assembly on changes to the funding formula. We welcome suggestions from legislative/committee staff on adjustments that should be considered through such a process.*

9. Does the Department have specific suggestions for how the State should address funding for the State's smaller, low-enrollment institutions in the model for FY 2019-20? How should the General Assembly determine the appropriate amount, if adjustments are made through the "mission" portion of the model? Should the State consider a "tool", such as that developed by legislative staff, that provides a counter-weight to enrollment-driven components of the model? Should small institutions still receive special consideration if they are part of a larger board? Do mid-sized boards *also* need special consideration?

*As JBC staff noted in their briefing, the current funding formula is highly volume-driven. While this is a concern for several institutions, any method for addressing funding for the State's smaller institutions should be looked at as part of*

*a transparent and comprehensive review process. All institutions will be better able to plan if they know that the funding formula is not open to ad hoc adjustments. We propose that any changes, including the tool proposed by JBC staff, be considered as part of the review process the Department intends to launch in January 2019, during which higher education stakeholders will be able to voice their opinions and propose solutions to challenges of the current model.*

*Many of the challenges Colorado faces related to the funding formula are not unique. Understanding how other states are addressing funding for low-enrollment institutions in their own outcome-based funding models will be a key part of the Department's model review process prior to making any recommendations.*

### ***ENROLLMENT TRENDS AND FINANCIAL HEALTH OF HIGHER EDUCATION INSTITUTIONS***

10. How are larger trends in higher education enrollment (e.g., fewer students graduating from high school, concentration of population in urban areas) likely to affect enrollment at Colorado's public higher education institutions? To what extent are trends at individual institutions due to institution-specific issues versus these larger trends?

*While demographics point to eventual decline in K-12 enrollments, the department believes these declines can be compensated for in part or in full by better graduation rates from high school, college-going rates and completion rates in college. Currently, only about one quarter of Colorado's ninth graders graduate high school in four years, immediately enroll in a certificate or degree program and complete a postsecondary credential in 150% time.*

11. Is the Department interested in exploring governance changes? If so, is there any action the General Assembly should contemplate now, such as authorizing further study?

*We look forward to continued conversation, partnership and research under the guidance of the new Administration and General Assembly. We have no suggested actions at this time.*

12. Short of governance changes, are there steps the State can take to help ensure that institutions with fewer expert resources have a mechanism for tapping expertise from other institutions when needed? Does this require any new systems or structures? Is there anything more the State can or should do to help increase public awareness of all public institutions, including small entities that are lesser known?

*Institutional leaders are best positioned to address resource-sharing at the institutional level, but the Department stands ready to support those explorations, if appropriate. The Department recently convened the board members of all public institutions, and these members expressed interest in regular meetings to share expertise.*

13. Should the State consider changes in capital budgeting to address the needs of some of the more vulnerable institutions? For example, should the State consider paying off debt, rather than making new capital appropriations, for those institutions that are overly leveraged?

*The capital budgeting process is designed to provide state support for the construction, renovation and maintenance of new and existing buildings across institutions of higher education. Per C.R.S. 1-3-1305, the Capital Development Committee (CDC) must submit a prioritized list of capital construction, capital renewal and controlled maintenance projects recommended to the Joint Budget Committee (JBC) each budget cycle. C.R.S. 24-30-31 provides definitions for these three project types, none of which include debt relief. Debt payments become part of institutions' operating budgets after the CDC's initial appropriations and approvals.*

*Adams State University's and Fort Lewis College's debt per FTE has increased significantly over the past decade, while Western State Colorado University's has done so more modestly. While the increase in debt in the face of declining enrollment has caused concern, it should be noted that increases in debt burden among these three institutions largely originated from institutional cash funded projects initiated in the low interest environment of the recession. Cash spending by these institutions has slowed in those same years.*

*The Department does not believe that the capital process is a viable mechanism to address debt. Rather, we recommend a broader policy discussion likely involving the Department, CDC and OSPB. There may be ways to address the need for debt relief outside of the Department's budget request. An example would be legislation similar to S.B. 17-267, Concerning the Sustainability of Rural Colorado, which funded nearly \$65.7 million in capital projects at institutions.*

#### **REQUEST R4 COLORADO TEACHER SCHOLARSHIP**

14. Is this request the result of Education Leadership Council (ELC) recommendations? Does it reflect funds set aside for the recommendations of the ELC or is this not part of that “set aside”?

*This proposal is aligned with the ELC's Principle I, Strategy B: “Ensuring the education profession is well respected and supported by offering educators financial incentives to enter and stay in the field.” This \$6.6 Million request is independent of the \$10 Million in funds set aside for ELC projects. This proposal is also consistent with the 2017 Teacher Shortage Report, and the launch of the Workforce Development Council's efforts to create an Education Sector Partnership. The program also reflects the findings of hundreds of interviews and focus group conversations conducted in the last 5 years with Coloradans as part of the Master Plan, ELC, and teacher shortage research agendas.*

15. Are there existing teacher scholarship models that are evidence based? How well do similar programs in other states (or that Colorado has tried) work? What makes this approach novel? Should Colorado deviate from approaches that are *known* to work?

*The Colorado Teacher Fellowship is designed to be an innovative, first of its kind, program that builds off lessons learned from existing models. This program intends to significantly reduce the financial burden of obtaining a degree necessary to become an educator by offering funds for six years. The last two years of funds can be used after graduation to pay off debt or offset housing, transportation, or technology costs – benefits suggested in the 2017 action plan Colorado's Teacher Shortages: Attracting and Retaining Excellent Educators.*

*Research shows that teacher scholarship and loan forgiveness programs with significant financial benefits have positive outcomes. These programs are key to student's commitment to teach, they help recruit underrepresented populations into the field, and they are shown to increase teacher quality and retention. We note that the North Carolina Teacher Fellows program that ran from 1986 to 2015 is credited with producing 10 percent of the state's education school graduates, 75% of which were still teaching five years after they completed.<sup>1</sup>*

*To minimize administrative costs and ensure broad participation, this program will rely on service commitments, targeted job recruitment and institutional supports to ensure students enter the teaching profession rather than granting loan forgiveness or issuing penalties. In the same way that the new wave of “free college” programs use simple administration and messaging to recruit more people into higher education, this program will use simple administration and messaging to bring more people into teaching. This approach recognizes that attrition is natural while ensuring the program operates*

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<sup>1</sup>[https://learningpolicyinstitute.org/sites/default/files/product-files/How\\_Effective\\_Are-Loan\\_Forgiveness\\_and\\_Service-Scholarships\\_Recruiting\\_Teachers.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/How_Effective_Are-Loan_Forgiveness_and_Service-Scholarships_Recruiting_Teachers.pdf)

efficiently. Additionally, the review process can help inform the department's efforts to maximize student retention and matriculation into the teaching field. This approach builds on what we know works to create a program that both increases the pool of new teachers and brings a much-deserved additional measure of honor and recognition to the profession.

16. Discuss the impact/implementation of the bills adopted last year to promote teacher recruitment and retention.

In 2018, the Colorado General Assembly created several programs focused on helping teachers after they have made the commitment to pursue teaching, by supporting residencies or directing recent graduates toward high-demand content areas. CDHE and the Colorado Department of Education (CDE) have made significant progress in implementing these programs:

Bill	Description	Status
<b>SB18-085: Financial Incentives for Rural Education (Expanded SB16-104)</b>	SB18-085 expanded an existing program in order to provide 60, \$6,000 <b>stipends for concurrent enrollment certification, national board certification or rural alternative licensure programs</b> and 40, \$2,800 <b>stipends for rural student teachers annually.</b>	<b>On Track</b> Since 2016, the department has awarded the following stipends: 31 Concurrent enrollment certifications 30 National Board Certifications 40 Rural Alternative Licensure 94 Rural Student Teacher In 2018, the program received 228 applicants and awarded 100 stipends.
<b>HB18-1002: Rural School District Teaching Fellowship Program</b>	\$10,000 for a <b>Rural School District Teaching Fellowship</b> of which \$5,000 comes from state funds and \$5,000 comes from institutional funds.	<b>On Track</b> In Fall 2018, CCHE awarded 12 stipends to rural teacher candidates. CCHE is working with institutions to identify students who would qualify in the spring semester and to create more robust mechanisms to identify students for the 2019-20 school year.
<b>HB18-1332: Collaborative Educator Preparation Program Grants</b>	Creates <b>grants to address local issues of recruitment and retention.</b> These grants are awarded to education preparation provider and school district partnerships	<b>On Track</b> CDHE received 37 proposals and funded 17. This work will build significant capacity for recruitment and retention of educators.
<b>HB18-1309: Programs Addressing Educator Shortages</b>	Creates a program in which candidates can complete up to 36 hours of their program as the <b>Teacher of Record.</b>	<b>On Track</b> CDE is undergoing rule-making to create a Teacher of Record License. CDE and CDHE are working to create a framework, application and timeline for this program once the license is approved.
<b>HB18-1412: Retaining Teachers Grant program<sup>2</sup></b>	Creates a <b>\$3.0 million Retaining Teachers Fund</b> to support Local Education Agencies requests to improve teacher retention.	<b>On Track</b> This is administered by CDE and proposals are due January 11, 2019
<b>HB18-1189: Expanding Teacher Residency Programs</b>	Creates funding for <b>contracts with education preparation providers</b> to	<b>On Track</b> Five contracts have just been awarded by CDE.

	expand effective teacher residency programs across the state.	
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*These interventions are not enough. Colorado's teacher pipeline is shrinking. Between 2011 and 2016, enrollment in Colorado's teacher preparation programs fell 24 percent and completions fell 16 percent. The Colorado Teacher Scholarship will help us grow this pipeline.*

***COLORADO OPPORTUNITY SCHOLARSHIP INITIATIVE (COSI)***

17. Discuss your response to the JBC's Request for Information. Is the Department seeking a change to COSI's funding or statute at this time?

*The Department is not currently making a formal request for changes. Per the JBC's Request for Information (RFI) issued at the end of the 2018 session, the COSI board and the Department worked together to review the current construct and any potential improvements for the program. The findings are contained in the response to the RFI. Before moving forward on additional requests, the Department would like to engage the committee members; we look forward to a discussion with the committee directly.*

***COLORADO STUDENT LEADERS INSTITUTE (COSLI)***

18. COSLI is a pilot program and scheduled to end after summer 2019. Does the Department hope to continue the program? Is it seeking related legislation?

*The Department is not currently pursuing legislation to extend this program, but we are in support of legislators who are pursuing this reauthorization.*

**ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED. PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.**

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

*The Department of Higher Education has implemented or is on track to implement all required legislation.*

- 2 Does the Department/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, 2018 (link below)? What is the Department doing to resolve the HIGH PRIORITY OUTSTANDING recommendations? Please indicate where in the Department'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-30-2018>

*The Department of Higher Education did not receive any outstanding audits recommendations in 2018.*

- 3 If the Department/governing board receives federal funds of any type, please respond to the following:
- Are you expecting any changes in federal funding with the passage of the FFY 2018-19 or 2019-20 federal budget? If yes, in which programs, and what is the match requirement for each program? [NOTE: governing boards do not need to provide information on specific research or other grants]

*The Department of Higher Education currently receives federal funds for GEAR UP also known as Gaining Early Awareness and Readiness for Undergraduate Programs. The federal funding for this program is not expected to be impacted by the FY 2018-19 or FY 2019-20 federal budget. Currently the department is in a one-year no cost extension of GEAR UP 3 and the funding will end May 2019. The department was also awarded another \$35 million 7-year grant for GEAR UP 4 that began on October 1<sup>st</sup>, 2018. The program is built as a dollar-for-dollar match, which requires that at least 50 percent of the total cost of a GEAR UP project to be paid with state, local, institutional, or private funds (i.e., for each dollar of federal funds received, at least one dollar of state or private funds must be contributed). Matching contributions can be in the form of cash or documented in-kind contributions.*

- Does the Department have a contingency plan if federal funds are eliminated?

*The federal GEAR UP program, which has served primarily low-income, first-generation college students in Colorado since 1999, will provide approximately 5,000 Coloradans through pre-collegiate programming across the state. We have no reason to believe the grant—which has been formally awarded—would be eliminated. Under extraordinary circumstances if funding were eliminated, we would not be able to continue providing the services paid for by GEAR UP. In order to manage such an outcome with minimum disruption to beneficiary students, we would convene schools and their stakeholders and look for opportunities to leverage institutional and state programs such as COSI to provide some stopgap supports and ease the sunset of the program.*

- 4 Please provide a detailed description of any federal sanctions or potential sanctions for state activities of which the Department is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the Department by the federal government during FFY 2018-19 or 2019-20.

*The Department of Higher Education has not received any sanctions and is unaware of any potential sanctions.*

- 5 Is the Department/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 Department is working with other state or federal departments to coordinate the campaign? *Governing boards are requested to provide information on the size of their advertising/PR budgets.*

*The Department has not used any paid media. The Department, through College In Colorado (CIC), runs several annual public awareness campaigns related to planning and paying for college. These campaigns, funded to date by CIC (which receives no general funds), include College Application Month and College Friday. In the current fiscal year, the Department augmented College Application Month with Colorado Free Application Day, a campaign to encourage resident students to apply to Colorado public institutions at no cost on October 30. That campaign had no significant cost; our preliminary analysis shows very positive results—a 12 percent increase in application submissions statewide through November 15, with half of the applications submitted by students of color and a third by first generation students, two groups that have historically lower college enrollment rates.*

- 6 **DHE ONLY:** Based on the Department’s most recent available record, what is the FTE vacancy and turnover rate by department and by division? To what does the Department attribute this turnover/vacancy? Do the statewide compensation policies administered by the Department of Personnel help or hinder in addressing vacancy or turnover issues?

*The Department does not participate in the State’s classified personnel system. The number of FTE in the Department is small, approximately 32, so small numeric changes can have large percentage changes. Based on the most recently available data, the Department has 1 FTE vacant, and had a turnover rate of 44% (14 FTE) in the past fiscal year. The FTE for Division of Private Occupation Schools (DPOS) are also appropriated in the Long Bill. Currently, all positions are filled, and DPOS had an approximate 11% (1 FTE) turnover rate in the past fiscal year. The department had leadership turnover in the last fiscal year, and we attribute some of the turnover to a “trickle down” from that; other reasons for turnover at the department are common to what is seen in most labor markets:*

- i. *Career changes or promotions to other agencies*
- ii. *Family situations*
- iii. *Low salary*
- iv. *Limited career path*
- v. *Moved out of area*
- vi. *Did not enjoy work*

- 7 **DHE ONLY:** Please identify how many rules you have promulgated in the past two years (FYs 2016-17 and 2017-18). With respect to these rules, have you done any cost-benefit analyses pursuant to Section 24-4-103 (2.5), C.R.S., regulatory analyses pursuant to Section 24-4-103 (4.5), C.R.S., or any other similar analysis? Have you conducted a cost-benefit analysis of the Department’s rules as a whole? If so, please provide an overview of each analysis.

*The only Department of Higher Education divisions that promulgate rules are the Colorado Opportunity Scholarship Initiative (COSI) and the Division of Private Occupational Schools (DPOS).*

*COSI did not promulgate any rules in the past two fiscal years.*

*In FY 2016-17 the Division and Board of Private Occupational Schools implemented a fee increase and a minor revision to a portion of its rules addressing bond requirements for its schools. The fee increase did not require a*

*fiscal analysis or cost-benefit analysis as DPOS is a cash funded division and only increased fees to cover administrative costs. In FY 2017-2018, the Division and Board were required to update all rules to reflect the relocation of its Act from title 12 (C.R.S. 12-53-101 et seq.) to title 23 (C.R.S. 23-64-101 et seq.) and chose to review all rules at that time to ensure accuracy, clarity, and relevance. A cost benefit analysis was not required.*

- 8 What are the major cost drivers impacting the Department/governing board? Is there a difference between the price inflation the Department/governing board is experiencing compared to the general CPI? Please describe any specific cost escalations.

*The majority of Department costs are personnel costs, and therefore inflation in these costs (including as reflected in salary increases appropriated by the General Assembly) is generally in line with the overall CPI.*

- 9 How is the Department's/governing board caseload [student population] changing and how does it impact the Department/governing board's budget? Are there specific population changes or service needs (e.g. aging population) that are different from general population growth?

*The changes in our economy mean that Colorado's future depends upon raising our attainment rate. Raising our attainment rate requires us to invest in closing equity gaps and successfully engaging and supporting students from historically underserved populations including adult students, veterans, first generation students, and students of color. The expanded scope of the population that our public higher education institutions must serve in order to strengthen Colorado does drive a need for increased investment, including an increased per-capita investment for students from historically underserved populations who may need additional services and supports to successfully complete an academic program.*

- 10 Please provide an overview of the Department/governing board's current and future strategies for the use of outward facing technology (e.g. websites, apps) and the role of these technologies in the Department's interactions with the public.

*The Department is committed to robust engagement with our stakeholders and the broader public. Our website and social media platforms disseminate information about the Department's goals, activities and that of our institutions. In addition, the Department is either leading or supporting several efforts aimed at harnessing technology to better serve and support students, including an overhaul of our College In Colorado platform. We are hopeful that the advance of technology as well as the advance of access to broadband as well as internet-connected devices will enhance our ability to leverage data to help students and families make decisions about their educational options.*

DEPARTMENT OF HIGHER EDUCATION  
FY 2019-20 JOINT BUDGET COMMITTEE HEARING AGENDA (1 OF 3)

Wednesday, January 9, 2019  
1:30 pm – 5:00 pm

3:00 – 5:00PM: COLORADO COMMUNITY COLLEGE SYSTEM, LOCAL  
DISTRICT COLLEGES, AREA TECHNICAL COLLEGES

***R1 AND R2/AFFORDABILITY***

1. Do you support the request as submitted? How would this funding affect the affordability of your institution(s)? Is tuition reduction an option? What kinds of quality improvements, if any, would you hope to fund with this level of increase? What would you do with more? With less?

***Colorado Community College System***

*CCCS is supportive of the Governor's and Department's request to significantly invest state General Fund resources into higher education and limit tuition rate increases for FY 2019-20. The additional funding would allow CCCS to keep tuition flat for the 13 community colleges in our system for FY 2019-20, which aligns with our access mission and focus on affordability. Reducing tuition (while desirable) would be more difficult to achieve with this level of funding, requiring tradeoffs around salaries, benefits, and/or maintaining existing quality/performance initiatives. With the funding in the request, CCCS would continue to provide high quality education at an affordable price, as well as continue to support key student success initiatives like guided pathways; Educational Advisory Board's (EAB) student success management system, a suite of data-driven, evidence-based software and best practices designed specifically to improve student success; and additional wrap-around services to increase student success. As our colleges focus on increasing student success and increasing retention and graduation rates, we have invested significantly in the kinds of academic and other support services necessary to help our students, who are often academically under-prepared and financially under-resourced, complete their educational journeys and move into the workforce. Additional funding above the request levels would allow CCCS to expand workforce programs in high demand areas and provide additional services to students.*

***Aims Community College***

*Aims, as one of two local district community colleges in Colorado, receives the average increase or decrease in General Fund appropriations that all state funded higher education institutions receive. Aims is supportive of this continued methodology and the requested funding increase. State support along with local support received has allowed the college to remain very affordable. Aims has not raised tuition in the past eight years.*

*Aim's In-District tuition rate is one of the most affordable tuition rates in Colorado. With projected state and local support for FY 2019-20, it is anticipated the college will not raise tuition for a ninth year.*

*Areas of quality improvement the additional funding could be used for include:  
Continue to focus on increasing retention and completion initiatives  
Funding for new program to meet the needs of NOCO economic dev.  
Continue to invest in classroom tech and innovation.  
Attract and retain high quality faculty and staff*

With less- the level of support for these various initiatives would be decreased.

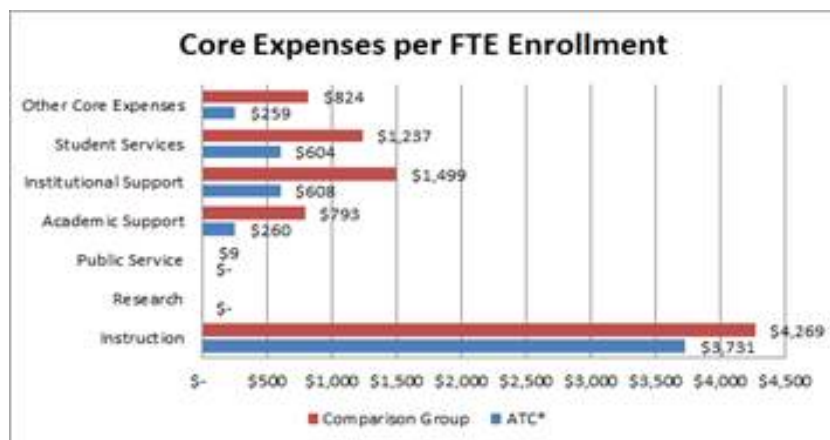
### Colorado Mountain College

Yes, Colorado Mountain College supports Governor Hickenlooper's request as submitted. Barring unforeseen changes in the economic outlook of the college, the proposed increase in funding (+13%) would allow CMC to maintain 2018-19 in-state and in-district tuition rates flat for 2019-20. The proposed increase would also allow the college to absorb planned increases in institutional PERA contributions as well as partially offset inflationary increases in costs of living for faculty and staff. Though CMC's 2019-20 budget has not been fully assembled, the college has several strategic initiatives for which additional resources, if available, could be applied. These include expanding high demand programs to additional sites in mountain communities and launching new academic programs. If fewer state dollars were available to CMC, the college would consider adjustments in revenues or slow planned investments in strategic initiatives accordingly.

### Area Technical Colleges

The ATC's are appreciative of the support that we receive, but ultimately, the ATC's would welcome a model that places more emphasis on performance, specifically on graduation rates and placement into employment. The ATC's offer some of the lowest cost programs in the state of Colorado. While tuition reduction is an option, we have made a practice over the past five years of keeping tuition flat, or only increasing tuition at the rate of CPI. This allows us to better meet the needs of the student demographics that the ATC's serve. Given the ATC's are among the lowest funded institutions, reducing tuition would make it very difficult to invest in student support services and to attract and retain the best instructors in their respective fields.

Given our extensive wait lists, increased dollars would allow us to expand capacity, invest in newer technology in the classroom, and develop a new instructional model that would allow us to better recruit top talent. The ATC's are very good at delivering return on investment (ROI) with our limited funding, as evidenced by IPEDS reports (graph below) highlighting our core expenses per FTE enrollment, which are around 55% less than our peer group.



### Community College System Only

2. If the State has less money to allocate, are you comfortable with the Department's scale for determining an associated tuition increase? The Department's approach allows for the sum of resident tuition and General Fund to increase at a rate well above inflation. Why is that appropriate or necessary?

For CCCS, the Department's scale for determining an associated tuition increase is reasonable, but by no means a perfect representation of every governing board's individual situation. Personnel are a major cost driver for higher education institutions and these typically have increased (wages and, particularly, the healthcare benefits) at a rate above inflation over the last several years. Since this trend is anticipated to continue in FY 2019-20, above inflation cost

estimates are reasonable—especially since the Department’s model does not explicitly account for the increase in employer-share of PERA slated for next year nor the increasing demands that technology investment places on operating budgets.

3. Describe your student population. Are your programs affordable for the student population you serve? How big an obstacle is actual cost? How big a problem is perceived cost, i.e., that students overestimate what it will actually cost them to attend?

### **Colorado Community College System**

*Our student population is generally less affluent, less traditional (coming straight from high school), and more diverse than other higher education institutions. We had almost 30,000 Pell recipients last year (Pell eligibility is the most common proxy for low income), and the average age of our students is 25 years old with more than 35% of our student population being students of color. We have lower tuition rates compared to our four-year counterparts (40% of average four-year tuition is our goal), making our programs affordable for the student population we serve, especially if students are Pell eligible. This low tuition rate allows almost two-thirds of our students to graduate without any student loan debt. The non-tuition costs of attending higher education institutions (including childcare, opportunity cost of time/\$ away from work, housing, and transportation costs) do play a significant role in the calculus students make when considering attendance (both real and perceived).*

### **Aims Community College**

*Aims Community College has a diverse student population. In FY 17-18, we served over 8,400 students. Of that total, 58% are female and 42% are male. Aims serves a growing number of Latinx students; 32% of the students identified as LatinX, while 60% identified as White. In fall 15-16, just under 3,000 students received Federal Financial Aid. The majority of Aims students are part-time. In fall 2016, 65% of our enrollment was part-time while 35% of students were enrolled full time. Additionally, from those same data, 20% of our enrollment were students under the age of 18, 50% were between the ages of 18 and 24 years of age, and 30% of our enrollment were 25 years and older.*

*Aims Community College’s 2018-23 strategic plan has specific tactics dedicated to addressing both actual and perceived cost of attendance. Increased education and awareness of scholarships and Financial Aid options at new student orientations as well as intensive advising for all students will help to address the barrier of cost for Aims students.*

### **Colorado Mountain College**

*Colorado Mountain College serves approximately 18,000 students at 11 sites across a service area that spans nine counties throughout rural Western Colorado. CMC’s credit students are nearly equally younger—18-24 years—and adult (25+). The average age of a degree-seeking student at CMC is 26. The college offers five bachelor-level degree programs, enrollments in which are overwhelmingly local (nearly 80% of these students are permanent residents in the CMC tax district). The college enrolls nearly 1,500 high school students in credit courses through concurrent enrollment. CMC is approaching “Hispanic Serving Institution” status; 23% of the college’s overall population—and growing—is Hispanic/Latino. Importantly, the college also enrolls thousands of adult students in non-credit courses for personal enrichment, continuing education/workforce training, and basic skills (high school equivalency). Nearly 800 English as a Second Language students enroll at CMC each semester, none of whom receive funding from the state’s subsidy.*

*Colorado Mountain College is among the most affordable public colleges in the state and the nation. Total costs for tuition, fees, and books for in-district students is approximately \$3,000 per year for a full-time student. In 2017-18, the college launched a new book lending program, which saved students approximately \$1M in book expenses compared to the prior year. Also, the college lowered its tuition rates for its bachelor programs, reducing costs to students in these programs by approximately 23% in 2018-19.*

*Students at CMC generally do not overestimate costs, but rather, typically underestimate their need for public financial assistance. CMC's FAFSA completion rate is approximately 24%, which is quite low for an open access institution. Many students at CMC believe that they can "go it alone" without state or federal financial aid due to the college's very low costs per credit hour. CMC is actively seeking ways to increase the completion of FAFSAs among enrolled students. This is particularly important when one considers that a typical Pell-eligible student at CMC receives a "refund" after tuition, fees, and books are paid. In other words, these students most often receive cash from grant sources after these funds are applied to direct instructional costs.*

### **Area Technical Colleges**

*Area Technical College Response: The Area Technical Colleges take pride in their programs' affordability and accessibility. The ATCs serve low- and middle-income students who may not have many options for affordable post-secondary education. State support is critical to our ability to maintain affordability for our students, keeping tuition flat or even with CPI, and graduating students' debt free and job ready. We also take steps to ensure students know exactly what they will be paying for their education through clear advertising of program costs and additional equipment required, and through the availability of financial advisors on staff.*

4. How much does your governing board rely on state funding? Resident tuition? Nonresident tuition? Other sources of support? Do nonresident enrollment and auxiliary/other revenues subsidize educational programs for resident students? Do they drive costs for resident students?

### **Colorado Community College System**

*Because the students we serve generally have lower incomes and fewer assets than students attending state universities, CCCS tuition is kept low in order to meet our statutory mission of providing access. As a result, CCCS relies more heavily on state funding than most other four-year higher education institutions. In terms of tuition, resident tuition is a significantly larger revenue source at CCCS than nonresident tuition because residents constitute 94% of all students attending our colleges. For this reason, nonresident enrollment generally does not subsidize educational programs for resident students in a material fashion, nor does it drive significant costs for resident students.*

### **Aims Community College**

*State appropriations represent 11% of Aims Community College's FY2018-19 revenue.*

*Resident and nonresident tuition represents 13% and 1% respectively of the college's revenue.*

*The majority of financial support comes from Aims' local taxing district.*

*Nonresident enrollment and auxiliary revenues do not subsidize or drive costs for educational programs for resident students.*

### **Colorado Mountain College**

*Colorado Mountain College is a local district college, thus the vast majority of its revenues are derived through local property taxes, not from the state or net tuition. Approximately 68% of the college's revenues are from local property taxes and motor vehicle registration fees; state revenues, including gaming, comprise approximately 12% of total revenues; net tuition comprises 18%. Over the past several years, CMC has intentionally diminished the role non-resident tuition plays in the college's budget. Observing a national decline in high school graduates, thus resulting in extreme competition for non-resident enrollments, CMC chose instead to recalibrate its business model in order to become less reliant on non-resident tuition. CMC still enrolls a healthy number of non-resident students. Nonetheless, the college has very*

*intentionally prioritized in-district and in-state students in order to create a more predictable, balanced budget and sustainable operating model.*

### **Area Technical Colleges**

*Area Technical College Response: The ATCs rely primarily on two sources of funding: state General Fund and tuition. Because the ATCs focus on maintaining affordability, their tuition growth is limited. The ATCs receive concurrent enrollment funding from their umbrella school districts and through serving secondary students outside their district boundaries. The ATCs also work diligently to raise additional funds from private sources. Nonresident tuition, and its associated ability to subsidize resident enrollment, is not a realistic option for the ATCs, as they currently make up less than 5% of our total enrollments.*

### **HIGHER EDUCATION FUNDING MODEL**

5. The Department has expressed interest in studying the higher education funding model and proposing revisions. Does your governing board support this? How deep should such a review go, i.e., should the Department try to revamp the model or only change parts of it? What can be done by the time the next report on the model is due in July 2019?

### **Colorado Community College System**

*CCCS would support studying the higher education funding model and is open to potential changes, particularly as they relate to being able to more easily and effectively direct funding toward key legislative policy and employer-driven objectives contained in the state's master plan such as increasing the production of workforce specific credentials.*

### **Aims Community College**

*Aims continues to support the current methodology of allocating state appropriations to the two Local District Colleges in the state of Colorado.*

### **Colorado Mountain College**

*CMC does not participate in the higher education funding model and therefore will suspend offering opinions on it.*

### **Area Technical Colleges**

*A wholesale model change would probably take longer than July 2019, so looking to change parts of it would seem to be more feasible. As previously mentioned, the ATCs are supportive of a model that places more emphasis on performance, especially on graduation and placement into employment. We should allow all end users access to a state UI system that will allow all reporting Colleges to quickly and accurately report on employment outcomes, of which incremental funding is tied to. In addition to employment outcomes, we would support a model that looks at wage differential impacts of a degree/credential. The ATCs have commissioned studies that show the impacts we have on graduates earning potential, in many cases (as in the study that BBC did for Emily Griffith Technical College) comparing graduate salaries to that of the minimum wage. Given this is consistent with the examples from other states, we would support this line of thought.*

### **Community College System Only**

6. The General Assembly may consider adjusting the weights in the higher education funding model for FY 2019-20. JBC staff has suggested some possible changes, including increasing funding related to Pell-eligible students, increasing the weight on certificates, and adjusting support for small institutions. Do you have feedback?



### **Colorado Community College System**

*In prior discussions regarding the funding model, CCCS has been supportive of these types of model adjustments. CCCS believes any support for small institutions should include the CCCS rural colleges, as those institutions experience the same economic challenges that other small four-year institutions face. The master plan has aggressive goals associated with credential attainment, while employers are clamoring for additional CTE-related certificates in areas like welding/machining and allied health care. We believe that both of these point to adjusting the weights in the funding formula for colleges that successfully produce completers with these CTE certificates, given that in the current formula they are valued at only 1/4<sup>th</sup> of a bachelor's degree. In addition, CCCS would recommend considering adding a performance component for the successful retention and completion of minority and/or first generation students since closing attainment gaps is a critical element in the master plan. Despite the concerted efforts of higher education institutions in recent years, Colorado still has among the widest equity gaps in the country.*

7. Do you have suggestions for how the State should address funding for the State's smaller, low-enrollment institutions in the model for FY 2019-20? Should the model attempt to capture the needs of small institutions located in systems such as yours as well? Should the State consider a new "tool" to provide a counter-weight to enrollment-driven components of the model?

### **Colorado Community College System**

*CCCS believes the model should attempt to capture the needs of small institutions located in systems such as ours because those institutions face different economic challenges than larger more urban institutions. CCCS is also generally supportive of exploring new ways to help smaller, more geographically isolated colleges in the model. Those small rural institutions are critical to providing access to post-secondary education and training in the communities where overall attainment is the lowest in the state, and where a more highly educated workforce is key to strengthening local economies and expanding opportunities and sustainability. Maintaining quality programming and attracting qualified faculty and staff to those communities is costly and those small institutions bear disproportionate costs when compared to much larger suburban and urban colleges. However, the JBC staff proposed "tool" has a formula that discounts and values the community colleges' results at only 10% of all of the other colleges/universities, presumably, to make this portion of the model "work". As a result, if the JBC staff tool requires artificially reducing the community college results by such a high degree, one does wonder whether the proposed "tool" is helpful in making the model more rationale.*

### **Colorado Mountain College**

*From its inception, CMC has been and remains a smaller, lower-enrollment institution. The college has nonetheless been able to weather the state's financial challenges. CMC continues to invest in mission-specific priorities all while providing highly affordable access. Local funding made this possible. Though the legislature cannot compel communities to adopt local taxes, CMC believes that local funding should be considered as part of any exploration of the financial sustainability of smaller, particularly rural colleges. These colleges are critical to their local economies and are often the only higher education option for residents of rural communities. At one point in Colorado's history nearly all small, rural colleges in the state received local funding. Now, only a handful do. Considering the significant structural limitations on the state's budget and the zero-sum effect of the funding formula, the legislature should at least consider the benefits of local derived revenues for smaller colleges.*

### **Local District Colleges/Area Technical Colleges**

8. Should funding for the LDCs and ATCs continue to be increased or decreased based on a statewide average increase or decrease? Should their funding begin to adjust based on enrollments? Completions? Why or why not?

### **Aims Community College**

*Aims continues to support the current methodology of allocating state appropriations to the two Local District Colleges in the State of Colorado based on statewide average increases or decreases.*

*Aims is not a COF funded school, and therefore supports the existing model of funding based on statewide average increases or decreases.*

*It is important to clearly define “college completion.” What completion means for one student may be entirely different for another student. In addition, until recently, researchers have been limited in how they define completion due to an inability to track students over time and across institutions. However, higher education needs to coalesce around a common set of definitions to avoid inconsistencies and misunderstandings about the problem of college completion.*

*The most prominent measure of completion is derived from the Integrated Postsecondary Education Data System (IPEDS), which is an annual federal survey of colleges conducted by the National Center for Education Statistics at the US Department of Education. The completion rate from the federal IPEDS survey gives only a partial picture of student outcomes because the traditional measure focuses on full-time students. Unfortunately, the federal data have several drawbacks. First, the information is self-reported by the institutions, which means it relies on each college’s ability to track its own students so it can accurately calculate completion rates. Second, more pressing concerns have developed from the fact that the most consistent federal measure of completion focuses on only a subset of college students: first-time, full-time students who begin during the fall term and graduate within a certain time frame. As such, this federal rate overlooks many students who attend part-time, including older students, those at community colleges, many students of color, and economically disadvantaged students.*

*Community colleges provide open access and affordability for traditional and non-traditional students (i.e. adult learners). While some community college students aspire to complete a two-year degree and transfer to a four-year institution, others choose the community college experience to obtain a skills certification or upgrade workforce development skills. These students may be enrolled from one-to-four semesters. While community colleges typically have a high percentage of these students who complete their educational and training goals, there is no current local, state, or federal system to track these program completers. Regrettably, these students do not meet the IPEDS definition of “completion rate,” however, they have in fact completed their educational and training goals leading to gainful employment.*

*Recommendation:* *A comprehensive student completion rate tracking system must be developed and implemented which identifies all students to include certificate and upgrade skills training students.*

### **Colorado Mountain College**

*CMC’s preference is to continue to receive state funding at a level equal to the prior year’s base plus/minus the average increase of decrease in overall funding. First, it is important to consider that state funding contributes less than 12% of all funding to CMC. The majority of CMC’s revenues are derived from local property taxes and student tuition. As a result, CMC is, by design, very focused on the needs of its communities and its enrolled students. Providing a predictable level of state funding allows CMC to remain focused on its mission as a local college. Second, compared to national averages, CMC is a higher performing “access” college and thus would likely qualify to receive additional funding if included in the formula. If the state desired to include CMC in the funding formula, it is our expectation that the state’s contribution to the college would increase, perhaps sizably. This is due to several factors such as the fact that CMC’s per FTE reimbursement is currently below the average FTE reimbursement; that the state never adjusted the CMC’s funding to include its bachelor’s students, but would have to do so to accommodate the additional 2,000 or so resident students enrolled in the college’s BA programs; and that CMC’s overall college retention and completion rates exceed most national benchmarks for “open access” institutions. One might argue that it would be desirable for CMC to receive*

additional state funding, but it would come at a cost, specifically decreased budgetary predictability for the college. CMC chose to avoid the volatility of the COF program and the state funding formula and, instead, remain solely focused on the needs of the rural/resort communities and students in its tax district. If the General Assembly felt strongly about including CMC in its funding formula—and was prepared to materially increase CMC’s annual allocation as a result, if necessary—college management would entertain the inquiry. But, CMC will not seek this change, as the college fears that the upshot would most likely result in reductions to other Colorado public colleges and universities and CMC, as a local institution with a regional mission, does not consider itself to be in competition with the state’s other public institutions.

**Area Technical Colleges**

The ATCs support a periodic re-evaluation of base funding to accommodate enrollment increases not captured in the statewide average increase/decrease model. Career and technical education is expensive in nature, and under the current allocation model, the ATCs have experienced growing waitlists as their enrollment expands within constrained physical spaces.

The ATCs appreciate the additional funding provided by the legislature in FY18-19, recognizing heightened demand and capacity constraints of CTE programs. The ATCs are open to changing the allocation model to a performance-based structure. The ATC’s boast strong completion, placement and licensure rates for students in our programs. Our accrediting body, the Council on Occupational Education (COE) mandates every CTE program maintain at least a 60% completion rate, 70% placement rate and 70% licensure rate. The ATC’s have over-achieved this goal every year they have been accredited by COE (since 2014). Completion and placement rates can waiver as students may choose to discontinue a program to accept a job using the skills they learn early in the program. To address this issue, the ATCs work with local industry partners to provide concurrent employment opportunities to allow students to accept a position in a relevant field while still completing their certificate program.

MINIMUM REQUIRED PERCENTAGES FOR ALL CTE PROGRAMS		Emily Griffith Data		
		FY 15/16	FY 16/17	FY 17/18
Completion Rate	60%	89%	85%	84%
Placement Rate	70%	80%	84%	81%
Licensure Exam Pass Rate	70%	99%	99%	100%

**HIGHER EDUCATION STRUCTURE**

- Governing boards may largely direct their own program offerings. Do we have overlap or new program development that is duplicated due to the decentralization? Does this create inefficiency?

**Colorado Community College System**

CCCS does not believe it provides duplicative or overlapping programs. We are sensitive to and reactive to the educational needs of Colorado and the communities we serve. CCCS works to provide education programs that align with job market need in the geographic areas of our colleges as well as around the state.

### **Aims Community College**

*As a local district College, Aims focuses on developing programs that meet the educational and economic development needs of NOCO.*

### **Colorado Mountain College**

*Programmatic inefficiencies are the result of poor planning and weak enrollments, not competition or duplication. State-controlled program authority creates unnatural public monopolies, which are market insensitive and generally adapt slowly to changes in the environment. Instead of focusing on duplication, the state might be better off focusing on requiring colleges to discontinue weak or unproductive programs. Duplication is not a problem if demand is stable or growing. The bigger challenge is helping institutions to phase out inefficient or poor performing programs.*

### **Area Technical Colleges**

*All certificate programs must be approved by the state board. We have no suggested changes to this process.*

10. What are the strengths and weaknesses of Colorado's higher education governance structure, from your perspective? Should the State explore higher education governance changes?

### **Colorado Community College System**

*Colorado, like all other states, has a unique higher education governance structure that has been tailored to the specific needs of our state and that recognizes the political heritage of "local control" over educational institutions at all levels. Some states grant to their statewide boards more governance authority while Colorado has chosen a "coordinating board" model with governance authority placed in the hands of local boards at each institution. Whether the state should explore higher education governance changes is a question for our elected leaders and citizens. The State Board for Community Colleges and Occupational Education (SBCCOE) is not contemplating making any broad governance changes within the community college system. Rather the SBCCOE and its colleges are focused on carrying out its Bold Solutions strategic plan and contributing to the state's master plan goals.*

### **Aims Community College**

*Aims Community College appreciates the current structure and has no recommendations at this time.*

### **Colorado Mountain College**

*There is no such thing as an "ideal" system of higher education governance. Governance structures vary greatly across the United States and largely reflect state-specific circumstances and history. No state has yet found an ideal balance between state-level coordination and campus-level management. So, assuming there is not ideal governance archetype, the more effective question might be to look at the overall health of the state's institutions and determine if alternatives exist to support struggling or declining institutions or more effectively reach marginalized populations. Many of Colorado's institutions perform very well. It would be inappropriate to tinker with systems that have produced positive outcomes for the state and its taxpayers. Exploring the causes of structural weaknesses, however, and determining if particular governance structures contributed to these outcomes might be appropriate. But, one should not assume that the overall governance structure is flawed, as there is no such thing as an "ideal" system of governance.*

### **Area Technical Colleges**

*We have no suggested governance recommendations.*

## ***THE FUTURE OF HIGHER EDUCATION***

11. How do you expect larger trends in higher education enrollment (e.g., fewer students graduating from high school, concentration of population in urban areas) to affect your institution(s)?

### ***Colorado Community College System***

*Fewer students graduating from high school will certainly have an impact on our overall enrollment in the long-term. This is already impacting our rural colleges, where high school graduates have been in decline for much of the last decade in certain communities. As a result of this decline (and future forecasted declines), we will need to continue to focus on increasing access and student success in credential attainment and continue to find more effective ways to serve our state's growing minority and first generation students (who are growing). Unlike most four year institutions, community colleges have always served a significant number of adult learners and "non-traditional students," specifically those who are trying to gain workforce specific skills and who may need credentialing for retraining as the economy and the technological landscape shift. We will continue to work to make our institutions, programs, schedules, and instructional delivery methods more welcoming and convenient to those non-traditional students, and we anticipate that they will make up an ever-increasing share of our total enrollment.*

### ***Aims Community College***

*The environmental scan for NOCO is projected for significant growth over the next 10 years. Aims needs to continue to reach out to our stakeholders to increase our reach – the Aims strategic plan addresses this. Not only high school but adult learners to include serving business and industry.*

### ***Colorado Mountain College***

*For the past few years, CMC has actively investigated the impact of declining high school graduates on the college's enrollments and programs. These changes have resulted in fewer non-resident students enrolling at the college and, in general, greater competition for "traditional" in-state students. CMC believes that these trends will continue in the foreseeable future. CMC accepts this reality and, consequently, has shifted its focus to (a) offering programs with known local/regional demand, thus mitigating the effect of broader national or international competition; (b) increasing efforts to improve retention and completion of current students, rather than perpetually chasing new enrollments; and (c) gradually slowing inflation in the college's budget to reflect a reality of fewer students. This last modification was a multiple-year initiative to slow the college's overall budgetary growth. It required discipline, but, for the past three years, CMC's overall operating budget growth has been at or below CPI inflation, a correction that will allow the college to more effectively manage future enrollment changes.*

### ***Area Technical Colleges***

*We believe industry and student demand for career and technical education, and non-degree, stackable credentials will continue to increase. There will also need to be stronger alignment with the high schools and concurrent enrollment, and the ATCs look forward to playing a key role in providing such education to meet the needs of local industries and students. In addition, the ATCs are ready and able to assist CDE and CDHE in meeting the state's 66% post-secondary attainment rate.*

12. How has your institution changed in the last five years? How do you see it changing in the next 10?

**Colorado Community College System**

*Over the last five years, we have increased our on-line offerings and increased the number of students participating in concurrent enrollment. Currently, almost 21% of our students receive their education through on-line delivery platforms, and we have increased concurrent enrollment 43% in the last five years (we serve over 27,000 high school students annually). In addition, we started to provide credit for prior learning opportunities and develop competency-based education methodologies, while increasing the use of electronic content delivery and open educational resources to save students money on books and class resources. At the same time, we have seen student enrollment decrease over the last five years as we have come out of the Great Recession and the economy has roared to life. Student enrollment at community colleges, unlike most four year universities, is countercyclical to the economy, meaning it goes down when the economy improves and up when the economy slows. If the economic growth wanes in the next few years, as many anticipate, we believe our enrollment will once again increase.*

*Over the next 10 years, we will continue to push toward meeting the state's master plan goals to increase credential completion, erase equity gaps, and improve student success. Our colleges' students will continue to be increasingly diverse and our strategic plan is focused on transforming our staff, curriculum, and teaching/ learning methodologies to reflect this diversity. We are also anticipating that we are probably closer to the next recession than we are to the last recession. As a result, it is imperative that the state and our colleges invest in the infrastructure (from efficient systems, to predictive analytics, to hybrid learning environments, to just-in-time credentialing methodologies) now to prepare for an influx of students who will need retraining at a time when state resources will be more constrained.*

**Aims Community College**

*Due to the increase in the oil and gas property tax revenues in the past few years, we have maintained a healthy financial position. However, as we anticipate this revenue stream to subside in future years, we are working to maintain reserves. The College does not have any long-term debt and continues to invest in maintaining and improving the college's facilities and infrastructure.*

*The College continues to maintain access and affordability.*

*Changes in oil and gas regulatory environment could significantly affect the College's financial future.*

*Aims developed and implemented a comprehensive strategic plan focused on meeting the expanding educational and economic development needs in NOCO.*

**Colorado Mountain College**

*The most significant changes over the past five years have been (a) the rapid growth of bachelor's degree seeking students and (b) the near doubling of enrollments of Latino students. Today, nearly all of CMC's bachelor programs are at or near capacity. The addition of these degree programs has increased the college's connections with certain local employers, in particular hospitals/health providers and school districts, and has increased enrollments of students from local communities. The proportion of "in-district" student enrollments has also increased in each of the past five years; nearly 80% of all BA students at CMC are residents of local communities. Given that the majority of students in many mountain school districts are Latino, recent enrollment trends have also resulted in significant improvements in the enrollment, retention, and completion of Latino students. We expect all of the just-mentioned trends to continue for the next ten years.*

### Area Technical Colleges

*Enrollment and wait lists have grown drastically in the past five years. Marketing efforts and the appeal of affordability continue to attract more and more students, but the ATCs inability to expand physical spaces limits opportunities to expand programs. In addition, rising costs of real estate, particularly in the metro areas, compound budget constraints even more. Nonetheless, over the past five (5) years, we have expanded space (including moving to new buildings) to accommodate the growing demand for CTE programs. Given the ATC's do not receive capital construction funding, we are forced to rely on existing funding streams (tuition and fee revenue and state general fund dollars) to cover the cost of rent, capital and operating expenditures.*

13. How do on-line classes, dual enrollment, and work-based learning/apprenticeships fit into your current educational offerings? Your vision of the future?

### Colorado Community College System

*On-line classes, dual enrollment, and partnerships with business and industry play a key role in our current educational offerings. Our on-line student FTE represent almost 21% of our student population, and we served over 27,000 high school students in dual enrollment courses last year. In addition, we partner with business and industry to provide work-based learning opportunities as well as courses and curriculum that meet the needs of those business and industry partners. We anticipate that these will play an even larger role in the future as more students look for flexible options such as on-line courses, more high school districts put an emphasis on dual enrollment, and more businesses need skilled workers who are lacking in the current workforce.*

### Aims Community College

*Aims will continue to focus on these areas while employing continuous improvement.*

### Colorado Mountain College

*CMC offers all three of these programs. As a local college, our focus is primarily on the needs of the communities that comprise our district. Consequently, concurrent enrollment, on-line programming, and work-based learning are all offered in ways that address the needs of mountain communities. CMC's methods in delivering these three types of programs are highly adapted to the unique circumstances of small, rural, mountain towns. For example, the college has very robust concurrent enrollment options throughout its district, but, several school districts in the region operate on four-day school weeks. In response to this, concurrent enrollment offerings at these sites are often concentrated on days when the schools are closed. So, the students attend classes five days a week: four days in high school and one day in "college." Similarly, CMC uses instructional technologies extensively in order to support students across its service area. It's common for the college to deliver "hybrid" courses through which an instructor might engage two or three different classrooms simultaneously through WebEx or interactive video. Importantly, more than 700 FTE are enrolled in online courses at CMC, though the majority of these students are in-district, resident students. That is, they use online options to supplement their local education, not as the primary or exclusive modality for their instruction.*

*In the future, CMC expects to see much more utilization of hybrid formats, including the use of various instructional models and platforms to reach students. These differences will complement "traditional" models of education, not replace or displace them. Open access institutions cannot "select" students with certain attributes; we must meet students where they are and help them achieve their educational goals, so it is important for colleges like CMC to both embrace and encourage the utilization of technologies while supporting less tech savvy students. For some, technology enhanced courses will be a preference. For others, traditional formats will prevail. In all cases, the use of technology will continue to grow rapidly. The responsibility of the colleges will be to provide the resources and encouragement necessary to ensure that innovation occurs and student outcomes continue grow.*

### Area Technical Colleges

*The ATCs' emphasis on affordability and accessibility forces the ATCs to utilize any and all education platforms to enhance the experience of a wide variety of students. Because many ATC students work full time and have families, course offerings must be flexible to meet diverse student needs. Programs may be offered part time, full time, during the day or at night. The ATCs also have several key industry partnerships guiding their CTE programs, including facilitating apprenticeship opportunities, and providing college credit for those individuals. As employers redesign their hiring practices to be competency-driven, higher education must respond by redesigning curriculum to be competency-based with embedded project-based learning.*

14. The State Higher Education Master Plan focuses on increasing completions and closing the achievement gap. How much progress have you made on these issues? What steps are you taking, and do you recommend the State take, to move that vision forward?

### Colorado Community College System

*Since FY 2013-14, CCCS credential awards have increased 28%, and CCCS has accounted for almost 60% of the total increase in credentials among all governing boards—while serving one-third of the state's students. As such, we believe the state should focus funding toward master plan goals to increase credential production, erase equity gaps, improve student success, and invest in affordability and innovation. State investment is necessary because we must accelerate progress in order to meet these goals.*

### Aims Community College

*These initiatives comprise a significant part of Aims' strategic plan – working with the state and Complete College America as Colorado has recently been named a momentum state.*

### Colorado Mountain College

*CMC has made very significant progress in these areas. Over the past ten years, CMC has nearly doubled its number of completers. At the same time, the college has seen performance gaps—particularly in persistence and completion—effectively disappear. Today, Latino students actually outperform all students at the college in terms of persistence and graduation rates. To continue to advance these efforts, CMC assumes that the students are doing well; it's the organization—the college—that has to adapt and evolve. This evolution will likely include year-round programming, which could be greatly assisted by the state offering “year-round” need-based grants; expansion of programs in health disciplines (the state could help here by providing more opportunities for students in nursing and other health disciplines to participate in clinical experiences, such as online or hybridized options); and continuing to encourage the development—and funding—of “early college” style concurrent enrollment programs. Last year, the General Assembly ended options for “early colleges” to receive funding in the 5th year. These programs are, in the long run, highly efficient and more effective than just about any other funding arrangement in the state. It is our opinion that, if the state wishes to encourage completions, it should seek to fund highly productive options, such as “early colleges.”*

### Area Technical Colleges

*The ATCs play key role in closing achievements gaps as they are some of the most affordable and accessible post-secondary education programs in the state. CTE programs tend to attract a more diverse student population, whether racially, economically, or more. By increasing support for the ATCs, the state can expand opportunities for those individuals targeted in the master plan attainment goal.*

*The ATC's boast very strong completion rates, as our accrediting body, COE, mandates that we have at least 60 percent completion in every program we offer (and we have historically been 20-20pts above that). Our programs are designed*



*to graduate students in less than one year, debt-free. Over the past year, we have taken the below steps to align with the goals of the State Master Plan:*

- Based upon feedback from industry and advisory board members, exit points/ subprograms were added to Automotive Technology and Automotive Collision Service in the 17/18 year. These credentials allow our students to be gainfully employed in a shorter amount of time or concurrently employed in a related field while completing their full certificate.*
- We have added a hybrid option to 7 of our regular programs (GIS, Accounting, Computer Networking, CAD, Welding, Automotive Service, and Water Quality Management) in the Trades College.*
- The Health Sciences Department is offering a Nurse Assisting (NA) Summer Program for high school students who are interested in pursuing a career in the field of health care. This is a six-week program (105 contact hours) that provides the theory and skills that nurse assisting students require to pass the Colorado Nurse Aide Certification Exam and to be successfully employed as certified nurse aides (CNAs). The NA prepares students to perform the fundamental skills of the nurse aide, which include basic nursing skills, communication skills, restorative services, personal care skills, safety and emergency care issues. Additionally, students are exposed to knowledge and/or principles of asepsis, OSHA and HIPAA regulations, legal and ethical behaviors, cultural sensitivity and principles of mental health. Because the NA program focuses on essential health care skills and concepts, and provides students hands-on patient care, this Program is the preeminent pathway to all health care careers, including opportunities to advance through concurrent employment and education to become a Licensed Practical Nurse (LPN) or Registered Nurse (RN).*
- We received additional funding to further support our 360-degree fund in partnership with the Emily Griffith Foundation. This fund supports student barriers/ challenges outside of the classroom (i.e., transportation and daycare).*
- High demand programs (e.g. Automotive Service and Welding) that are attractive to concurrent enrollment students now offer a hybrid option where students consume online content at their local high school M-TH and then attend an all-day lab at EGTC for the hands-on component of the training on F. This offering has helped boost overall student retention across concurrent enrollment students.*
- As part of the Denver Education Attainment Network (DEAN), Emily Griffith has been working with DPS, CCD, MSU, and UCD to align and articulate program pathways with the goal of increasing credential attainment.*

**ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED. PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.**

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

**Colorado Community College System**

*There are none.*

**Aims Community College**

*Aims Community College is encouraged by and supports the progress identified in the report.*

**Colorado Mountain College**

*None.*

**Area Technical Colleges**

*We are not aware of any legislation that is not implemented.*

- 2 Does the Department/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, 2018 (link below)? What is the Department doing to resolve the HIGH PRIORITY OUTSTANDING recommendations? [Please indicate where in the Department'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-30-2018>

**Colorado Community College System**

*There are none.*

**Aims Community College**

*No comment at this time.*

**Colorado Mountain College**

*No.*

**Area Technical Colleges**

*N/A.*

3 If the Department/governing board receives federal funds of any type, please respond to the following:

- c. Are you expecting any changes in federal funding with the passage of the FFY 2018-19 or 2019-20 federal budget? If yes, in which programs, and what is the match requirement for each program? [NOTE: governing boards do not need to provide information on specific research or other grants]

**Colorado Community College System**

*The Department is anticipating increased federal funding for the Perkins Grant in FY 2019-20. The Perkins Grant requires a state administrative match of 5.0 percent, which is paid for through the Administrative Costs line item in the Division of Occupational Education. As a result of this increased federal funding, the Department has requested to increase the appropriation to the Administrative Costs line item by \$62,309 reappropriated funds in order to meet the 5.0 percent state match requirement.*

**Aims Community College**

*The Aims Community College Board of Trustees does not expect any significant changes in the current level of federal funding receive by the College.*

**Colorado Mountain College**

*None of which we are aware. The only federal funds provided to CMC, outside of financial aid, are in college access (TRiO) programs. Any reductions in federal funding in these areas would result in commensurate reductions in programming to eligible students.*

**Area Technical Colleges**

*The ATCs look at all federally funded activities on an annual basis. In the event federal dollars are lost, in support of key strategic scope, we have a few options that we will consider. Federal dollars are currently used to support a full suite of academic delivery and instructional support for Colorado refugees, as part of the Colorado Refugee Service Provider (CRSP) grant. In addition, we annually receive Perkins funding, which is used to help offset the cost intensive nature of Career and Technical Education (CTE) equipment in our classrooms. We also receive Adult Education and Family Literacy Act (AEFLA), which helps offset testing costs for students, tuition relief for English Language Acquisition (ELA) and offsets some instructional costs to help provide job readiness for our students.*

- d. Does the Department have a contingency plan if federal funds are eliminated?

**Colorado Community College System**

*CCCS would need to cut or adjust programs if federal funding was eliminated.*

**Aims Community College**

*If any federal funding is eliminated, the College would make the necessary operational adjustments. The only significant federal (non-financial aid) revenue the Colleges receives is for TRIO and Perkins Grants from the US Department of Education.*

**Colorado Mountain College**

*Please refer to the response given above.*

**Area Technical Colleges**

*In the event that the ATCs lose funding levels in any of these areas, we will determine the strategic benefit of continuing to offer these services. If we feel that part or all of this scope is paramount to the core value of our institution, we will seek other sources of funding. This could include utilizing our private funding sources (such as the Emily Griffith Foundation), via corporate and private grants, other grants that have a scope match, or even our general fund. However, it is very realistic that reduced federal funding levels will severely impact our programs, and result in closure of programs, either in part or in full.*

- e. Please provide a detailed description of any federal sanctions or potential sanctions for state activities of which the Department is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the Department by the federal government during FFY 2018-19 or 2019-20.

**Colorado Community College System**

*CCCS is not aware of any federal sanctions or potential sanctions.*

**Aims Community College**

*The College has no current or pending federal sanctions.*

**Colorado Mountain College**

*Please refer to the response given above.*

**Area Technical Colleges**

*We are not aware of any current or potential federal sanctions.*

- 4 Is the Department/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 Department is working with other state or federal departments to coordinate the campaign? *Governing boards are requested to provide information on the size of their advertising/PR budgets.*

**Colorado Community College System**

*CCCS does not spend money on public awareness campaigns per se, but we do spend money on marketing/advertising to promote enrollment and educate students on course offerings, etc. In FY 2017-18, our 13 colleges collectively spent \$3.6 million on marketing/advertising, which represents approximately 0.7 percent of the total expenditures by our colleges.*

**Aims Community College**

*Aims Community College is not participating in any awareness campaigns.*

**Colorado Mountain College**

*Marketing-driven campaigns incorporate such initiatives as:*

*Semester registration:*

- *Social media (organic & paid) (\$2k/yr) (paid/ owned media)*
- *email to current and stop out students (owned media)*
- *commercial and public radio (\$36k/yr) (paid media)*
- *mailing class schedules and postcards (\$95k estimate) (owned media)*
- *press releases (earned media)*

*President's Scholarship:*

- *letters and postcards to all local seniors (\$5k estimate) (owned media)*
- *press releases (earned media)*
- *email blasts (owned media)*
- *Social media (organic & paid) (\$1k) (paid/ owned media)*

*Statenide awareness and recruitment support:*

- *high school gym ads (\$13k) (paid media)*
- *out of home (\$35k)*
- *online display, paid search, sponsored social (\$185k) (paid/ owned media)*
- *print advertising in magazines and industry newsletters (\$10k) (paid media)*
- *press releases (earned media)*

*Marketing campaigns are not coordinated with other entities except with business, government or industry partners. Most of this is earned media, or outreach through owned channels (websites, blogs or email).*

*Over the years, the Public Information Office has demonstrated that more than 90 percent of outreach to the news media results in news coverage of the college. A recent survey has shown that the college has an 88% favorable perception among community members. Overall, the college's proactive public relations efforts are tied to communicating ways in which the college supports the educational and training needs of students, employers and taxpayers, largely driven by the college's strategic plan. Because the college's strategic plan is tied to the strategic initiatives of the state's higher education efforts, successful campaigns support the Colorado Department of Higher Education.*

*On occasion the Public Information Office conducts specific targeted campaigns: for instance, in support of the college's 50th anniversary year and related community celebrations, or to inform the community about the launch of a new program of great interest to the community such as the Fund Sueños income-share agreements, or to support media coverage of the college's 9-12 graduation ceremonies each May. Because the Public Information Office does not have a budget for paid media, all work from this office is conducted through earned or owned media.*

*In the more targeted campaigns – such as the year-long 50th anniversary campaign that involved combined efforts from the Public Information Office, Marketing and Communications Department, and CMC Foundation – we made a point of measuring specific results. The on-campus events drew more than 2,200 community members. A*

regional newspaper readership of more than 200,000 residents was exposed to news coverage of the events and the college's history.

### **Area Technical Colleges**

*Yes, Emily Griffith Technical College is running strategic public awareness campaigns with the goal of increasing enrollment. Messaging focuses on affordable education that leads to long-term career opportunities with the ability to graduate debt free. Emily Griffith uses a range of digital ads on various platforms (search engines, social media, in apps). The effectiveness of these ad campaigns is measured through the use of landing pages which track the number of leads generated through the ads. We have the ability to track how many of those leads become applicants and ultimately how many applicants become enrolled students. The budget for these campaigns and their support services is \$143,000. We also do target media outreach to get articles published with the goal of generating more awareness about our school in addition to generating links to specific pages on our website where we want to drive more traffic. In addition, we have several active social media platforms that we use to engage our audience and create awareness about Emily Griffith Technical College. Whenever possible, we work with our partners and other institutions, like apprenticeship partners, CDHE, DPS and graduates who are now business owners, to cross promote specific initiatives on social media.*

*Due to the cyclical nature of drops and enrollment during robust economic times, it is imperative that Pickens Technical College has a strong media presence to stabilize enrollment and ensure that local residents continue to seek out PTC as their source of career training. Marketing ventures include ads on the morning radio show with Willie B, social media posts including original PTC produced videos, targeted email campaigns, website content, and advertising banners.*

*Technical College of the Rockies (TCR) employs a multi-tiered effort to provide public awareness to our communities and industry partners. Data indicates our ROI is best when marketing our services through social media, local newspapers, industry partners, public schools, and workforce development. In these spaces, we capitalize on earned media as public service announcements (PSA) as well as pay-for-service. We currently have contracts in place to exploit search engines and social media platforms like Facebook, Twitter, Instagram and LinkedIn. We limited our investment in radio and television due in-part to survey results, higher costs, limited coverage, and low return on investment. Over all, we allocate approximately \$50,000 annually on marketing. Last, we found a large part of our community's awareness of a result of our static signage strategically located throughout our service area.*

- 5 **DHE ONLY:** Based on the Department's most recent available record, what is the FTE vacancy and turnover rate by department and by division? To what does the Department attribute this turnover/vacancy? Do the statewide compensation policies administered by the Department of Personnel help or hinder in addressing vacancy or turnover issues?
  
- 6 **DHE ONLY:** Please identify how many rules you have promulgated in the past two years (FYs 2016-17 and 2017-18). With respect to these rules, have you done any cost-benefit analyses pursuant to Section 24-4-103 (2.5), C.R.S., regulatory analyses pursuant to Section 24-4-103 (4.5), C.R.S., or any other similar analysis? Have you conducted a cost-benefit analysis of the Department's rules as a whole? If so, please provide an overview of each analysis.

- 7 What are the major cost drivers impacting the Department/governing board? Is there a difference between the price inflation the Department/governing board is experiencing compared to the general CPI? Please describe any specific cost escalations.

### **Colorado Community College System**

*The major cost driver for CCCS is personnel. Approximately 72.2 percent of our costs are spent on personnel. This causes CCCS to experience price inflation that is greater than the general CPI because benefit costs, particularly healthcare benefit costs, have increased at a greater rate than the general CPI.*

### **Aims Community College**

*The major cost driver for the College has been maintaining and/or reaching a level of competitiveness in salaries for high demand faculty and staff positions. The college continues to experience student FTE growth which has also resulted in increased costs due to the need for additional academic and student support services. Increases for general expenses for ongoing operations remain within the Denver-Boulder-Greeley CPI.*

### **Colorado Mountain College**

*In general, the major cost drivers for personnel at CMC parallel those found in the CPI. These include costs of housing, fuel, utilities, health care, and retirement benefits. As a rule, CMC monitors the CPI when establishing its salary adjustments each year, attempting to stay slightly ahead of the official CPI due to the higher costs in Colorado's mountain communities. In 2019-20, CMC expects to benchmark salary increases at 3.5-4.0% in order to stay current with CPI inflation. As an organization, however, the most significant cost drivers are technology (software [annual] and hardware [scheduled replacement]), construction materials, capital maintenance/replacement, health insurance, PERA increases, and market "externalities" such as extreme competition for employees with technical skills or contractors in specialized trades. In nearly every example just cited, annual inflation routinely exceeds standard CPI inflation, at times exponentially.*

### **Area Technical Colleges**

*Career and Technical education is among the costliest programs to administer, given the low student to faculty ratio and the high cost of equipment needed to support an industry relevant lab/classroom. The ATC's do not have the luxury of offering general education classes with extremely high student to staff ratios to subsidize CTE programs, as some of our peers do. Given this, we are forced to become very entrepreneurial, effectively working with local industry, regional and national philanthropies and local, state and federal grants to help offset the high cost of equipment. In addition, operating costs in Downtown Denver (parking lots, transportation options, rent) continue to escalate. EGTC recently expanded capacity for its Barbering and Cosmetology space, taking down a 5-year lease. The construction and renovation costs were significantly higher (~30%) than anticipated, given the current state of commercial construction in Denver.*

*Maintenance and repair cost are increasing as a result of aging infrastructure. The majority of the facilities at TCR are over 40 years old and require major repairs. Compounded by the fact building codes have changed significantly over the years, most buildings are not compliant and would need major renovation to meet code.*

*In addition, health care costs, while administered by our respective School Districts, continue to increase above CPI levels, putting great strain on our ability to offer attractive and comprehensive plans. We have switched insurance providers two times in the past three years, in an effort to mitigate the financial impacts. This most recent year saw a 15% cost increase.*

- 8 How is the Department's/governing board caseload [student population] changing and how does it impact the Department/governing board's budget? Are there specific population changes or service needs (e.g. aging population) that are different from general population growth?

### **Colorado Community College System**

*Student enrollment is the primary caseload measure for CCCS. Student enrollment in higher education tends to be countercyclical, but it is particularly notable for the community college system. When the economy is doing well and growing, the student enrollment at CCCS tends to flatten or decrease.*

### **Aims Community College**

*Since FY 2015-16, the college has experienced a 17.5% increase in student headcount. This increase in students has resulted in a 11% increase in the same period for salary & benefits and general operating expenditures which ensures students have and will continue to receive the academic and support services needed.*

### **Colorado Mountain College**

*CMC's student population has declined slightly each of the past four years due to an expected economic rebound in the mountain communities. (The unemployment rate in Colorado's resort communities is at an all-time low and hovers around 2.5%.) The college's overall enrollment is generally stable, though we expect to experience declining enrollments among non-resident enrollments due to national structural population changes. In spite of these changes, the college has generally performed well, financially and academically.*

### **Area Technical Colleges**

*The below highlights how our caseload is changing, and outlines the funding impacts on the overall budget:*

*Changing (increase) demographic caseload:*

- *Students with special needs, both documented, physical and mental disabilities*
- *Variety of barriers such as homelessness, food insecurity, joblessness, justice involved*
- *Students entering training programs that have not had success in prior academic endeavors*
- *Career changers and re-entry*
- *Soft skill deficient, in particular in the areas of reliability and dependability*

*Funding has been allocated/increased for:*

- *Staff to provide more intensive services along the lines of navigation as opposed to traditional advising.*
- *Variety of accommodations as our costs have quadrupled*
- *Emergency support funding for our students to complete and be placed in their program*
- *Classroom supports for contextualized learning with math and reading (academic supports)*



- *Noncredit on-ramps into for credit programs*

- 9 Please provide an overview of the Department/governing board's current and future strategies for the use of outward facing technology (e.g. websites, apps) and the role of these technologies in the Department's interactions with the public.

### **Colorado Community College System**

*Technology plays a vital role in almost everything we do at CCCS from registering students for classes to providing interactive learning experiences for students to providing transcripts to students after their time at CCCS.*

#### **Aims Community College**

*The Aims' Board of Trustees (BOT) has a progressive technology strategic plan which includes an update of the Aims' website: BOT posting of monthly agenda and minutes; streaming monthly BOT meetings; "Watch the latest BOT meeting" (archived video); opportunity for constituent email communication with the BOT. Additional technological initiatives are being explored by the Aims Marketing team and will be recommended to the BOT in 2019.*

#### **Colorado Mountain College**

*The overall direction of Colorado Mountain College's web presence is to leverage technology to make more college resources available to the public. We are implementing systems that simplify the application process, and allow better search and registration processes, for both credit and noncredit. Our technology enhancements allow students to engage with CMC from mobile devices and when it is convenient for them.*

*The college website is built on the Wordpress platform. With its huge user base and development community, Wordpress gives us the flexibility to adapt to changing technology, and present information from multiple sources on public webpages (e.g., academic catalog, campus events, news, social media feeds, job listings for graduates).*

*Current strategies for CMC's public online presence include:*

- *Remove barriers, simplify and increase ease of enrollment and registration.*
- *Communicate the breadth of CMC's opportunities for education and career building.*
- *Represent all of CMC's offices and departments publishing their relevant information and contributions.*
- *Connect CMC and its communities through CMC's multiple websites, blogs and social media platforms.*

*Future strategies include:*

- *Continue to address and improve accessibility and usability.*
- *Continue to optimize for mobile platforms.*
- *Efficiently share content through multiple sites and platforms.*
- *Improve ease of registering for non-credit courses.*

### Area Technical Colleges

*Emily Griffith Technical College uses its website EmilyGriffith.edu as a primary means to provide outward facing information to the public including program information, potential career pathways and admissions processes. In addition, Emily Griffith uses marketing automation software to quickly respond to inquiries from prospective students and email them information about the programs they are interested in. Automating and sending information this way is a strategy we recently employed and is proving to be in high demand from prospective students. Emily Griffith also uses various social media platforms in addition to Google My Business to reach our audience and disseminate information. We have scaled back our use of costly print publications which can quickly become outdated. These digital platforms allow us to update our outward facing information as needed and in an efficient and timely manner.*

*In addition, EGTC strives to limit public facing resources to maintain security posture and provide a smaller attack surface for potential intruders while providing essential services to students, faculty, and staff. EGTC utilizes the following outward facing services:*

- *Google Apps For Education provides secure email, files services for staff, faculty, and students.*
- *Secure file drop service for documents containing Personally Identifiable Information (PII).*
- *Secure VPN access for remote staff access.*
- *Mobile capable, secure student portal for faculty and staff for managing schedules, attendance, grades, and financial aid.*
- *Mobile capable, secure Learning Management System (LMS) for faculty and student coursework and materials. Consumer facing marketing website (highlighted above).*
- *Job board for student placement.*
- *Virtual Reality training portal through STRIVR.*

*All services are secured with firewalls, intrusion protection and prevention systems, and multi factor authentication where appropriate. All other services are non-public facing.*

DEPARTMENT OF HIGHER EDUCATION  
FY 2019-20 JOINT BUDGET COMMITTEE HEARING AGENDA (2 OF 3)

**Thursday, January 10, 2019**  
**1:30 pm – 4:00 pm**

1:30-3:00 PM PANEL: ADAMS STATE UNIVERSITY, WESTERN STATE  
COLORADO UNIVERSITY, FORT LEWIS COLLEGE

Presenters:

- Dr. Cheryl Lovell, President, Adams State University
- Dr. Tom Stritikus, President, Fort Lewis College
- Dr. Greg Salsbury, President, Western State Colorado University

Topics:

- R1 and R2/Affordability: Page 1, Questions 1-3 in the packet
- Higher Education Funding Model: Page 7, Questions 5-7 in the packet
- Higher Education Structure: Page 9, Questions 8-9 in the packet
- The Future of Higher Education: Page 12, Questions 10-14 in the packet
- Native American Tuition Waiver: Page 20, Question 15 in the packet

3:00-3:15 PM BREAK

3:15-4:00 PM: HISTORY COLORADO

Main Presenters:

- Steve Turner, Executive Director, History Colorado
- John Bush, President, Cumbres & Toltec Scenic Railroad
- Dan Love, Commissioner, Cumbres & Toltec Scenic Railroad
- Mark Graybill, Commissioner, Cumbres & Toltec Scenic Railroad

Supporting Presenters:

- Michelle Zale, Chief Administration Officer, History Colorado
- Tonya Covarrubias, Chief Financial Officer, History Colorado

Topics:

- Gaming Revenue and Request HC1: Page 30, Questions 1-4 in the packet
- Cumbres and Toltec Railroad: Page 67, Questions 5-7 in the packet

DEPARTMENT OF HIGHER EDUCATION  
FY 2019-20 JOINT BUDGET COMMITTEE HEARING AGENDA (2 OF 3)

Thursday, January 10, 2019  
1:30 pm – 4:00 pm

1:30-3:00 PM PANEL: ADAMS STATE UNIVERSITY, WESTERN STATE  
COLORADO UNIVERSITY, FORT LEWIS COLLEGE

***R1 AND R2/AFFORDABILITY***

1. Do you support the request as submitted? How would this funding affect the affordability of your institution(s)? Is tuition reduction an option? What kinds of quality improvements, if any, would you hope to fund with this level of increase? What would you do with more? With less?

**Adams State University**

*We appreciate the support for higher education the level of the request shows. At Adams State, we have held tuition flat for current students the last three years, and new students the last two years. In addition, we have a guaranteed four year tuition rate. No current students will see a tuition rate increase at all if they graduate in four years. While it is extremely important to keep our rates as affordable as possible, especially for the population we serve, a tuition reduction would not be possible at the level of the current request.*

*In addition to keeping our tuition flat, we have also been in the process of developing and implementing a Financial Action Plan. This current year (2018-2019) we have implemented year 1 and are planning for year 2. The goal of the Financial Action Plan is to improve our bottom line by \$1.5 million per year for each of the two years. Year 1's focus was primarily on budget cuts. It involved eliminating or reducing 45 positions. Year 2 strives to incorporate new revenue opportunities. However, with what we have been able to identify as of now, we still would need at least the amount allocated to us in the current request to balance our budget for 2019-2020 in accordance with the Financial Action Plan goals.*

*With additional funds, Adams State University would be able to invest in additional support for our students and technology improvements. With less, we would have to reduce services.*

**Fort Lewis College**

*Fort Lewis College supports the request as submitted and appreciate the Governor's recognition of the nexus between resident tuition and state funding. Fort Lewis College has among the lowest resident tuition rates in the state. Keeping resident tuition rates flat will maintain affordability for students, as well as serve as a key differentiator for the college. As one of the more affordable institutions in the state, the college would not advocate for lowering tuition.*

*Under the leadership of Dr. Tom Stritikus, the college has developed a new strategic plan, which will be adopted by the Board of Trustees in February 2019. The plan emphasizes student success as a centerpiece, including improving retention and graduation rates. Some of the strategies that are in development include a first-year experience, summer bridge program for under-prepared students and micro grants to provide emergency financial help for demonstrated need. We believe all of these initiatives will help attract, retain, and graduate students. The requested increase will help provide the funding needed for the above initiatives.*

*The proposed increase is especially important to Fort Lewis College. In the FY 2018-19 cycle, the college reduced the budget by \$4.2M, or 7.8%, due to anticipated enrollment declines. These reductions were allocated among administrative and instructional departments, thereby limiting flexibility for future cuts.*

### **Western State Colorado University**

*Western is appreciative of both the commitment to fund higher education at the level requested and the interest in our feedback on the proposal. Respectfully, our view is that the funding allocation model has serious flaws that disproportionately hurt small, rural institutions. Nearly 80% of funds distributed through the model are distributed on a unit or absolute basis—per student, per credit hour, per completion, per retained student, etc. The result is that institutions that do not have high volumes of these “units” are disadvantaged, even if they show strong relative growth or improvement. As an example, since the formula was implemented, Western has had the second largest growth rate in student enrollment among all governing boards, yet the growth in our state appropriation has barely exceeded the system-wide average.*

*Again, respectfully, the current request would seem to be a disincentive to Western for its progress—providing only an 8% increase, or approximately \$1M, which is much less than the statewide average of 13% (a 13% increase to Western would equate to \$1.7M). This increase is not sufficient to cover mandated cost increases, much less fund strategic initiatives that will support further growth at Western along with accomplishment of the goals of the statewide master plan. This is particularly true if tuition cannot be increased and SB262 funding is not made permanent—representing a potential \$500,000 reduction in funding to Western.*

*Even if tuition were permitted to increase at Western, it is not certain that our Board would support an increase. This is due to the fact that, over the past decade, Western has lost its competitive pricing advantage due to state funding cuts and a lack of adequate capital appropriations which led to installment of a major facility fee. We did not raise tuition for the current year and would like to avoid doing so in the coming year as well.*

2. If the State has less money to allocate, are you comfortable with the Department’s scale for determining an associated tuition increase? The Department’s approach allows for the sum of resident tuition and General Fund to increase at a rate well above inflation. Why is that appropriate or necessary?

### **Adams State University**

*The Department’s scale for determining tuition increases works for Adams State University. The Department’s approach to escalating costs includes the rapidly escalating PERA rates that aren’t captured with a simple inflationary adjustment. Colorado PERA contribution rates have increased far more than inflation over the last several years. The Department’s approach simply includes this expense in addition to an inflationary adjustment. In reality, we have other expenses that have also increased at a rate greater than inflation, but their approach is only including this one major cost driver. Thus, at a minimum, we believe this is a fair approach.*

### **Fort Lewis College**

*If less General Fund money is available to allocate, the college is comfortable with the Department’s scale. The scale recognizes the trade-off between general fund and tuition. The college further understands that balancing revenue and overall expenditure needs is a complex task, with many assumptions used.*

*Including non-resident tuition in a statewide calculation of the tradeoffs between general fund and tuition is very problematic. given the varying non-resident populations at each campus, coupled with differential tuition rates.*

*Additionally, the scale looks at the overall size of the higher education budget and does not account for the absolute dollar increases at each institution. The percent change at the individual institutions vary greatly. For instance, a 1% increase in tuition and fees at Fort Lewis College contributes approximately \$90 per student, while a 1% increase at Colorado School of Mines adds \$190 per student.*

*Higher education operates within a highly competitive environment and serves a diverse population with unique challenges and needs. Best serving these students and simultaneously providing high quality access to higher education opportunities throughout the State arguably results in cost increases that exceed the consumer price index. Furthermore, rural institutions incur costs associated with geographic isolations, as well as lack economies of scale that are not faced by urban counterparts.*

### **Western State Colorado University**

*While we are comfortable with the methodology for determining caps on resident tuition increases, we remain concerned about our ability to increase tuition without a negative impact on enrollment. This is despite the fact that Western has made significant investments in institutional financial aid over the past decade that have mitigated increases in net cost of attendance. Increasingly, we are finding that students and their families are making determinations on whether to pursue enrollment at Western based on the sticker price. Student focus on sticker price and away from net cost was a major factor in our Board deciding not to increase resident tuition for the current year, despite having authority to increase it by 3%.*

*For Western, beyond resident tuition and General Fund, the other major source of income is nonresident tuition. This population is important not only from an income perspective but also for the geographic and cultural diversity it brings to our campus. Furthermore, these students and their families who visit generate substantial economic impact to the Gunnison Valley, and many of our nonresident graduates stay in Colorado, becoming contributing citizens to the economic and social vibrancy of the state.*

*We are facing the same challenges with our nonresident population as we are with our resident population with relation to tuition increases. Including this revenue in the calculations to determine General Fund need would essentially mandate tuition increases on a population that already contributes more than the cost to deliver an education. This would have a negative effect on our ability to successfully recruit nonresident students. Given the contributions made by these student to Western and the economic well-being of the state, we believe this revenue source should be excluded from the Department's approach to determining General Fund need.*

3. Describe your student population. Are your programs affordable for the student population you serve? How big an obstacle is actual cost? How big a problem is perceived cost, i.e., that students overestimate what it will actually cost them to attend?

### **Adams State University**

*Adams State University serves a historically underserved student population. Over 38% of our undergraduates are Hispanic, and over 51% are students of color. We are Colorado's first federally designated Hispanic Serving Institution. Over half of our students are Pell eligible, over half are first generation and almost half are both first generation and low income. Actual cost is a significant factor for our students. Although Adams State University is one of the most affordable institutions in Colorado, our tuition and fees still cause significant financial hardship for our students and often prevent continued enrollment or reaching a degree. A contributing factor is the fact that federal funding for postsecondary education has not changed, yet the cost of education and the cost of living for students continue to rise. Education has become less affordable for citizens in our local communities.*

*We find students on either end of the continuum when it comes to not understanding the true cost of attendance. Some students perceive the true cost to be unattainable, without fully understanding what an education will actually cost them out of pocket, after financial aid and other resources. However, many of our students underestimate the money needed to complete the year, and find themselves with financial holds at the end of the semester due to lack of financial aid to cover tuition and fees on top of living expenses. Most of our students work during the semester to supplement their financial aid and pay for school.*

**Fort Lewis College**

*In Fall 2018, slightly over 50% of the student body included minority students. Thirty-one percent of students were first generation, 38% were eligible for the Native American Tuition Waiver and 38% were Pell eligible. The majority of these students are studying in the STEM fields. More than half of the student population is female.*

*In FY 2018-19, Fort Lewis College has the second lowest resident, and the lowest nonresident tuition and fees among the four-year institutions, as shown in the following table.*

	Resident Tuition & Fees	Non-Resident Tuition & Fees
Colorado School of Mines	\$ 18,964	\$ 38,584
University of Colorado - Boulder	12,532	37,286
Colorado State University	11,832	29,793
University of Colorado -Denver	11,395	32,005
University of Colorado at Colorado Springs	10,463	24,893
Western State Colorado University	10,114	21,586
Colorado state University – Pueblo	10,408	26,329
University of Northern Colorado	9,918	21,786
Adams State University	9,440	20,462
Colorado Mesa University	9,243	22,440
Fort Lewis College	9,041	19,696
Metropolitan State University of Denver	7,666	20,847

*Because of the rankings shown above, the college believes that the education provided is affordable and of good value. That said, there are many stories of students struggling financially. When including all the costs to attend Fort Lewis College, a Colorado resident will pay approximately \$25,000 annually and a non-resident will pay slightly over \$36,000. A Native American student whose tuition is waived, is still responsible for costs of approximately \$18,000. While much attention and aid is awarded to those who are Pell eligible, it is the students just above Pell eligibility, with expected family contributions of \$5,500, that are the group where affordability is truly an issue.*

*The perceived costs of higher education is an issue across the country. Fort Lewis College has a “student first” approach in the admission and financial aid offices in dealing with these concerns. Both offices discuss costs, financial aid and scholarship availability with families in a one on one environment. Additionally, the college is among the first in the state every year to send out financial aid awards. Both strategies help families have more time to truly understand the costs. The college recently implemented a microgrant program, providing support to students who have emergency situations or difficulty in paying their bill. The program is funded through donations to the college’s Foundation, and provides one-time assistance to help student manage difficulties that threaten their ability to complete their college degree.*

### **Western State Colorado University**

*Western's student population tends to be less needy (per Federal Needs methodology) than many other institutions in the state. Currently only 30% of our student population is PELL eligible, thus the students we serve are more likely to be able to "afford" college in general. Additionally, we made a conscious effort to keep costs affordable by not raising tuition this past year. However, since the great recession, tuition and fee increases have outpaced the increases in average household income for our target households, making affordability (both actual and perceived) a much larger issue, especially since the rising cost of college and the "student debt crisis" continue to be headline news.*

*In the past, both the actual and perceived net cost has played a modest role in whether or not a student enrolls at Western versus other factors such as location/distance from home and program availability. While enrollment nationwide has steadily declined the past seven years, Western's enrollment only declined one year in that same time frame (last year), which may indicate cost is becoming more of an issue for us than it has been previously. For Western, our actual net cost is impacted by the fact that over 90% of our student population comes from outside 100 miles of Gunnison. This requires that most Western students cover the cost of room and board and do not have the ability to save money by living at home and attending Western. This is a major factor disadvantaging small, rural institutions. The impact of this disadvantage has grown as the overall national pool of potential college candidates to Western has grown comparatively poorer.*

4. How much does your governing board rely on state funding? Resident tuition? Nonresident tuition? Other sources of support? Do nonresident enrollment and auxiliary/other revenues subsidize educational programs for resident students? Do they drive costs for resident students?

### **Adams State University**

*As a small, rural institution, Adams State University is very reliant on support from the state. While levels of state support have decreased from state funding making up over 60% of ASU's education and general revenue in 2008, our state support still makes up over 40% of our education and general revenue. Students and families cover the remaining approximately 60%. As a small, rural institution the base amount required to open the door is higher per student as there are not economies of scale to be obtained.*

*We are not a research institution, so our budget is not supplemented by indirect cost recoveries and large, research grants. We do however, supplement student services as a Hispanic Serving Institution with several Title V grants. We currently have four Title V grants, two of which are ending September 30, 2019, and the other two ending September 30, 2020. We will be applying for additional Title V grants in the spring of 2019, and hope to replace the federal money for student services with the new grants.*

*Our auxiliary revenues do subsidize our education and general funds, and thus, educational programs for resident students.*

### **Fort Lewis College**

*All sources of revenue are important in balancing the college's Education & General Fund budget, including State funding, which represents 25% of the FY 2018-19 budget. The following table shows the different types of revenue and related percentages:*



<i>Revenue Category</i>	<i>Percent of General Fund Budget</i>
<i>State Funding</i>	<i>25%</i>
<i>Resident Tuition</i>	<i>19%</i>
<i>Non-Resident Tuition</i>	<i>50%</i>
<i>Student Fee Revenue (General Fund only)</i>	<i>2%</i>
<i>Other Revenue (Indirect Cost Recoveries, Interest, Donations)</i>	<i>4%</i>

*Resident students pay approximately 37% of the overall cost of education FY 2018-19. As such, these students are subsidized by both the State and non-resident students. Auxiliary revenues are not used for general fund operations, as auxiliary functions are self-supporting and provide for auxiliary building maintenance.*

### **Western State Colorado University**

*State support (COF & Fee for Service) represented 19.4% of the University's operating revenues in FY2017-18. This represents the second largest revenue component at Western, indicating a heavy reliance on state support for operations. The largest operating revenue component is undergraduate tuition, which represented 30.6% of our operating revenues in FY2017-18. Resident students represented 73% of our undergraduate FTE in FY2017-18, but only 47% of our undergraduate tuition revenues (student share only). Once COF is considered, resident students accounted for 54% of our undergraduate tuition revenues, which is still quite disproportionate to their share of FTE.*

*Undergraduate student fees represented another 10.4% of our operating revenues, which is another cost component for our undergraduate students. The bulk of these fees support the student's extracurricular campus experience (e.g. athletics, student government and clubs, facility fees).*

*Auxiliary sales & services revenues represented 18.6% of our FY2017-18 operating revenues. These areas are self-supporting and are mainly comprised of campus housing, campus dining, and our campus bookstore. These areas do provide overhead to our E&G fund for administrative and student support costs but do not directly subsidize educational activities.*

*The remaining areas of our operating revenues: graduate and extended studies programs, grants and contracts, and other operating revenues comprise the remaining 21.0 percent of the University's operating revenues.*

	<b>FY2017-18</b>	<b>Proportion</b>
<b>State Support (COF &amp; Fee for Service)</b>	<b>\$ 11,821,897</b>	<b>19.4%</b>
Resident Tuition - Student Share	8,716,431	14.3%
Non-Resident Tuition - Student Share	9,869,017	16.2%
<b>Total Undergraduate Tuition - Student Share</b>	<b>18,585,448</b>	<b>30.6%</b>
Undergraduate Student Fees	6,349,004	10.4%
Auxiliary Sales & Services	11,310,583	18.6%
Graduate & Extended Studies Tuition & Fees	6,450,917	10.6%
Grants & Contracts	5,642,670	9.3%
Other Operating Revenues	674,724	1.1%
<b>Total Operating Revenues</b>	<b>\$ 60,835,243</b>	<b>100.0%</b>

Per the table below, nonresident tuition income is an important revenue source for Western as these students subsidize the cost of educating Colorado residents.

FY2017-18		
Noresident Tuition Revenue	\$	9,869,017
Nonresident SFTE		515.9
Nonresident Revenue per SFTE	\$	19,131
Total E&G Costs	\$	31,620,983
Total Undergraduate SFTE		1906.4
Total E&G Cost per SFTE	\$	16,587

### ***HIGHER EDUCATION FUNDING MODEL***

5. The Department has expressed interest in studying the higher education funding model and proposing revisions. Does your governing board support this? How deep should such a review go, i.e., should the Department try to revamp the model or only change parts of it? What can be done by the time the next report on the model is due in July 2019?

#### **Adams State University**

*Adams State University is very much in favor of a review of the current funding model for higher education. The model is extremely focused on volume. Small, rural institutions are harmed by the model. As discussed earlier, at Adams State, we serve a population that is largely first generation, Pell eligible, and underserved. While components of the model seek to address the institutions that serve these students, they too, are primarily driven by volume.*

*Tweaking parts of the model has resulted in minor changes, but even the possible tweaks to help the small rural institutions shown by legislative staff have only small impacts. Adams State would still be far under the statewide average increase for higher education. We are still receiving the lowest increases of all institutions in the state. Thus, continuing the work that was done in the previous legislative session for small, rural institutions, there obviously needs to be a significant change in how the model funds these essential institutions. We also believe that these changes can be made now.*

#### **Fort Lewis College**

*The Department, working with institutional representatives, should consider modifications and updates to the allocation methodology. Among the goals of HB 14-1319 are to develop a funding formula that is transparent, understandable, consistent, and predictable. The model has not achieved those goals. Additionally, HB 14-1319 specifically mentions that the rural location and low student enrollment (size) that affects the ability of an institution to meet operational costs be considered in the model. After five years of implementation, the results show that the model rewards volume and does not satisfactorily address the specific challenges of the rural and small institutions.*

*The College believes all components, statutory and policy, should be considered through a wholistic review of the model.*

#### **Western State Colorado University**

*Western strongly supports an in-depth study on the funding formula. The current model allocates nearly 80% of funds on a per unit or absolute basis—whether that is enrollment, credit hours generated, completions or number of students retained. This has significantly disadvantaged small, rural institutions. Specifically, for Western, where our*

*enrollment growth rate over the past five years is second highest among governing boards (CU highest), we have not been adequately rewarded. In fact, our increases in state funding have hovered around the statewide average despite our successes.*

*Generally speaking, the formula needs to provide a better balance of funding for relative gains versus the absolute. It should also better recognize the impacts on cost structure that location and size (enrollment) have on an institution. Further, it should better acknowledge that smaller institutions are disproportionately impacted by the escalating costs related to increased regulatory demands, growing student needs in areas such as mental health counseling, and increasing legal and personnel demands. The nature of these burdens for small schools is somewhat like “economies of scale” in reverse. Addressing this will likely require a revamp of the model, however, there may be ways to work within the existing factors. For example, a larger portion of the budget can be allocated through the institutional productivity factor or whatever factor may take its place, such as the newly proposed small school performance tool. Or additional weighting can be added to completions and retentions that account for rural location cost differentials.*

*We believe the state has an opportunity to make very significant improvement for the rural 4-year institutions (Adams, Fort Lewis and Western) with a fairly modest adjustment to the funding. In aggregate, our three schools represent just over 5% of the total support provided for higher education. To ensure long-term fiscal stability for our institutions would not require a dramatic increase in investment relative what is currently provided.*

*We would encourage that this review start immediately in order to affect the FY2020-21 funding cycle.*

6. The General Assembly may consider adjusting the weights in the higher education funding model for FY 2019-20. JBC staff has suggested some possible changes, including increasing funding related to Pell-eligible students, increasing the weight on certificates, and adjusting support for small institutions. Do you have feedback?

### **Adams State University**

*We believe the weights on Pell-eligible students should be increased. A Pell-eligible student typically represents a historically underserved, and often academically underprepared student. In many cases, the student is first generation and must be employed during the semester as well. These students require additional academic support services in order to be successful, and thus, cost more to retain. Reducing the attainment gap is not possible without investing in additional support services.*

*Our concern with increasing the weight on certificates is that it results in even more resources going towards volume and away from small, rural four-year institutions. Furthermore, this could dis-incentivize other degree programs. It would incentivize schools to shift their focus away from bachelor or master’s degrees and toward certificates that could be awarded more quickly and for proportionately higher returns in the funding model, with little to no regard for preparing graduates for lifelong employment options.*

*As mentioned in the previous answer, the funding formula continually directs resources away from small institutions. We would be in favor of fixing the formula’s disproportionate weight on volume alone. Furthermore, HB14-1319, required the funding model to take into account urban versus rural locations. Until last year, there was not a single component that took this into account. We are also in favor of greater predictability in the results of the model.*

### **Fort Lewis College**

*The college agrees that components of the model should be adjusted in a wholistic review. The college is not supportive of changing model components mid-cycle or in a haphazard, non-strategic manner.*

### **Western State Colorado University**

*Western strongly supports making formula adjustments for FY2019-20 that provide additional appropriations to the small institutions. We support the new, small school performance tool designed by legislative staff but would encourage a larger amount of money be distributed through this factor than what was originally proposed (\$10M). Further, we would urge the legislature to consider providing another phase of funding into the rural adjustment factor that was developed and funded at \$2.6M in the last session. It would be our recommendation to increase this line item to \$7.8M and distribute funding in the same manner as it is currently allocated.*

7. Do you have suggestions for how the State should address funding for the State's smaller, low-enrollment institutions in the model for FY 2019-20? What do you think of the new small school performance tool designed by legislative staff over the summer to provide a counter-weight to enrollment-driven components of the model?

### **Adams State University**

*The role and mission factor does not adequately address the costs to open the doors for business at the smaller, rural institutions. Rural versus urban location is not covered in the current model. Economies of scale cannot be easily achieved at the small, rural institutions. Furthermore, the pool for more economical adjunct faculty is not as large. Student credit hours do not cost the same at every institution.*

*We are appreciative of the efforts of legislative staff to develop a performance tool that serves as a counter-weight to the enrollment-driven components of the model. This makes some progress toward balancing the volume bias of the model. However, reallocating only the current mission component of the model is only reallocating 1% of the funding formula. This component alone is not the fix for smaller institutions. Furthermore, this has remained a constant dollar value, without any inflationary or other increases. Over the long term, the current method would result in a smaller and smaller proportion of the model being allocated to this component. We would like to see a more holistic, long-term fix in the model.*

### **Fort Lewis College**

*Rural institutions face many challenges, including size (enrollment) and location (rural or urban). These challenges are separated in HB 14-1319 as two distinct factors. Because of lower relative enrollment, rural institutions cannot achieve the economies of scale of the larger universities.*

*As previously mentioned, the college is supportive of a wholistic and transparent review of the funding model. Along with other changes, the tool designed by legislative staff should be considered for possible implementation.*

### **Western State Colorado University**

*Please see response to questions #5 and #6.*

### **HIGHER EDUCATION STRUCTURE**

8. Governing boards may largely direct their own program offerings. Do we have overlap or new program development that is duplicated due to the decentralization? Does this create inefficiency?

### **Adams State University**

*Over time and for various reasons, program duplication has occurred. In the San Luis Valley, general education courses are taught by both Adams State University and Trinidad State University, often in the same guaranteed transfer courses. The legislation allowing community colleges to now offer a Bachelor of Science in Nursing also creates program duplication.*

### **Fort Lewis College**

*The dispersed programs in the current higher education structure allow for delivery to regional area students and communities, providing excellent coverage for educational attainment. If there was a more centralized system of higher education, coverage across regional areas would still be needed. Each institution serves unique regional needs and supports local economic development. For example, the college has added new programs in Environmental Science, and certificate programs in Ski Operations, Pre-Health, GIS over the last years. These new programs address identified regional needs. Because of excess capacity, the college was able to add these programs without adding additional infrastructure.*

### **Western State Colorado University**

*Western prides itself in creating distinctive, differentiated, and niche programs that leverage our academic strengths and our place, and we have created the system to achieve this in our offerings. For example, in its exploration and development of new graduate programs (the only new programs at Western in recent years), the School of Graduate Studies' (SGS) template for new programs challenges proposing faculty teams to research and assess competitive advantage & market demand. Each of these two areas of analysis serve as the foundations for eliminating duplication and inefficiencies in academic offerings within our state. Western's graduate programs exhibit the characteristics of uniqueness, a key contribution to the 100% growth rate and to the 428 graduate students over the past five years. One example is the Master in Environmental Management (MEM) program. At the time of its launch, Western's MEM was the first and sole of its kind in Colorado. Through our distinctive approach to pedagogy, experiential field-based projects, and global partnerships, Western's MEM maintains its unique distinctiveness despite other similar program offerings arising in Colorado. A second example is Western's Outdoor Industry Master in Business Administration (OI MBA) launched Fall 2018. Supported by Gov. Hickenlooper, the OI MBA has been envisioned to fill a national-level gap found in the outdoor industry. Similar descriptions of distinctiveness can be shared about Western's five additional graduate programs. Additionally, and also a non-duplicative and differentiating niche for Western, is the development of 3+2 programs: these give students an opportunity to achieve a Masters degree in 5 years, at considerable cost savings for students with less time to degree. These hybrid undergraduate/graduate degree programs help students enter the job market quickly and more qualified. The 3+2 students may achieve Master degrees in Environmental Management, High Altitude Exercise Physiology, and Art and Exhibit Specialization from a wide variety of undergraduate pathways. A 3+2 with Western's new Outdoor Industry Master in Business Administration is planned.*

*Last, Western continues its keen willingness to engage in cross-institutional partnership that enhance resource efficiencies. One such example is Western's engineering and computer science partnership with the University of Colorado-Boulder. This STEM-based partnership, with expected launch of Fall 2019, is poised to expand the offerings for our students while potentially creating a new model for higher education.*

9. What are the strengths and weaknesses of Colorado's higher education governance structure, from your perspective? Should the State explore higher education governance changes?

### **Adams State University**

*There are several strengths with Colorado's higher education governance structure. Individual governing board are very connected to the institution they govern, and are well attuned to the uniqueness of the individual institution. This enables the board to not only understand our individual needs, but do not have to balance what is good for one institution with what may not be good for another if we were combined. We have the ability to collaborate with other institutions when it makes sense, but we don't have to when it doesn't.*

*However, the weakness is that we are potentially missing some economies of scale. We do currently collaborate with other institutions in the administration of our benefit plans (Colorado Higher Education Insurance Benefits Alliance (CHEIBA) Trust), as well as our participation in a retirement consortium. Examples of academic collaboration include an AgScience related partnership with CSU and an accounting bachelors to masters with DU. We continue to investigate and evaluate additional ways in which we can collaborate with other institutions to achieve savings and/or share costs.*

### **Fort Lewis College**

*Fort Lewis College was part of the old State Board of Agriculture (CSU System) until 2002, and has had a stand-alone governance system since that time. Having trustees that understand the uniqueness of the college, students and community has been of great benefit.*

*The current higher education structure allows governing boards to make the best decisions for their institutions, students and communities. The dispersion across the state provides opportunities for students to achieve a higher education credential without straying too far from home. That said, any collaboration between institutions regarding the development of academic programs would increase efficiencies. Collaboration and partnerships should be explored, developed and rewarded before any revamping of the higher education structure.*

### **Western State Colorado University**

*The change to independent governance in 2003-04 has been good for Western. All institutions have unique characteristics, strengths and challenges, and to have a Board that can focus on these distinctive attributes is beneficial to the University and the students we serve. Moreover, we believe fundraising capabilities are enhanced when donors know that there is focused governance of an institution, and we have demonstrated such with the strong success of our fundraising efforts over the past decade and a half.*

*While some may argue that a more consolidated governance system may provide better financial backstops and may prevent unnecessary program duplication, this has not been Western's experience. When Western was a part of the state college system, we did not realize any financial benefit to having a central board dole out resources to multiple colleges and there was no time in which resources were reallocated from one institution to bail out another. Regarding program duplication, the only programs Western has added are ones in which we believe we have a specialty to offer and where we see an unmet market demand. Western has engaged in partnerships with other institutions to deliver programs in ways that capitalize on the strengths of each institution without duplicating effort and resource consumption. The most notable of these is our recent partnership with the CU-Boulder School of Engineering and Applied Sciences to deliver computer science and mechanical engineering degrees at Western.*

*To summarize, the strength of Colorado's collection of universities is that its citizens enjoy a wonderfully diverse and nuanced choice of options for disciplines, locations, athletics, community and campus size, and instructional modality. The weakness is that the needs of these schools are equally nuanced, with small, rural schools particularly impacted by many of the state's economic developments and urbanization over the last couple of decades. This renders any "one-size-fits-all" or "super-board" governance structure approach insufficient.*

## ***THE FUTURE OF HIGHER EDUCATION***

10. How do you expect larger trends in higher education enrollment (e.g., fewer students graduating from high school, concentration of population in urban areas) to affect your institution(s)?

### **Adams State University**

*One of the current trends in higher education includes higher minority populations, fewer traditional first-time, full-time freshmen, more working adults, and students periodically stopping out. Our mission and vision has always been well aligned to serve these populations. Adams State University expects larger trends in Colorado's population demographics will require us to be innovative and flexible in how we deliver education. Future trends in lifelong learning demand that we look beyond traditional degree paths and traditional tuition revenue streams. Although we must be innovative, we must continue to nurture relationships in our local San Luis Valley community to support our high school graduates on a path to postsecondary education. We are increasing our high school concurrent options so that high school students are inspired to pursue education beyond college and know that Adams State University is a school that can help them reach their goals. We are also planning to expand online programs to address the needs of returning adult students.*

### **Fort Lewis College**

*According to data from the Western Interstate Commission on Higher Education, there is an expected decrease of 120,000 high school graduates between 2013 and 2030. Much of this decrease is seen on the eastern half of the United States, with growth of 5 – 10% in most states west of the Mississippi. Additionally, minority students will comprise 46% of college students by 2025 (National Center for Education Statistics).*

*Colorado is expected to have between 5% and 10% growth of high school graduate by 2030.*

*While the primary growth is expected on the front range, Fort Lewis College continues to be one of the more affordable options for Colorado students. The college maintains a recruiting presence on the front range, having two admission counselors dedicated to the Denver metro area.*

*Fort Lewis College has a reputation for accessibility and affordability, focused on minority and first-generation students. As the population growth is expected in minority populations, the college is well positioned to serve the growing demand. As part of the new strategic plan, the college has an increased focus on serving Latino students, which includes adding academic and student support resources. Additionally, the college has implemented a diversity hire program for new faculty and staff to better serve this growing population.*

### **Western State Colorado University**

*Most of the larger trends in higher education enrollment will affect Western. The pool of candidates is smaller. They are also poorer—which means they are more price sensitive—especially as the costs of tuition, fees, room and board have escalated. In addition to the anticipated decline in the number of high school graduates, the shift in demographics will necessitate adjustments in recruiting strategies as well as enrollment support and operations. As we see an increase in diversity of graduating students we anticipate a concurrent increase in related student considerations. A broader range of academic ability and college readiness, increases in financial need as family income is projected to remain stagnant, outcomes-focused “buying” motives and different decision factors as more first generation students pursue a college education will all influence Western's enrollment.*

*Western has already begun to adapt to address some of these trends. An intentional focus on diversity and inclusion initiatives will increase our ability to attract and support the academic success of an increasingly demographically diverse student population. Expansion of social and academic programming that addresses the interests and demands of future*

*student populations (partnership programs, accelerated degree programs, new degree programs in growing professional fields, multi-cultural programs, etc.) as well as initial planning for pipeline programs/MOUs and distance learning options will position Western as a viable, and potentially preferred, choice for prospective students. Increased sophistication of our financial aid awarding process through the new “need-based” algorithmic packaging of institutional aid will allow Western to be as effective as possible in awarding students with aid dollars. We are reviewing and revising recruiting, admissions and financial aid materials and processes to ensure usability for first generation students; a population that is often unfamiliar with the college process. Western will need to continue to adjust to anticipated shifts in the college-bound student population over the coming decade to remain competitive.*

11. In general, what role do you think the State should play in supporting institutions that face flat or declining enrollment? Should the State consider paying off debt, rather than making new capital appropriations, for those institutions that are overly leveraged? Should the State think about capital construction needs differently for institutions with flat or declining enrollment?

### **Adams State University**

*The State should consider debt relief for institutions that funded general fund buildings during the period of time the State was unable to fund them. However, continued re-investment in existing buildings is critical to our long term success and viability. The state could consider grouping controlled maintenance projects at institutions with multiple, smaller, but essential controlled maintenance projects into one combined capital appropriation request. This would address multiple needs at once, as opposed to funding a new building which may not be needed. Currently, the way requests are weighted, the four year institutions are required to match a higher percentage of the project than the community colleges to receive full points in this area. The small, rural institutions face the same problems as community colleges in identifying funds, foundations, or reserves to match these projects. Allowing the small, rural institutions to get full points at the same matching level as the community colleges would help.*

### **Fort Lewis College**

*The State should consider all types of assistance for its smaller institutions. This assistance could include enhanced funding, continuation of the HB 14-1319 “guardrails,” or other enhanced funding and flexibility models.*

*Fort Lewis College has recognized that the addition of a new academic building or capital renewal of an existing building can be very helpful in attracting students. The college believes that the State should continue to consider capital projects for institutions with significant debt.*

*The college has concern with allocation of funds to pay down debt for projects that have not gone through the state prioritization process. Each institution has the ability to make decisions with their own cash or bonding ability regarding campus priorities. A facility may be a campus priority, but not be a priority for the state when all other projects are considered.*

### **Western State Colorado University**

*Western has worked hard to be one of the few institutions whose enrollment has grown in the past five years. However, the enrollment challenges faced by small, rural institutions are immense and Western’s ability to continue this positive trend will be difficult. From our perspective, the best support the state can provide institutions whose enrollment is flat or declining is to readjust the funding formula to make it less weighted on volume. Generally speaking, the funding formula already disadvantages institutions/governing boards that do not have large volumes of students, credit hours delivered, degrees awarded, retained students, etc. When an institution does not have volume and is simultaneously experiencing enrollment declines, it is further disadvantaged through this formula. Western serves as a perfect example*



*of this. Last academic year, Western experienced its first enrollment decline in four years. In our four years of prior growth, and when most institutions were experiencing enrollment declines, Western's state appropriations grew at the system-wide average. For this next fiscal year, in which last year's enrollment drives formula outcomes, Western's state appropriation is projected to grow at 5% below the system-wide average. One year of decline should not drive this type of outcome in funding. Beyond moving the formula away from absolute metrics and towards more relative metrics, one other possible change would be conversion to a 3-year average change in enrollment to smooth out the variances from year to year.*

*Regarding capital construction funding, most of Western's appropriations over the past decade have focused on academic building renovations and have addressed major health, life, safety issues as well as deferred maintenance of the building's major systems. We have used institutional resources as well as debt to address issues within our residence halls and to create more contemporary student life spaces as a means to attract and retain students. This has placed Western in a highly leveraged position from a debt perspective. We are intrigued by the concept of allowing institutions to request debt relief in lieu of capital appropriations when deemed appropriate by the governing board. However, we believe that this should not relieve the state of its obligation to maintain its assets, and that this should be true regardless of what enrollment is doing at any institution.*

12. How has your institution changed in the last five years? How do you see it changing in the next 10?

### **Adams State University**

*Like other institutions, we have seen a change in our student population over the past five years. Our students come with more technological devices, averaging over 4 devices per student. Their expectations for bandwidth and technology have greatly increased. They are also coming to us with more needs: mental health, support services, developmental academic support, and other. We have had to adapt to meet the needs of our students with the limited resources we have.*

*Over the past year, Adams State University went through a comprehensive review of all programs, departments, and operations. We have reduced personnel costs and streamlined curriculum. Reductions in personnel included all categories of employees: vacant as well as occupied tenured faculty, administrative, and classified positions. We are being stronger stewards of our resources, and focusing on institutional sustainability.*

*Looking forward, Adams State will continue to diversify our types of enrollment, with a mix of both traditional and non-traditional adult students, expanded online offerings, and additional populations such as our prison college program. We are always actively pursuing additional revenue streams. This focus has made us more nimble to market conditions.*

### **Fort Lewis College**

*The Fort Lewis College 2012-2016 strategic plan 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 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. The following chart provides the degree production for the last ten completed fiscal years.

Fiscal Year	Number of Degrees	Fall Headcount	Percent of Degrees to Fall Headcount
2008-09	698	3,734	18.7%
2009-10	642	3,685	17.4%
2010-11	636	3,760	16.9%
2011-12	677	3,750	18.1%
2012-13	635	3,838	16.5%
2013-14	800	4,034	19.8%
2014-15	649	3,776	17.2%
2015-16	765	3,692	20.7%
2016-17	730	3,566	20.5%
2017-18	689	3,331	20.7%

The campus has been engaged in a strategic planning effort under the leadership of President Tom Stritikus. The new strategic plan is scheduled to be adopted by the Board of Trustees in February 2019. The new plan focus efforts on student success, community engagement, and scholars in action grounded in place, with a focus on systems to maximize efficiency and effectiveness. The next ten years will see new recruiting efforts, new credential programs (degree and certificate), enhanced support systems for minority students, focus on recruiting diverse faculty and staff to support the diversity of the student body. These initiatives are in alignment with statewide master plan goals.

### **Western State Colorado University**

Western has experienced remarkable success over the past five years. Student FTE enrollment has grown by over 16%, the second largest among governing boards, and our ethnic and racial diversity has grown from 10% of the total student body to almost 20% during this time. For most years, our graduation rates and retention rates have remained above peer averages. Our student loan default rate is one-half the national average. Western's CFI has improved considerably, registering "above the zone" by HLC standards in two of the past 3 years.

However, by far the most extraordinary accomplishment over the past five years is the \$80 million gift Western announced this past fall. This gift from alum Paul M. Rady will establish a new school of computer science and engineering at Western and will position Western for continued and enhanced success on a variety of metrics over the next decade and beyond. We have leveraged this gift to craft a partnership with the CU-Boulder School of Engineering and Applied Sciences that will give students the ability to earn a CU degree at Western. We expect the new school and the partnership to not only increase enrollment at Western but will dramatically elevate Western's reputation as a STEM education provider in the state of Colorado, an important distinction in this environment where these disciplines are rapidly growing in popularity and demand.

As indicated in our new strategic plan, Western will use the model of the new Paul M. Rady School of Computer Science and Engineering to pursue innovation in its liberal arts and professional curriculum, adding technical skills and civic education to be responsive to changing market demands, to grow the campus, to take advantage of location and community resources to provide personalized learning, and further develop experiential learning opportunities for students. We will

*also focus on implementing programs that will positively impact retention and graduation rates and close the achievement gap, some strategies of which are outlined below in questions #13 and #14.*

13. How do on-line classes, dual enrollment, and work-based learning/apprenticeships fit into your current educational offerings? Your vision of the future?

### **Adams State University**

*ASU is expanding undergraduate online classes. ASU offers Associate's degrees and 3 online BA degrees in the online format Business, Sociology and Interdisciplinary Studies. In the past year online offerings have grown from 32 online course to over 50, adding 19 online classes, with another 7 in development. An online English degree is in the early stages of development. Undergraduate online enrollment after a single semester (Fall 2018) has already matched total enrollment for the 2017-18 AY year. The 2018-19 AY shows an increase in SCH of nearly 14% after summer and fall semesters. ASU anticipates strategically expanding online course offerings and undergraduate degree programs over the next few years. This represents renewal after implementing significant processes and policies to ensure online course quality between 2016 and 2018.*

*At the graduate level ASU offers multiple degrees online, including: MBA, MA Humanities (options in History & Public Administration), Higher Education Administration & Leadership (HEAL), Teacher Education with multiple options, Human Education and Physical Education (Coaching, Exercise Science, Applied Sport Psychology, Sports Management), Counselor Education (MA and PhD), and Music Education. Growth in online graduate programs has been steady with an increase of approximately 11% SCH over the past year. ASU anticipates steady growth in these programs in the future, as it remains one of the most affordable options for a graduate degree. Online graduate programs enrollment is over one third of ASU's total enrollment.*

*ASU's dual enrollment program continues to grow. ASU offers dual enrollment options in four different delivery methods to maximize options for students in the San Luis Valley school districts that sometimes have few teachers who meet the required qualifications. Students are able to enroll in Dual Enrollment (College @ High School) classes taught by qualified high school teachers at their high school, in face-to-face concurrent classes on the ASU campus, online courses, or Video delivery classes which enable a single instructor to reach students at multiple high schools. As an example, our face-to-face concurrent enrollment has increased 78% from fall 2016 to fall 2018. ASU is currently part of the experimental PELL program for dual enrollment students. ASU has identified the following areas for growth of dual enrollment programs in the next few years:*

- *Expand video delivery course selection*
- *Increase the number of school districts participating in video delivery, online and College @ High School options*
- *Grow enrollment in ED 179: So You Want to be a Teacher, working with the local school districts as part of Project SERVE to create a pipeline of high school students interested in becoming teachers*
- *Grow enrollment from Colorado Digital Learning Solutions*
- *Continue to work closely with all 14 schools districts in the San Luis Valley to ensure that we provide access and are their school of choice for concurrent/ dual enrollment*
- *Explore tuition pricing strategies to help school districts have the capability to allow more students to take courses*
- *Continue to offer PELL for dual enrollment students*

*ASU provides work-based learning experiences in some programs. Nursing and Teacher Education require significant clinical and observation hours for all students prior to graduation. Many programs offer opportunity to enroll in*

*internships for credits. Business, Biology, and Sociology all have significant numbers of students completing internships prior to graduation. Other programs offer less formalized work-based learning experiences such as work-study within the department or community engagement projects with a course.*

*In order to expand and promote more Work-based learning ASU has established a committee to establish concrete guidelines for internships that will apply to all programs. Common student learning outcomes have been established such as professionalism, written and oral communication, teamwork/collaboration, and ability to demonstrate integrative learning relevant to the discipline. Additionally a common application process is being created to be used by all departments establishing an internship course. The Office of Career Services will serve as the central office that coordinates the development and implementation of internships. Student will be able to review all available internships at the Office of Career Services and businesses and employers can work with the office staff to create new internships and identify students. Multiple businesses such as the local hospital, local accounting firms, City of Alamosa, Alamosa County and U.S. Bureau of Land Management use ASU interns on a regular basis.*

### **Fort Lewis College**

*Fort Lewis College has a relatively small dual enrollment program, providing approximately 100 high school students courses on campus. Under the new strategic plan initiatives, these offerings will be expanded to include courses offered on high school campuses. Work based learning, apprenticeship programs and on-line learning are also key components of future programs. The college has recently completed planning for the first fully online program; Ski Operations. This program has received approval from the Higher Learning Commission. Additionally, Fort Lewis College has recently entered into an internship program with Rocky Mountain Chocolate Factory (headquartered in Durango) and Bank of the San Juans. These partnerships provide important opportunities for students.*

*Community responsiveness is one of the core elements of the new strategic plan. The college will work with community organizations and businesses to help match academic programs and institutional competencies to local employers.*

### **Western State Colorado University**

*On-line classes, dual or concurrent enrollment, and work-based learning are all areas Western is currently developing and plans to expand in the future (all three are in our new strategic plan) to serve our students. With respect to on-line classes, our Education program is entirely on-line for both undergraduate and graduate students; for graduate students, like with our other graduate programs, on-line courses are particularly important for professionals seeking to improve their career prospects. All but one of Western's graduate programs have on-line course options; additionally, over half of Western's summer offerings are on-line. Expansion of on-line offerings is part of Western's new strategic plan, and there is a new taskforce on campus charged with expanding our on-line student market and improving on-line services to students, with a focus on developing on-line concurrent enrollment options, GTPathways options, and new on-line programming.*

*Concurrent enrollment (CE) has been an area of emphasis for Western, with 200% (headcount) growth over the past five years, and continued service to Colorado high school students. Pathways to higher education in the form of CE is part of Western's strategic plan. Constraints to broader provision of CE, or even continued provision at current levels, include both the cost of CE offerings and the lack of high school instructors qualified under accreditation standards to teach at the university level.*

*The 2018-2023 Western Strategic Plan emphasizes experiential learning as a signature pedagogy for the campus. The principal means for achieving work-based learning at Western are the internship relationships between all academic programs and businesses, non-profits, and governmental agencies. In an effort to expand internship opportunities, including paid, for credit, and volunteer internships, Western has devoted staffing to its Career Services Center for further*

*student support and employer outreach. Data results regarding internship offerings to assess this initiative are currently being developed.*

14. The State Higher Education Master Plan focuses on increasing completions and closing the achievement gap. How much progress have you made on these issues? What steps are you taking, and do you recommend the State take, to move that vision forward?

### **Adams State University**

*Adams State has been very successful in closing the achievement gap. Adams State's 6-year Hispanic student graduation rate has increased 14% since 2011. In fact, our 6-year Hispanic graduation rate is 7% higher than our white student population graduation rate. As a regional institution, 38% of our students are from the San Luis Valley. We provide a critical service to these students, as many are place bound and would not be able to attend other institutions in the state or elsewhere. A significant number of students also start their studies at Adams State University with the intention of transferring to another university within two years to complete a program not offered at ASU, such as engineering. One concrete step the state should take is to ensure we are appropriately recognized in the formula for this component of our mission.*

*In 2017, we implemented degree auditing and planning software. We continue to fine tune, and find ways to utilize the software to meet the needs of all our students. We piloted a first year advising center in fall 2018. It has been very successful, increasing the average semester credit load of our first-time students by 0.7 credits in just one semester. We are focusing on advising students early on how to follow a graduation plan and encourage enrollment in fifteen or more credits per semester.*

*At a curricular level, we have improved math pathways for earlier general education math completion and are making progress in eliminating developmental English courses in alignment with the Colorado Rises strategy. Our institution has also been working on a multi-year undergraduate curriculum to be launched in fall 2019. "The Pathways Project" will transition Adams State University into a new comprehensive academic and co-curricular framework by reforming how ASU conceptualizes, designs, delivers, and measures higher learning experiences. Guiding this initiative are the best practices for liberal arts education as identified by the American Association of Colleges and Universities, the new Adams Outcomes, inclusive excellence, and an emphasis on enhancing the impact and perceived value of the general educational curriculum through integrative learning and High Impact Practices.*

### **Fort Lewis College**

*In order to improve retention rates and close achievement gaps, the State of Colorado should focus on supporting regional universities with extra funds. Initiatives to achieve the state's master plan goals will require substantial commitment from both the Legislature and the institutions. Investing in student success will require a funding model that pushes resources to the campuses that can best engage in this work.*

*Fort Lewis College has launched several initiatives that will support underprepared students through high-impact practices. Through the strategic planning efforts, the college has established goals to increase retention and close the achievement gap. Initiatives to be launched in the next academic cycle include:*

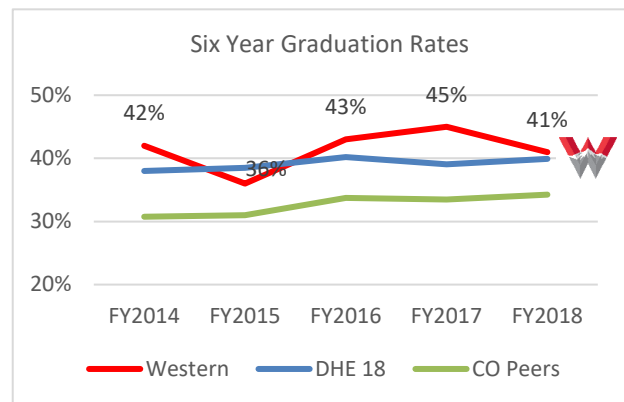
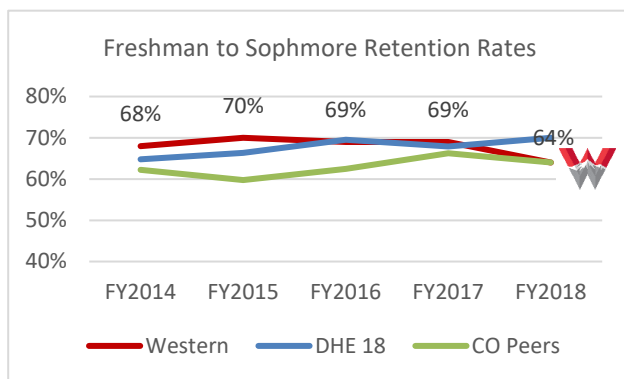
- ***Summer Bridge Program*** - *This program will allow underprepared students to come to campus for a week in the summer just before the start of the Fall semester. The goal is to provide some academic preparation, especially in math and composition, as well as co-curricular programming that acclimates the students into college life. Programs like these have been shown to drastically increase retention rates.*
- ***Freshmen Seminar*** - *This one-hour credit seminar will serve as a launch for students and provide a support system as they transition into a college environment. Small, problem-based courses will forge*

connections with faculty and peers. This course also serves as a vehicle for the dissemination of information on topics like advising, registration, academic holds, and four-year maps to graduation.

- **Strengthening Professional Advising and Faculty Mentoring** – The college is actively engaged in new strategies to ensure that students whose grades raise certain flags for concern are contacted through intervention advising. Additionally, faculty are working to develop a clear and structured mentoring program.
- **Teaching and Learning Committee** - This new committee has been charged with developing workshops designed to engage faculty in discussion of how teaching can be more student-centered. The committee is also exploring the feasibility of a teaching and learning center.
- **Mellon funded Inclusive Pedagogy Practices** - A \$500,000 Mellon Foundation grant will fund a team to work with faculty campus-wide on inclusive pedagogies, innovative teaching strategies, and co-curricular strategies. The goal is to closely examine practices and discuss change within the context of serving a diverse student body.
- **Diversity Hiring Initiative** - At the direction of the President, the Provost has launched a Diversity Hiring Initiative with a goal of one third of all hires being from a historically diverse or marginalized group. The college would like to have a faculty and staff that better represents our student body.

### **Western State Colorado University**

Per Western’s mission and 2018-2023 Strategic Plan, Western is committed to student success. We are proactively implementing best practices that focus on equity, increased student retention and graduation rates and closing achievement gaps. Currently (FY 2018-19) Western’s retention rate is 70% and our goal is to increase our first to second year retention by 5% and our six-year graduation rate from 48% (projected FY 2018-19) to 50% over the course of the strategic plan.



We recognize that different students need different types of guidance, support and resources in order to reach the graduation podium. Our initiatives are tailored to meet the needs of our diverse student population in order to enhance student success and achievement for both traditional and traditionally at-risk Western students. The following is a summary of the initiatives Western has implemented to accomplish these goals:

1. Complete College America Game Changers: 15 to Finish, Math Pathways, Co- Requisite Support, Meta Major Programming, Academic Maps, Proactive Advising, and Purpose First.
2. Early Alert System: This fall, Western administered an early alert survey to all first-time freshman and transfer students during week six. The survey was designed to holistically assess student levels of 1) Sense of belonging and connectedness, 2) University fit, 3) Academic preparedness, 4) Financial security, and 5) Homesickness. Our survey received a 75% response rate and was followed by an

*“all hands on deck” campus-wide outreach to those students most at risk. Our goal was to resource, assist, and/or guide students to the services they needed to retain. Similar types of outreach were made to students with poor attendance, unsatisfactory grades, and those who had not registered for the spring 2019 semester. These efforts will continue into the future.*

3. EPIC Peer Mentorship Program: *The Experienced Peers Initiating Connections (EPIC) Mentorship Program (starting Spring 2019) connects new incoming students with current upper-class students at Western. EPIC mentors work to break down roadblocks and demystify myths about transitioning to college before a student ever arrives on campus. EPIC mentors work with new students in navigating college life, both academically and socially. EPICs are educated and empowered to provide referrals to professional level resources on and off campus and to embrace the opportunity to provide informal support and encouragement on a peer to peer level. The individual attention offered from peer mentoring is a critical pillar of a strong retention strategy and is a key initiative in closing achievement gaps at Western.*
4. Multicultural Center's (MCC) Connection Coaches: *Western's Multicultural Center has created a robust peer mentorship program meant to outreach to our students of color on campus. Through regular meetings, upper class MCC Connection Coaches meet with first-time freshman and transfer students to build relationships, offer advice and resources, and direct students to the appropriate offices for financial, academic, social, and/or mental health services.*
5. Retention scholarship: *Through generous private funding, Western has been offering retention scholarship money to students who are most at risk of not returning to Western due to financial constraints. The scholarship amounts have ranged from \$1000-\$3500 and are applied towards tuition and fees. To date, we have awarded close to \$50,000 in retention scholarships.*
6. Enhanced Data Analytics: *To execute Western's strategic initiatives focused on student retention and engagement coordinated the University Retention Committee, Western has developed and implemented systems that: 1) identify and aggregate existing data; 2) identify missing data and facilitates its collection and integration; 3) develop algorithms based on that data that predict retention outcomes; and 4) provide ongoing assessment of retention/engagement response tactics.*
7. Open Educational Resources (OER): *Western has initiated an OER campus working group, sent faculty and staff to OER conferences and workshops and has applied for funding from the Colorado Department of Education to implement best practices around making course resources more accessible and affordable for students, particularly in general education courses.*

### ***NATIVE AMERICAN TUITION WAIVER (FORT LEWIS COLLEGE)***

15. Are you continuing to work for changes to federal law that would affect the state's obligation for the Fort Lewis Native American tuition waiver? Specifically, do you anticipate federal support for nonresident Native American student tuition at Fort Lewis College? What is the status of your lobbying efforts at the federal level?

#### **Fort Lewis College**

*Fort Lewis College continues to actively work for change in the federal statute to support Colorado's cost of the Native American Tuition Waiver. The college has continued the contract with Nighthorse and Associates to aid in the lobbying efforts. Several legislative avenues have been attempted. In the 115th Congress, Governor-elect Polis passionately fought for inclusion of this funding in the Prompting Real Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act, a House Republican Higher Education reauthorization bill. Unfortunately, the bipartisan amendment was defeated. The tuition waiver legislative language was directly inserted in the Aim*

*Higher Act (H.R. 6543), which was a comprehensive reauthorization of the Higher Education Act (HEA) introduced by the House Democrats in July 2018. This movement gives the tuition waiver legislation an advantageous position, given the change of power in the House, should HEA move forward for consideration in the next Congress. The college will seek to partner with the Governor and Colorado legislature to secure their support in these efforts to obtain federal assistance with the Native American tuition waiver.*

**ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED. PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.**

- 1 Provide a list of any legislation that the Department/governing board has: (a) not implemented, or (b) partially implemented. Explain why the Department has not implemented or has only partially implemented the legislation on this list. Please explain any problems the Department 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 does not have any unimplemented legislation.*

- 2 Does the Department/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, 2018 (link below)? What is the Department doing to resolve the HIGH PRIORITY OUTSTANDING recommendations? [Please indicate where in the Department'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-30-2018>

**Adams State University**

*No. Adams State University does not have any high priority outstanding recommendations identified in the Annual Report.*

**Fort Lewis College**

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

**Western State Colorado University**

*Western does not have any outstanding audit recommendations.*



3 If the Department/governing board receives federal funds of any type, please respond to the following:

- a. Are you expecting any changes in federal funding with the passage of the FFY 2018-19 or 2019-20 federal budget? If yes, in which programs, and what is the match requirement for each program? [NOTE: governing boards do not need to provide information on specific research or other grants]

**Adams State University**

*Based on the discontinued funding of the Perkins Loan Program, we are liquidating our Federal Perkins Loan Portfolio. This program had previously funded the indirect cost components of our Federal Workstudy and Federal Supplemental Educational Opportunity Grants (SEOG) as well as the Perkins Program. Adams State's Federal Workstudy indirect cost is \$13,777 and Federal SEOG indirect cost is \$6,932.*

**Fort Lewis College**

*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 2019-20 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.*

**Western State Colorado University**

*While there has been much discussion around the PROSPER Act and the Aim Higher Act, there has been no movement forward for either bill, and with a new Congress convening in the new year it is likely delays will continue. Western did not have any changes in federal funding for FFY 2018-19, and we do not expect changes for FFY 2019-20.*

- b. Does the Department have a contingency plan if federal funds are eliminated?

**Adams State University**

*The elimination of federal funds would be devastating to Adams State, as over 50% of our students rely on Federal Pell grants, as well as other federal support. Given the high poverty region we serve and our institutional role and mission that includes a focus on first generation college students, we have no capacity to develop a contingency plan to address the elimination of federal funds.*

**Fort Lewis College**

*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**

*From a federal financial aid perspective, we currently do not have a contingency plan as we expect no changes for either FFY 2018-19 and FFY 2019-20. Western receives a very small allocation in Supplemental Educational Opportunity Grant (SEOG) and could likely utilize institutional funding in lieu of this. However, we would not be able to offset our allocation for Federal Work Study.*

*The federal funds coming in for sponsored programs do not require a contingency plan because research and associated activities can cease without impacting general operations. So, while it will have an impact on federally supported research and activities, it will not impact Western's general operations.*

- c. Please provide a detailed description of any federal sanctions or potential sanctions for state activities of which the Department is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the Department by the federal government during FFY 2018-19 or 2019-20.

**Adams State University**

*There are currently no federal sanctions or potential sanctions by the federal government for the 2018-19 or 2019-20 years.*

**Fort Lewis College**

*N/A*

**Western State Colorado University**

*Western is not aware of any potential sanctions that would impact operations.*

- 4 Is the Department/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 Department is working with other state or federal departments to coordinate the campaign? *Governing boards are requested to provide information on the size of their advertising/PR budgets.*

**Adams State University**

*Adams State currently has paid radio media buys running in the markets of the San Luis Valley and Chaffee County, and spends an estimated \$500-\$800 per month on radio buys, depending on the number of markets the radio spots are airing in simultaneously. The radio spots run during high school prep games to engage radio listeners tuned into local high school sports. One metric Adams State uses to determine the effectiveness of the radio campaign is student applications from those specific small markets. Adams State also has executed a digital media buy through Tegna Corp. and 9News in Denver targeted at web users in small towns across Colorado, northern New Mexico, and the Rocky Mountain Region. The campaign is measured in the delivery of guaranteed digital impressions yielded through targeted buys, and again looks at whether the university is increasing the number of students applying who come from small towns and small, regional markets. The digital media campaign spend is an estimated \$8,000 per month, which has been funded by private donors to pay for and support the digital media buys and strategically places digital media buys during high school recruiting seasons.*

*Adams State's marketing strategy as a whole is to appeal to high school students growing up in small towns. The strategy aligns to data that shows students who come from small towns retain better and graduate at higher rates from Adams State than students from large urban metro areas. Data show our current digital campaign nets interest from mostly small, rural markets with the majority of the viewers in the 18-24 year old age range. We closely monitor the effectiveness of these campaigns and change strategies as needed. Adams State aspires to be the university of choice for kids growing up in small towns, hence its focus on small markets with paid media buys.*

### **Fort Lewis College**

*Fort Lewis College spends approximately \$500,000 annually on print materials and advertising costs. The vast majority of these expenditures are directly related to student recruiting. Of this amount, approximately \$25,000 is 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 fifth issue, is mailed to appropriate leadership including governmental and civic leaders, local school systems, parents of current students and benefactors.

### **Western State Colorado University**

*Western participates in/contributes to public awareness campaigns in partnership with the CDHE. The goal of these campaigns is to increase college attendance (Free App Day Campaign) and completion of FAFSA requirements. Generally the cost of these campaigns is limited to staff time already allocated to social media or email campaigns. The Free App Day campaign on October 30, 2018 included waiving the standard application fee, costing Western approximately \$30,000 in lost revenue.*

- 5 **DHE ONLY:** Based on the Department’s most recent available record, what is the FTE vacancy and turnover rate by department and by division? To what does the Department attribute this turnover/vacancy? Do the statewide compensation policies administered by the Department of Personnel help or hinder in addressing vacancy or turnover issues?
- 6 **DHE ONLY:** Please identify how many rules you have promulgated in the past two years (FYs 2016-17 and 2017-18). With respect to these rules, have you done any cost-benefit analyses pursuant to Section 24-4-103 (2.5), C.R.S., regulatory analyses pursuant to Section 24-4-103 (4.5), C.R.S., or any other similar analysis? Have you conducted a cost-benefit analysis of the Department’s rules as a whole? If so, please provide an overview of each analysis.

- 7 What are the major cost drivers impacting the Department/governing board? Is there a difference between the price inflation the Department/governing board is experiencing compared to the general CPI? Please describe any specific cost escalations.

### **Adams State University**

*Personnel costs are our single largest cost driver. Colorado PERA costs have risen steadily for over ten years. We paid 10.15% for our employer share of PERA in 2005. In 2017, this percentage had risen all the way to 20.15%. While PERA reform is needed, it continues to drive up the costs, far outpacing the general CPI. Not only are rates increasing, but also the expansion of the definition of what is includable salary is also driving up costs. In addition, our share of the unfunded PERA liability which we are required to book on our balance sheet is over \$80 million. Personnel costs are also driven by the cost of faculty, which require higher levels of education and corresponding nationally competitive salary. Being in a remote, rural location also hinders our ability to contain costs by shifting to less expensive adjunct faculty. In many cases, the pool is just not there.*

### **Fort Lewis College**

*The Fort Lewis College budget can be divided into three major categories, salaries and benefits, non-discretionary expenses, and operating costs. The salary category includes faculty, state personnel system (classified) staff and staff exempt from the state personnel system. Due to declining enrollment over the previous few years, faculty and exempt staff have not received salary increases. Classified staff increases, set by the legislature, have been in excess of the general CPI. Education and General Fund salaries and benefits represent approximately 68% of the E&G budget.*

*Non-discretionary expenses include utilities, health benefits, PERA contributions, scholarships and contractual agreements. Most of these expenses have experienced annual increases above the CPI rate.*

*Federal mandates, especially Title IX and Title IV, require increased staffing to keep the institution in compliance. Additionally, Durango has a high cost of living due primarily to housing prices. Housing prices have been a disadvantage when recruiting faculty and staff, leading to the need to have competitive salaries.*

### **Western State Colorado University**

*Like most institutions of higher education, the biggest cost driver is the recruitment and retention of quality faculty and staff. Over 60% of Western's education and general fund expenses are personnel-related. This includes providing competitive benefit packages, such as health insurance, the cost of which is growing exponentially. Over the past five years, Western's contribution to health insurance premiums for the education and general fund grew by 40%, from \$1.9M to \$2.6M, well beyond the rate of inflation.*

*One of the largest challenges for Western in recruiting and retaining quality faculty and staff is the relatively high cost of living, a significant contributor of which is the high cost of housing, within Gunnison County. The most recent American Chamber of Commerce Researchers Association (ACCRA) statistics pegs the cost of living in Gunnison County at 106% of the national average. Over the past five years, cost of living indices (COLI) for Gunnison have ranged from 102% to 117% of national averages, largely due to higher-than-average housing and grocery costs.*

- 8 How is the Department's/governing board caseload [student population] changing and how does it impact the Department/governing board's budget? Are there specific population changes or service needs (e.g. aging population) that are different from general population growth?

**Adams State University**

*In general, our population based in the San Luis Valley is not expected to grow at the same rate as urban locations on the front range. Like the rest of the state, the San Luis Valley's population is also expected to age, which will result in an increase in our non-traditional student population. The population of our San Luis Valley is the most diverse in the state and also the poorest region of the state, and is projected to become more diverse.*

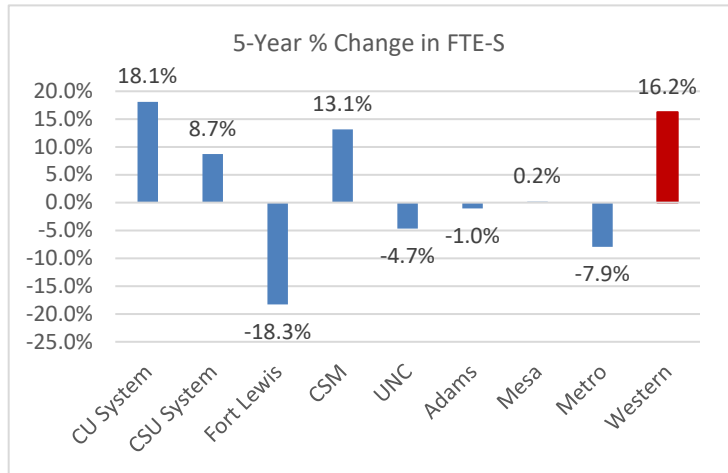
*A predominant service need is K-12 teachers, especially for rural Colorado. Adams State University has focused attention on its teacher education program to help support K-12 and graduate teachers. Healthcare is another service needs. ASU is part of the Region 8 Healthcare Sector Partnership to ensure that healthcare needs and related workforce development are addressed.*

**Fort Lewis College**

*Over the last few years, overall enrollment at Fort Lewis College has declined. Fall 2018 headcount was **virtually flat** from Fall 2017 enrollment. In Fall 2018, slightly over 50% of the student body was made up of minority students, a first for the college. Additionally, approximately one third of students are first generation, and 38% are Pell eligible. There has been a significant increase in the services needed by students, especially mental health. Students today are demanding amenities, innovative programs and competitive scholarships.*

**Western State Colorado University**

*Western has had the second largest growth rate in student FTE over the past five years. In general, this has had positive impacts on our institutional budget in terms of increased tuition revenue to support this growth and fund strategic initiatives. However, Western's growth has not been recognized through the state funding formula. Since the inception of the new funding formula (HB14-1319), Western's state support has not grown much beyond the statewide average. This is due to the volume-based nature of the funding formula which rewards sheer numbers and not proportional improvements or growth.*



*Western has been able to accomplish this rate of growth despite the increasing demographic challenges facing small, rural institutions. Specifically, growths in population are occurring in urban settings, not rural. Further, the college-going population is beginning to shrink and they are also more economically strained. Finally, the number of competitors in the higher education market is increasing, as many out-of-state institutions are entering Colorado to recruit our students. Recruiting students to attend Western will become increasingly challenging given these trends.*

- 9 Please provide an overview of the Department/governing board's current and future strategies for the use of outward facing technology (e.g. websites, apps) and the role of these technologies in the Department's interactions with the public.

### **Adams State University**

*ASU's current and future strategy is to use outward facing technology to accomplish at least three goals. First, we strive to provide a mobile-friendly, ADA compliant, and user-friendly experience through our website and related applications to share relevant information and content with current and future students, parents, and the public at large. Secondly, we seek to integrate outward facing technology with internal systems to simplify and streamline the student experience and enable easy-to-use, secure access to our educational systems. Lastly, we are working to use open-source software and cost-effective technologies and systems whenever possible to help control costs while still delivering high-quality content to our audiences.*

### **Fort Lewis College**

*Fort Lewis College is undertaking an aggressive and multi-faceted marketing campaign related to our outward-facing technologies in 2018-19, and beyond. These initiatives include:*

- *Website*
  - *A complete re-design of the [www.fortlewis.edu](http://www.fortlewis.edu) website. A thorough website audit was completed during summer 2018, and a branding firm and website design firm have been contracted to work through August 2019 on the redesign. Branding rollout is expected in Spring 2019 and the site will be in place before the start of the Fall 2019 semester.*
  - *The new site will have improved navigation, be more mobile responsive, and display more compelling visual and written content. The updated site will help Fort Lewis College reach more prospective students, better convey the college's differentiators, and help users better accomplish what they seek from the site (e.g., application, donation, navigation of College processes).*
- *Digital Marketing*
  - *Multiple digital marketing campaigns, comprised of social media advertising, search, programmatic, television, and other technologies. These campaigns will increase overall brand awareness as well as interest in signature academic programs including environment, health sciences, and business.*
- *APPS include:*
  - *A campus app that allows students to complete important tasks like checking their courses, billing, and access to campus services. The public can use the app to find campus contact information, check a webcam, read news stories, etc.*
  - *A virtual tour app introduces prospective students to the specifics of campus through interactive navigation, photos, and videos.*
- *Digital Accessibility Initiatives*
  - *The Informational Technology & Digital Accessibility Review Committee was established in 2015, which created policy to convey the college's commitment to addressing digital accessibility issues.*
  - *The Marketing & Communications office subscribes to Monsido, a cloud-based web governance tool that scans the Fort Lewis College site for broken links, search engine optimization issues, and ADA compliance issues.*
  - *Teaching & Learning Services integrated a video hosting solution, Arc, into the college's learning management system, Canvas, that provides automated captioning of videos as well as the ability to proof and edit captions to ensure accuracy.*

**Western State Colorado University**

*Western uses several websites (western.edu, gomountaineers.edu, go.western.edu) as well as a university app.*

*We do not anticipate any changes in our use of outward facing technology in the near future.*

DEPARTMENT OF HIGHER EDUCATION  
FY 2019-20 JOINT BUDGET COMMITTEE HEARING AGENDA (2 OF 3)

Thursday, January 10, 2019  
3:15 pm – 4:00 pm

3:15-4:00 PM: HISTORY COLORADO

**GAMING REVENUE AND REQUEST HC1**

1. Discuss the problems History Colorado is facing due to limited increases in gaming revenue. Include a history of the gaming revenue received by History Colorado over the last five years. What costs are driving the History Colorado budget and how are these increasing?

*Over the last ten years, History Colorado has faced significant financial challenges due to an unexpected slowdown in increases to its primary source of funding, limited gaming revenue. Over the last ten years, History Colorado's average annual increase in limited gaming funds has been 0.24 percent while the total amount of limited gaming funds distributed, less the Amendment 50 distribution, has been 1.38 percent.*

*In FY 2008, History Colorado's total limited gaming distribution, including a 20% distribution to gaming cities, was \$28,165,675 while in FY 2019 the total distribution to History Colorado was \$26,973,560, as per the table below. In FY 2008, the Museum and Preservation Fund would have received \$11,888,128 in funds (the Museum and Preservation Fund did not exist until FY 2016) and \$10,605,239 in FY 2019. The main reasons for the decrease in limited gaming distributions to History Colorado are the Great Recession, which reduced total limited gaming revenues beginning in FY 2009 due to less personal income being spent on gambling, and the passage of Amendment 50 that froze the History Colorado's portion of the distribution at the FY 2009 amount plus a maximum annual increase of 3%. In addition, in FY 2012 the Gaming Commission reduced the limited gaming tax rate, resulting in another drop in total limited gaming revenues collected. Again, History Colorado's portion of the distribution was reduced and subject to a 3% annual increase. This is also known as the "ratchet-down" effect.*

*At the same time that History Colorado's limited gaming distribution was being reduced and being subjected to the "ratchet-down" effect, the agency's first obligations on the Certificates of Participation (COP) payments for the History Colorado Center, approximately three million dollars a year with a balloon payment in FY 2022, were coming due. The opening of the History Colorado Center also increased the agency's operating costs, compounding the effects of the reduction in limited gaming revenues. Finally, as History Colorado's limited gaming distribution has increased at a rate less than inflation (0.24 percent average annual increase over ten years), the agency has had to use earned revenues to supplement the agency's basic operating costs. Supplementing the agency's basic operating costs with earned revenues has reduced the agency's funds available to invest in improving and increasing earned revenue activities, which impedes its ability to serve Coloradans, act like a business and compete with other Colorado cultural institutions for customers.*



## History of Limited Gaming Revenue and History Colorado (State Historical Society)

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
General Fund	\$0	\$2,811,210	\$16,200,000	\$20,400,269	\$20,304,942	\$12,102,134	\$11,820,185	\$13,517,425	\$15,463,715	\$15,231,192	\$15,653,346	\$18,067,072
Local Gov't Impact	\$6,538,460	\$5,543,271	\$3,772,780	\$3,600,806	\$3,314,827	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
CDOT	\$14,292,757	\$10,127,274	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Travel & Tourism	\$20,107,662	\$15,578,699	\$14,208,015	\$12,002,686	\$11,049,424	\$15,000,000	\$15,000,000	\$15,000,000	\$15,000,000	\$15,000,000	\$15,000,000	\$15,000,000
Council on the Arts	\$1,587,447	\$1,200,026	\$1,121,726	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Creative Industries	\$0	\$0	\$0	\$1,200,269	\$883,954	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000
Film Incentive	\$634,979	\$480,011	\$407,997	\$0	\$220,989	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New Jobs Incentive	\$3,174,894	\$1,400,052	\$1,291,231	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Colorado Office of Film	\$0	\$0	\$0	\$0	\$0	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
Innovative Higher Ed Research	\$0	\$1,000,000	\$1,904,251	\$1,680,376	\$1,546,920	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000
BioScience Discovery Evaluation	\$0	\$4,500,000	\$5,500,000	\$4,320,967	\$3,977,793	\$5,500,000	\$5,500,000	\$0	\$0	\$0	\$0	\$0
Advanced Industries Acceleration		\$0	\$0	\$0	\$0	\$0	\$0	\$5,500,000	\$5,500,000	\$5,500,000	\$5,500,000	\$5,500,000
Clean Energy Fund	\$3,959,650	\$0										
<b>State Historical Society (includes 20% to Gaming Cities)</b>	<b>\$28,165,675</b>	<b>\$23,878,704</b>	<b>\$24,867,360</b>	<b>\$24,195,009</b>	<b>\$23,127,355</b>	<b>\$23,633,194</b>	<b>\$23,475,304</b>	<b>\$24,455,998</b>	<b>\$25,515,680</b>	<b>\$25,385,467</b>	<b>\$25,621,874</b>	<b>\$26,973,560</b>
Gilpin & Teller County	\$12,071,004	\$10,233,730	\$10,657,440	\$10,369,289	\$9,911,723	\$10,128,512	\$10,060,844	\$10,481,142	\$10,935,342	\$10,879,486	10980803	\$11,560,097
Blackhawk, Central City & Cripple Cr	\$14,957,986	\$8,528,109	\$7,428,860	\$8,641,075	\$8,259,770	\$8,440,427	\$8,384,037	\$8,734,285	\$9,112,743	\$9,066,238	\$9,150,669	\$9,633,414
<b>Total Distributed</b>	<b>\$100,591,698</b>	<b>\$85,281,086</b>	<b>\$96,742,402</b>	<b>\$95,327,351</b>	<b>\$91,197,385</b>	<b>\$92,686,815</b>	<b>\$92,219,372</b>	<b>\$97,218,342</b>	<b>\$103,684,917</b>	<b>\$104,082,249</b>	<b>\$102,816,508</b>	<b>\$108,852,141</b>
Total Administration Expense Deducted before Distribution	\$11,483,187	\$12,163,935	\$14,067,108	\$10,622,508	\$12,360,115	\$11,958,159	\$14,103,328	\$13,981,725	\$14,561,705	\$15,022,463	\$16,925,549	\$16,925,549

\*This data is from the Department of Revenue's Limited Gaming Annual Fact Book and Abstract, found here: <https://www.colorado.gov/pacific/enforcement/industry-statistics-gaming>

Change \$	FY 07 - FY08	FY 08 - FY 09	FY09 - FY 10	FY10 - FY 11	FY11 - FY 12	FY12 - FY13	FY13 - FY14	FY14 - FY15	FY 15 - FY16	FY16 - FY17	FY17 - FY18	FY18 - FY19	Average Change	Total 10 year Change
State Historical Society (includes 20% to Gaming Cities)	-\$1,614,205	-\$4,286,971	\$988,656	-\$672,351	-\$1,067,654	\$505,839	-\$157,890	\$980,694	\$1,059,682	-\$130,213	\$236,407	\$1,351,686	\$234,022	\$2,106,200
Total Distributed	-\$5,765,016	-\$15,310,612	\$11,461,316	-\$1,415,051	-\$4,129,966	\$1,489,430	-\$467,443	\$4,998,970	\$6,466,575	\$397,332	-\$1,265,741	\$6,035,633	\$1,345,527	\$12,109,739
Change %	FY 07 - FY08	FY 08 - FY 09	FY09 - FY 10	FY10 - FY 11	FY11 - FY 12	FY12 - FY13	FY13 - FY14	FY14 - FY15	FY 15 - FY16	FY16 - FY17	FY17 - FY18	FY18 - FY19	Average Change	Total 10 year Change
State Historical Society (includes 20% to Gaming Cities)	-1.52%	-4.26%	1.16%	-0.69%	-1.12%	0.55%	-0.17%	1.06%	1.09%	-0.13%	0.23%	1.31%	0.24%	8.5%
Total Distributed	-5.42%	-15.22%	13.44%	-1.46%	-4.33%	1.63%	-0.50%	5.42%	6.65%	0.38%	-1.22%	5.87%	1.38%	12.52%

- Discuss request HC1 that would provide General Fund backfill for 50 percent of costs associated with maintaining historical sites, warehouses, and History Colorado’s collections and library staff.

*The agency is requesting \$661,623 in General Fund, half of the Collections and Facilities - Community Museums and Historic Sites FY 2019 budgets, to supplement its Core Historic Preservation Services.*

*History Colorado provides the State’s core historic preservation services. History Colorado is responsible for preserving Colorado’s history by collecting and housing artifacts representative of the State’s history and preserving historic places across the state (Community Museums and Historic Sites). These services are required by C.R.S. § 24-80-202, 24-80-210, 24-80-212, 24-80-401, 24-80-501, and 24-80-502.*

*As illustrated in Tables Two and Three below, the expenditures for the Historic Preservation Services have decreased annually since the agency revamped its financial strategy to balance its budget in mid-FY 2015-16. The budget for FY 2018-19 is the first year an increase in expenditures is predicted for Core Historic Preservation Services, which include the Collections and Library Division and the Facilities-Community Museum and Historic Sites, Division. The increase in expenditures for FY 2018-19 is primarily due to the agency’s decision to give all employees (classified and non-classified) a 3% salary survey raise. Non-classified staff at the agency has not had a raise since FY 2013-14, due to the change in its financial strategy in FY 2015-16.*

**Table Two: Core Historic Preservation Services Expenditures\***

	2015	2016	2017	2018 Expenditures	2019 Budget
<b>Historic Sites - FCIL</b>					
Payroll	\$249,052	\$245,088	\$238,595	\$241,199	\$263,886
Operations	\$40,591	\$28,905	\$22,446	\$24,731	\$15,372
Georgetown Loop	\$18,146	\$16,385	\$21,916	\$11,410	\$10,646
Historic Sites	\$14,791	\$6,675	\$2,795	\$11,839	\$10,005
Warehouses (house collections)	\$124,477	\$141,034	\$164,134	\$104,757	\$101,040
<b>Total:</b>	<b>\$447,057</b>	<b>\$438,088</b>	<b>\$449,884</b>	<b>\$393,936</b>	<b>\$400,949</b>
				2018	2019
<b>Collections &amp; Library</b>	<b>2105</b>	<b>2017</b>	<b>2017</b>	<b>Expenditures</b>	<b>Budget</b>
Administration	\$1,202,566	\$1,052,021	\$924,979	\$858,543	\$955,256
Contemporary Collecting and Special Projects	\$0	\$0	\$0	\$34	\$0
Archives	\$61,375	\$30,157	\$30,210	\$25,507	\$78,965
Culture and Community	\$7,900	\$1,416	\$1,244	\$2,702	\$2,175
Collections Services	\$16,350	\$33,141	\$18,957	\$16,373	\$16,600
Library and Research Center	\$19,450	\$18,244	\$17,299	\$25,249	\$27,240
<b>Total:</b>	<b>\$1,307,641</b>	<b>\$1,134,979</b>	<b>\$992,690</b>	<b>\$928,410</b>	<b>\$1,080,236</b>
	2017	2016	2017	2018	2019
Historic Sites - FCIL	\$447,057	\$438,088	\$449,884	\$393,936	\$400,949
Collections & Library	\$1,307,641	\$1,134,979	\$992,690	\$928,410	\$1,080,236
<b>Total:</b>	<b>\$1,754,698</b>	<b>\$1,573,067</b>	<b>\$1,442,574</b>	<b>\$1,322,345</b>	<b>\$1,481,185</b>

\*Expenditures are from the agency’s board approved P&L reports

**Table Three: Change in Core Historic Preservation Services Expenditures**

<b>Historic Sites - FCIL</b>	<b>2015 to 2016</b>	<b>2016 to 2017</b>	<b>2017 to 2018</b>	<b>2018 to 2019</b>
Payroll	-1.59%	-2.65%	1.09%	9.41%
Operations	-28.79%	-22.35%	10.18%	-37.84%
Georgetown Loop	-9.70%	33.75%	-47.94%	-6.69%
Historic Sites	-54.87%	-58.13%	323.60%	-15.49%
Warehouses (house collections)	13.30%	16.38%	-36.18%	-3.55%
<b>Total:</b>	<b>-2.01%</b>	<b>2.69%</b>	<b>-12.44%</b>	<b>1.78%</b>
<b>Collections &amp; Library</b>	<b>2015 to 2016</b>	<b>2016 to 2017</b>	<b>2017 to 2018</b>	<b>2018 to 2019</b>
Administration	-12.52%	-12.08%	-7.18%	11.26%
Contemporary Collecting and Special Projects	0.00%	0.00%	0.00%	-100.00%
Archives	-50.86%	0.18%	-15.57%	209.58%
Culture and Community	-82.07%	-12.14%	117.17%	-19.51%
Collections Services	102.70%	-42.80%	-13.63%	1.39%
Library and Research Center	-6.20%	-5.18%	45.96%	7.88%
<b>Total:</b>	<b>-13.20%</b>	<b>-12.54%</b>	<b>-6.48%</b>	<b>16.35%</b>
	<b>2015 to 2016</b>	<b>2016 to 2017</b>	<b>2017 to 2018</b>	<b>2018 to 2019</b>
Historic Sites - FCIL	-2.01%	2.69%	-12.44%	1.78%
Collections & Library	-13.20%	-12.54%	-6.48%	16.35%
<b>Total:</b>	<b>-10.35%</b>	<b>-8.30%</b>	<b>-8.33%</b>	<b>12.01%</b>

\*Expenditures are from the agency's board approved P&L reports

*History Colorado has confronted multiple factors which have deteriorated the level of statutorily required historic preservation services it is able to provide in the recent past. These include: a reduction of the amount of limited gaming funds available to the agency due to the passage of Amendment 50; a new building that is being paid for through a COP, paid for by the agency's limited gaming revenue and; a budget crisis that left an over two million hole in the agency's cash reserves and resulted in a major change in the agency's overall financial strategy.*

*Over ten years, the Historical Society's total increase in limited gaming funds was 8.5%, and total limited gaming funds increased 12.52%. In addition, over the last ten years, the average annual increase to the Historical Society's limited gaming revenue has been 0.24%, while total limited gaming revenue increased at rate of 1.38% annually. Limited Gaming revenues are the agency's only source of public funds, other than enterprise earned revenue cash funds it raises through earning revenue on its museums, programs and fee-based services. With History Colorado's annual increases to Limited Gaming revenues increasing at an average of 0.24% and most of History Colorado's expenses increasing at a rate that is at least equal to inflation, the enterprise earned revenue funds have had to make up for any shortfalls in Limited Gaming funding.*

*In addition, the agency has various annual expenditures which it has little to no control over, such as non-personnel common policies, indirect cost assessments to the Department of Higher Education, and a COP payment for the History Colorado Center. These expenses leave the agency with Table 4 below shows the expenses that are tied to statutorily required activities, or those which the agency has little to no control over in FY 2018. These costs have also increased at a rate larger than Limited Gaming revenue has increased (0.24%).*

**Table 4: History Colorado FY 2018 Statutorily Required/ Lack of Control Expenditures**

<b>Statutorily Required Expenditures</b>	
COP	\$3,012,835.00
Regional Maintenance Capital Cash Funds	\$500,000.00
Non-Personnel POTS	\$968,898.00
Higher Education Indirect Cost	\$233,772.00
OAHP (State Portion)	\$697,008.00
Collections	\$948,269.00
Community Museums Facilities	\$393,935.90
<b>Total</b>	<b>\$6,754,717.90</b>

*The new strategy, along with the statutorily required/ limited control expenditure increases, have put the Board in a position where it must decide whether to invest funds in revenue building activities, such as exhibits, marketing and philanthropy, or to invest in Core Historic Preservation Services that do not typically bring in earned revenue. As balancing the budget and increasing the agency's ability to earn revenues were the Governor and General Assembly's top priorities for History Colorado, these have been the top priorities for the Board since it was created in FY 2015-16. As a result, the budgets of, and associated ability to deliver, Core Historic Preservation Services have reduced since FY 2014-15.*

*There is currently a fiscal structural hole in the agency's finances, because it will continue to have to choose between funding its Core Historic Preservation Services or invest in revenue building activities. While the agency does believe that it can significantly increase its earned revenue over time, its Core Historic Preservation Services will continue to suffer until History Colorado has the structure and ability to sustain its earned revenue increases, which will take time.*

*If the proposal is approved, we anticipate the agency's ability and capacity to deliver quality statutorily required Core Historic Preservation services will continue into the foreseeable future. The proposal will also allow History Colorado to invest its cash funds in improving the agency's financial stability and sustainability through revenue building activities, as opposed to having to choose between providing Core Historic Preservation Services and balancing the budget.*

*If the request is not funded, the agency's statutorily required Core Historic Preservation services will continue to deteriorate, as costs for the COP, non-personnel POTS and other items outside the agency's control take up the majority of annual Limited Gaming revenue increases. Without additional funding, History Colorado will continue to have to make difficult choices about whether to build much needed capacity in Core Historic Preservation Services or continue to stabilize its finances through investments in earned revenue.*

*This budget request is directly linked to the Agency's Performance Plan goals of increasing engagement and reach, becoming financially stable, and maintaining an engaged and supported workforce.*

3. Instead of supporting History Colorado staff with General Fund, should the General Assembly consider amending statute to divert some of the limited gaming revenues that currently flow to the General Fund to History Colorado?

*History Colorado is amenable to using either limited gaming revenue or General Fund to fund the request.*

4. Provide a list of preservation grants awarded over the last two years.

*For FY 2017, please see the following pages from the FY 2017 State Historical Fund Grants Awarded report. For FY 2018 preservation grants awarded, please see the preliminary charts by county and project, which will be included in the March release of the FY 2018 State Historical Fund Grants Awarded report.*

FY 2017 State Historical Fund Grants Awarded

Arapahoe

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-HA-010	Survey and Planning	Joshua Inc.	David W. Brown House-The Joshua School	Historic Structure Assessment	Arapahoe\ Englewood	\$10,000	R-03	S-26	US-01
17-HA-014	Survey and Planning	City of Aurora, Aurora History Museum and Historic Sites	Bresnahan Property-DeLaney Farm (Education Barn and Loafing Shed)	Historic Structure Assessment	Arapahoe\ Aurora	\$15,000	R-42	S-29	US-04

Archuleta

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-001	Acquisition and Development	Town of Pagosa Springs	Pagosa Springs Waterworks Building-San Juan Historical Museum	Exterior Restoration and Roof Replacement	Archuleta/ Pagosa Springs	\$167,937	R-59	S-06	US-03
17-M1-002	Survey and Planning	San Juan Mountains Association	Gato/ Pagosa Junction, Juanita, and Trujillo Cemeteries	A Study of Hispano Cemeteries	Archuleta\ Rural	\$34,841	R-59	S-06	US-03

Bent

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-002	Survey and Planning	Bent County	Boggsville	Construction Documents	Bent\Las Animas	\$24,975	R-64	S-35	US-04
17-HA-002	Survey and Planning	Southern Plains Land Trust	Penrose School-District No. 33 School	Historic Structure Assessment	Bent\Rural	\$10,053	R-64	S-35	US-04

FY 2017 State Historical Fund Grants Awarded

Boulder

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-003	Acquisition and Development	City of Boulder-Parks and Recreation Department	Columbia Cemetery-Pioneer Cemetery-Pioneer Gateway	Grave Marker Restoration	Boulder\Boulder	\$45,000	R-11	S-18	US-02
17-HA-016	Survey and Planning	First Presbyterian Church of Boulder	First Presbyterian Church (Boulder)	Historic Structure Assessment	Boulder\Boulder	\$15,000	R-10	S-18	US-02

Clear Creek

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-006	Acquisition and Development	Historic Georgetown, Inc.	Hamill House	Interior Restoration and Construction Documents	Clear Creek\Georgetown	\$89,075	R-13	S-02	US-02
17-HA-011	Survey and Planning	Georgetown Trust For Conservation And Preservation Inc	Spruance Building-Kneisel Building-Kneisel & Anderson Hardware	Historic Structure Assessment	Clear Creek\Georgetown	\$5,375	R-13	S-02	US-02
17-M1-003	Acquisition and Development	National Society of the Colonial Dames of America in the State of Colorado	Hotel de Paris	Interior Restoration	Clear Creek\Georgetown	\$9,934	R-13	S-02	US-02

FY 2017 State Historical Fund Grants Awarded

Costilla

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-02-017	Acquisition and Development	Costilla County Economic Development Council, Inc.	Old High School-San Luis Institute of Arts & Crafts-San Luis Museum & Cultural Center	Interior Rehabilitation	Costilla\San Luis	\$199,921	R-62	S-35	US-03
17-M2-006	Survey and Planning	Costilla County Economic Development Council, Inc.	Nasario Gallegos House-San Luis Post Office-Gallegos-Esterday House	Construction Documents	Costilla\San Luis	\$18,282	R-62	S-35	US-03

Crowley

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-M2-012	Acquisition and Development	Town of Ordway	Ordway Town Hall	Roof Replacement	Crowley\Ordway	\$30,778	R-64	S-35	US-04

Delta

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-049	Archaeology	Dominquez Archaeological Research Group, Inc.	Spring Creek Canyon	Ute Trails of the Southern Uncompahgre Plateau	Delta\Rural	\$117,176	R-54	S-05	US-03
17-AS-005	Archaeology	San Juan Mountains Association	Montano Site	Archaeological Assessment	Delta\Rural	\$9,987	R-54	S-05	US-03
17-AS-006	Archaeology	Colorado Archaeological Society – Chipeta Chapter	Escalante Game Drive Site	Archaeological Assessment	Delta\Rural	\$13,759	R-54	S-05	US-03



FY 2017 State Historical Fund Grants Awarded

Denver

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-008	Survey and Planning	City and County of Denver-Mayor's Office of the National Western Center	National Amphitheater-National Western Stadium Arena	Historic Structure Assessment and Economic Feasibility Study	Denver\ Denver	\$200,000	R-05	S-34	US-01
17-01-007	Acquisition and Development	Denver Academy Inc.	Bethesda Gateway and Chapel-Denver Academy	Stained Glass Window and Cupola Rehabilitation	Denver\ Denver	\$157,273	R-02	S-32	US-01
17-01-011	Acquisition and Development	Governor's Residence Preservation Fund	Colorado Governor's Mansion-Cheesman-Boettcher Mansion	Wall and Fence Restoration - Phase V	Denver\ Denver	\$143,770	R-02	S-32	US-01
17-01-012	Acquisition and Development	Historic Denver, Inc.	Bosler-Yankee House-Dr. Tilden Home	Window Restoration	Denver\ Denver	\$122,047	R-04	S-34	US-01
17-01-014	Acquisition and Development	Historic Denver, Inc. dba Molly Brown House	Molly Brown House-House of Lions	Window Rehabilitation and Masonry Cleaning	Denver\ Denver	\$182,998	R-02	S-31	US-01
17-01-016	Acquisition and Development	First Divine Science Church Of Denver	First Church of Divine Science	Roof and Parapet Rehabilitation	Denver\ Denver	\$199,426	R-08	S-31	US-01
17-02-023	Acquisition and Development	Auraria Higher Education Center	St. Cajetan's Church (Denver)	Window, Door and ADA Ramp Rehabilitation	Denver\ Denver	\$200,000	R-05	S-34	US-01
17-02-030	Survey and Planning	Historic Denver, Inc.	Discover Denver	Citywide Survey	Denver\ Denver	\$195,480	R-02	S-31	US-01
17-02-032	Acquisition and Development	Historic Elitch Gardens Theatre Foundation	Elitch Theatre-Elitch's Theater-Elitch's Pavilion Theater	Roof Rehabilitation	Denver\ Denver	\$200,000	R-04	S-34	US-01

FY 2017 State Historical Fund Grants Awarded

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-02-033	Survey and Planning	Capitol Building Advisory Committee	Colorado State Capitol	Landscape Assessment	Denver\ Denver	\$61,875	R-05	S-31	US-01
17-M1-005	Acquisition and Development	Denver Gospel Hall	Bethany Swedish Evangelical Lutheran	Gutter and Foundation Rehabilitation	Denver\ Denver	\$21,315	R-08	S-33	US-01
17-M2-010	Acquisition and Development	Del Norte Neighborhood Development Corporation	Niblock Yacovetta Terrace	Exterior Preservation	Denver\ Denver	\$34,839	R-01	S-01	US-01
17-M2-013	Acquisition and Development	Four Mile Historic Park, Inc.	Four Mile House- Wells Fargo Butterfield Stage Station	Porch Restoration	Denver\ Denver	\$22,189	R-06	S-31	US-01
17-M2-014	Education	The Denver Architectural Foundation	Historic Sites in Denver	Audio Tours	Denver\ Denver	\$35,000	R-02	S-34	US-01

Douglas

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-017	Acquisition and Development	Town of Parker	Parker Consolidated School Building	Interior and Exterior Rehabilitation	Douglas/ Parker	\$200,000	R-44	S-04	US-04

El Paso

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-018	Acquisition and Development	National Society of the Colonial Dames of America in the State of Colorado	McAllister House Museum- McAllister House	Masonry Rehabilitation	El Paso\ Colorado Springs	\$66,160	R-18	S-11	US-05

FY 2017 State Historical Fund Grants Awarded

Elbert

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-02-014	Acquisition and Development	Elbert Woman's Club, Inc.dba Russell Gates Mercantile Company	Russell Gates Mercantile Co-Elbert Grange 248	Construction Documents and Exterior Preservation	Elbert\Elbert	\$76,967	R-64	S-01	US-04

Fremont

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-02-011	Acquisition and Development	The Future of Yesterday Foundation	Powell House-St. Cloud-Canon Hotel-St. Cloud Hotel	Foundation Stabilization	Fremont\ Canon City	\$167,722	R-60	S-02	US-05
17-HA-003	Survey and Planning	United Presbyterian Church of Canon City	First Presbyterian Church-United Presbyterian Church (Canon City)	Historic Structure Assessment	Fremont\ Canon City	\$10,000	R-60	S-02	US-05
17-02-034	Acquisition and Development	Florence Senior Community Center	Denver & Rio Grande Railroad Depot-Passenger Station-Florence Community Senior Center- Florence Community Center	Exterior Preservation	Fremont\ Florence	\$173,745	R-60	S-02	US-05

Garfield

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-020	Acquisition and Development	The Mount Sopris Historical Society	Pleasant View Ranch House-Holland-Thompson Ranch House-Thompson Ranch House and Carriage House	Interior and Exterior Preservation	Garfield\ Carbondale	\$94,815	R-57	S-08	US-03

FY 2017 State Historical Fund Grants Awarded

Gunnison

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-02-002	Acquisition and Development	Crested Butte Mountain Heritage Museum Inc	Crested Butte Hardware	Exterior Rehabilitation	Gunnison\ Crested Butte	\$200,000	R-61	S-05	US-03
17-02-012	Archaeology	Western State Colorado University	Mountaineer Site	Archaeological Field School	Gunnison\ Gunnison	\$88,653	R-61	S-05	US-03
17-HA-006	Survey and Planning	Coldharbour Institute	Coldharbour Ranch- Clark Ranch (Farmhouse)	Historic Structure Assessment	Gunnison\ Gunnison	\$10,000	R-59	S-05	US-03
17-HA-008	Survey and Planning	Gunnison Council For The Arts	Gunnison Hardware-Denver & Rio Grande Freight-Mechling Block-Gunnison Arts Center-Klinkerhaus	Historic Structure Assessment	Gunnison\ Gunnison	\$8,550	R-59	S-05	US-03
17-HA-007	Survey and Planning	Town of Marble	Marble Jail House	Historic Structure Assessment	Gunnison\ Marble	\$4,500	R-61	S-05	US-03
17-01-021	Acquisition and Development	Gunnison County, dba Gunnison Board County Commissioners	Ohio City Town Hall	Interior and Exterior Rehabilitation	Gunnison\ Ohio City	\$97,427	R-59	S-05	US-03

Huerfano

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-HA-012	Survey and Planning	Spanish Peaks Community Foundation Inc.	Star Theater-Valencia Theater-Fox Theater-Youth Center Theater	Historic Structure Assessment	Huerfano\ Walsenburg	\$15,000	R-62	S-35	US-03

FY 2017 State Historical Fund Grants Awarded

Jefferson

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-M1-007	Survey and Planning	City of Lakewood	Eiber Neighborhood	Comprehensive Reconnaissance Survey	Jefferson\ Lakewood	\$33,885	R-26	S-21	US-07
17-02-013	Acquisition and Development	Wheat Ridge Housing Authority	Fruitdale Elementary School-Fruitdale Pre-Kindergarten School-Fruitdale School	Exterior Restoration	Jefferson\ Wheat Ridge	\$198,512	R-24	S-20	US-07

La Plata

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-HA-004	Survey and Planning	La Plata County Historical Society	Animas City School-Animas Museum-La Plata County Historical Society	Historic Structure Assessment	La Plata\ Durango	\$15,000	R-59	S-06	US-03
17-HA-019	Survey and Planning	Fort Lewis College	Fort Lewis Faculty House #15	Historic Structure Assessment	La Plata\ Hesperus	\$8,568	R-59	S-06	US-03

Lake

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-HA-015	Survey and Planning	Independent Order of Odd Fellows	I.O.O.F. Hall	Historic Structure Assessment	Lake\ Leadville	\$14,000	R-61	S-05	US-03

FY 2017 State Historical Fund Grants Awarded

Larimer

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-HA-017	Survey and Planning	Estes Park Post No 119 American Legion	Colorado-Big Thompson Project Administration Building-American Legion Post119	Historic Structure Assessment	Larimer\Estes Park	\$15,000	R-49	S-15	US-02
17-M2-008	Survey and Planning	Town of Estes Park	Birch Cabin-Willows Property-Knoll/Willow Site-Birch Ruins	Construction Documents	Larimer\Estes Park	\$2,995	R-49	S-15	US-02
17-01-026	Acquisition and Development	Benevolent and Protective Order of the Elks of the USA Loveland #1051	Loveland Elks Lodge #1051	Exterior Rehabilitation	Larimer\ Loveland	\$200,000	R-51	S-15	US-04
17-M2-004	Education	Poudre Heritage Alliance	Cache la Poudre River National Heritage Area	Heritage Culturalist Program	Larimer\Rural	\$24,988	R-52	S-14	US-02

Las Animas

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-027	Acquisition and Development	Trinidad Area Catholic Community dba Holy Trinity Parish	Trinity Church (Trinidad)-Holy Trinity Catholic Church	Foundation Stabilization	Las Animas\ Trinidad	\$137,047	R-64	S-35	US-04
17-0E-001	Acquisition and Development	City of Trinidad	West Theater-Fox Theatre	Emergency Stabilization	Las Animas\ Trinidad	\$3,950	R-64	S-35	US-04

Lincoln

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-028	Acquisition and Development	Roundhouse Preservation, Inc.	Hugo Union Pacific Railroad Roundhouse-Hugo Roundhouse	Door and Window Restoration	Lincoln\Hugo	\$200,000	R-64	S-01	US-04

FY 2017 State Historical Fund Grants Awarded

Logan

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-029	Acquisition and Development	Prince of Peace Episcopal Church	All Saints Episcopal Church-Prince of Peace Episcopal Church (Sterling)	Window Restoration	Logan\Sterling	\$140,849	R-65	S-01	US-04
17-02-044	Survey and Planning	Logan County Economic Development Corporation	Raabe Building-Woolworth's Store	Construction Documents	Logan\Sterling	\$119,257	R-65	S-01	US-04

Mesa

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-030	Acquisition and Development	First Church of Christ, Scientist	First Church of Christ, Scientist	Window Restoration	Mesa\Grand Junction	\$94,781	R-55	S-07	US-03
17-M1-010	Survey and Planning	City of Grand Junction dba Grand Junction Downtown Development Authority	Denver & Rio Grande Western Railroad Depot	Construction Documents	Mesa\Grand Junction	\$34,916	R-54	S-07	US-03
17-AS-004	Archaeology	Dominquez Archaeological Research Group, Inc.	Bridgeport Tunnel	Archaeological Assessment	Mesa\Rural	\$13,000	R-54	S-07	US-03

Montezuma

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-031	Acquisition and Development	Mancos Common Press Inc	Mancos Times Tribune Building	Interior and Exterior Restoration and Rehabilitation	Montezuma\Mancos	\$82,295	R-58	S-06	US-03
17-01-032	Acquisition and Development	Montezuma County	Montezuma Valley Irrigation Company Flume #6-McElmo Creek Flume	Rehabilitation	Montezuma\Rural	\$181,104	R-58	S-06	US-03

FY 2017 State Historical Fund Grants Awarded

Montrose

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-AS-001	Archaeology	Dominquez Archaeological Research Group, Inc.	Monitor Creek and North Monitor Mesa Wickiup Sites	Archaeological Assessment	Montrose\Rural	\$13,940	R-58	S-06	US-03
17-AS-002	Archaeology	Dominquez Archaeological Research Group, Inc.	Lee Ranch Wickiup Village	Archaeological Assessment	Montrose\Rural	\$14,920	R-58	S-06	US-03

Ouray

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-034	Acquisition and Development	Friends of the Wright Opera House, Inc.	Wright Opera House-Wright Brothers Opera Block	Facade and Masonry Restoration	Ouray\Ouray	\$198,572	R-59	S-06	US-03
17-02-021	Acquisition and Development	Ouray County Historical Society, Inc.	St. Joseph's Hospital- Miners Hospital- Ouray County Museum- Raab/Sly Cabin	Interior and Exterior Rehabilitation and Construction Documents	Ouray\Ouray	\$198,090	R-59	S-06	US-03
17-01-033	Acquisition and Development	Colona Grange No. 259	Colona School-Colona Grange Hall #259	Interior and Exterior Restoration and Mechanical Upgrades	Ouray\Rural	\$200,000	R-59	S-06	US-03

Park

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-035	Survey and Planning	Park County	Paris Mill	Construction Documents	Park\Alma	\$97,631	R-60	S-02	US-05

Phillips

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-M2-001	Acquisition and Development	Phillips County	Phillips County Courthouse	Roof Preservation	Phillips\Holyoke	\$17,350	R-65	S-01	US-04



FY 2017 State Historical Fund Grants Awarded

Pueblo

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-047	Acquisition and Development	City of Pueblo	Goodnight Barn	Exterior Restoration	Pueblo\Pueblo	\$200,000	R-46	S-03	US-03
17-HA-018	Survey and Planning	McClelland Children's Foundation	McClelland Orphanage-McClelland Children's Home-The McClelland School	Historic Structure Assessment	Pueblo\Pueblo	\$14,470	R-46	S-03	US-03
17-M1-011	Acquisition and Development	City of Pueblo	Hose Company No. 3-City Fire Department Hose Company #3-Mesa Station No. 3-Pueblo Fire Museum	Construction Documents	Pueblo\Pueblo	\$26,210	R-46	S-03	US-03
17-M2-005	Survey and Planning	State of Colorado-Department of Human Services	Colorado State Hospital Superintendent's House-CSH Conference Center and Museum	Construction Documents for Roof Repair and Replacement	Pueblo\Pueblo	\$15,741	R-46	S-03	US-03

Routt

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-HA-005	Survey and Planning	The Nature Conservancy	Dawson-Carpenter Ranch-Carpenter Ranch-Dawson Ranch	Historic Structure Assessment	Routt\Hayden	\$15,000	R-26	S-08	US-03
17-M1-012	Acquisition and Development	Solandt Memorial Hospital District	Solandt Memorial Hospital	Interior Restoration	Routt\Hayden	\$30,239	R-26	S-08	US-03
17-M1-013	Survey and Planning	Yampa Valley Land Trust, Inc.	Rehder Ranch	Construction Documents	Routt\Rural	\$35,000	R-26	S-08	US-03
17-HA-001	Survey and Planning	443 Oak Nonprofit Center, LLC	Willett House	Historic Structure Assessment	Routt\Steamboat Springs	\$12,500	R-26	S-08	US-03

FY 2017 State Historical Fund Grants Awarded

Saguache

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-038	Acquisition and Development	Town of Saguache	Town Hall and Fire House (Saguache)	Exterior Restoration and Rehabilitation	Saguache\ Saguache	\$66,224	R-62	S-35	US-03
17-M1-014	Acquisition and Development	Town of Saguache	Dunn's Block-Means & Ashley Mercantile Company	Acquisition	Saguache\ Saguache	\$35,000	R-62	S-35	US-03

San Juan

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-039	Acquisition and Development	San Juan County	San Juan County Hospital-Miner's Union Hospital	Interior and Exterior Restoration - Phase II	San Juan\ Silverton	\$200,000	R-59	S-06	US-03

San Miguel

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-041	Acquisition and Development	Telluride Council of Arts and Humanities	Telluride Transfer Warehouse-Old Conoco	Stabilization	San Miguel\ Telluride	\$200,000	R-58	S-06	US-03

FY 2017 State Historical Fund Grants Awarded

Statewide

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-01-042	Education	Conservation Legacy	Various	Education Program: 2017-2018 Colorado Preserve America Youth Summit	Statewide	\$162,000			
17-01-044	Education	Colorado Preservation, Inc.	Various	Endangered Places Program	Statewide	\$87,354			
17-02-003	Education	Rocky Mountain Public Broadcasting Network Inc. dba Rocky Mountain PBS	Colorado Experience: Season V	Broadcast Production	Statewide	\$200,000			
17-02-007	Education	Colorado Preservation, Inc.	Various	Conference: Saving Places 2018	Statewide	\$170,412			
17-02-041	Education	State of Colorado-Department of Local Affairs	Various	Colorado Main Street Program	Statewide	\$200,000			
17-C1-001	Education	History Colorado, the Colorado Historical Society	Various	Certified Local Government Sub-Grant Match and Model Preservation Ordinance	Statewide	\$62,000			

Teller

Grant #	Type	Applicant Name	Property	Description	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
17-0E-002	Acquisition and Development	Victor- Cripple Creek American Legion Post 171	Victor-Cripple Creek American Legion Post 171	Stabilization and Restoration	Teller\Cripple Creek	\$3,050	R-39	S-02	US-05

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
<b>Adams</b>									
18-M1-004	Survey and Planning	City of Brighton (Brighton Historic Preservation Commission)	Brighton Subdivision	Cultural Resource Survey - Phase II	Adams\Brighton	\$17,500	R-56	S-25	US-06
<b>Arapahoe</b>									
18-AS-002	Archaeology Acquisition and Development	City of Cherry Hills Village	Hopkins Farm-Quincy Farm-Blackmer Estate	Archaeological Assessment Stabilization and Preservation	Arapahoe\Cherry Hills Village	\$9,916			
18-01-011		Arapahoe County	Seventeen Mile House (Barn)		Arapahoe\Centennial	\$200,000	R-39	S-27	US-06
<b>Boulder</b>									
18-01-026	Acquisition and Development	Vajradhatu (Shambhala USA) dba Boulder Shambhala Center	Dorje Dzong-Physicians Building-PIC Building-Boulder Shambhala Center	Roof Rehabilitation Historic Structure	Boulder\Boulder	\$155,983	R-10	S-18	US-02
18-HA-017	Survey and Planning	City of Lafayette	Lewis House	Assessment	Boulder\Lafayette	\$14,000	R-12	S-17	US-02
18-M2-018	Acquisition and Development	Union Congregational Church of Ward	Ward Congregational Church-Ward Community Church	Exterior Preservation	Boulder\Ward	\$35,000	R-13	S-16	US-02

FY 2018 State Historical Fund Grants Awarded

Grant # Chaffee	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
18-01-039	Acquisition and Development	Buena Vista Heritage Museum	Chaffee County Courthouse and Jail Buildings-Old Courthouse and Jail	Exterior Restoration and Roof Replacement	Chaffee\Buena Vista	\$145,055	R-60	S-05	US-05
18-M1-025	Survey and Planning	Greater Arkansas River Nature Association-GARNA	Chaffee County Home Comfort	State & National Register Nominations and Intensive Surveys	Chaffee\Countywide	\$32,708	R-60	S-05	US-05
18-01-035	Acquisition and Development	Elmo and Chalk Creek Canyon Inc	Historic St. Elmo and Stark Brothers Mercantile	Stabilization	Chaffee\St. Elmo	\$185,379	R-60	S-05	US-05
18-01-037	Acquisition and Development	Elmo and Chalk Creek Canyon Inc	Cash Criss Building	Stabilization and Roof Preservation	Chaffee\St. Elmo	\$57,925	R-60	S-05	US-05
18-HA-020	Survey and Planning	Town of Buena Vista	St. Rose of Lima Catholic Church-Park Chapel-Buena Vista Chamber of Commerce Visitor Information Center	Historic Structure Assessment	Chaffee\Buena Vista	\$14,000	R-60	S-05	US-05

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
<b>Cheyenne</b>									
18-01-001	Acquisition and Development	Eastern Colorado Historical Society	Cheyenne County Jail-Eastern Colorado Historical Society Museum	Foundation and Exterior Rehabilitation	Cheyenne\Cheyenne Wells	\$182,474	R-65	S-01	US-04
<b>Clear Creek</b>									
18-02-017	Acquisition and Development	Historic Georgetown, Inc.	Hamill House	Construction Documents and Interior Rehabilitation Exterior	Clear Creek\Georgetown	\$141,697	R-13	S-02	US-02
18-M2-006	Acquisition and Development	Town of Georgetown	Star Hook & Ladder Co.- Georgetown City Hall Argo Tunnel and Mill-Newhouse Tunnel and Argo Mill-Newhouse Tunnel	Rehabilitation and Construction Documents	Clear Creek\Georgetown	\$25,446	R-13	S-02	US-02
18-M1-003	Survey and Planning	Colorado Preservation, Inc.	Argo Mill-Newhouse Tunnel	Construction Documents	Clear Creek\Idaho Springs	\$15,436	R-13	S-16	US-02
<b>Conejos</b>									
18-02-002	Acquisition and Development	Cumbres & Toltec Railroad Commission	D&RG Railroad Coach 256 Passenger Car Denver & Rio Grande	Interior and Exterior Rehabilitation	Conejos\Antonito	\$200,000	R-62	S-35	US-03
18-01-038	Acquisition and Development	Town of Antonito	Antonito Depot	Exterior Rehabilitation	Conejos\Antonito	\$74,806	R-62	S-35	US-03

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name S.P.M.D.T.U. Concilio Superior-La Sociedad Proteccion Mutua De Trabajos Unidos	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
18-02-049	Acquisition and Development	Sociedad Proteccion Mutua De Trabajos Unidos (SPMDTU)	Mutua de Trabajadores Unidos	Interior and Exterior Restoration and Rehabilitation	Conejos\Antonito	\$193,361	R-62	S-35	US-03
18-02-039	Archaeology	Paleocultural Research Group	La Botica Site	Archaeological and Biogeographical Research	Conejos\Rural	\$102,767	R-62	S-35	US-03
<b>Costilla</b>									
18-02-051	Acquisition and Development	Costilla County Economic Development Council, Inc.	Nasario Gallegos House-San Luis Post Office-Gallegos-Esterday House Old High School-San Luis	Foundation Stabilization	Costilla\San Luis	\$200,000	R-62	S-05	US-03
18-M2-017	Education	Costilla County Economic Development Council, Inc.	Luis Institute of Arts & Crafts-San Luis Museum & Cultural Center	Curriculum Development	Costilla\San Luis	\$18,987	R-62	S-05	US-05
<b>Delta</b>									
18-HA-007	Survey and Planning	Friends of the Paradise Theatre	Paradise Theatre	Historic Structure Assessment	Delta\Paonia	\$13,600	R-61	S-05	US-03

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
18-M1-010	Survey and Planning	Delta County Public Library District dba Delta County Libraries	Delta Public Library-Carnegie Library	Construction Document Revisions	Delta\Delta	\$35,000	R-54	S-05	US-03
18-AS-005	Site-specific Assessment	Dominquez Archaeological Research Group, Inc.	Caps Spring Rock Art Site	Archaeological Assessment	Delta\Rural	\$13,400	R-61	S-05	US-03
18-AS-001	Archaeology	Community College of Denver Foundation	Ninth Street Historic District	Archaeological Assessment	Denver\Denver	\$15,000	R-05	S-34	US-01
18-HA-006	Survey and Planning	Black American West Museum & Heritage Center	Justina Ford House-Black American West Museum and Heritage Center	Historic Structure Assessment	Denver\Denver	\$10,750	R-08	S-33	US-01
18-M1-013	Survey and Planning	Historic Denver, Inc.	Charline Place-Charlene Place Apartments Highlands United (Denver)-Highlands Methodist Church-Highland	Masonry and Window Assessment	Denver\Denver	\$11,000	R-02	S-31	US-01
18-01-022	Acquisition and Development	Highlands United Methodist Church	Highland Methodist Church Parsonage	Stained Glass Window Restoration	Denver\Denver	\$200,000	R-04	S-34	US-01



FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
18-01-009	Acquisition and Development	First Unitarian Society of Denver	Plymouth Congregational Church Highland Park Presbyterian Church- Highland Christian Church-Project	Masonry Preservation	Denver\Denver	\$200,000	R-08	S-31	US-01
18-01-032	Acquisition and Development	North Highland Presbyterian Church	Wise-Explore and Discover- Highland Park (Denver)	Exterior Preservation Historic Structure	Denver\Denver	\$121,056	R-04	S-34	US-01
18-HA-010	Survey and Planning	Historic Denver, Inc.	Elyria Building	Assessment Historic Structure	Denver\Denver	\$15,000	R-05	S-34	US-01
18-HA-016	Survey and Planning	Denver Press Club Denver Zoological Foundation, Inc.	Denver Press Club	Assessment Historic Structure	Denver\Denver	\$14,000	R-05	S-34	US-01
18-HA-018	Survey and Planning		Bear Mountain (Denver Zoo)	Assessment Historic Structure	Denver\Denver	\$14,852	R-08	S-33	US-01
<b>Douglas</b>			Freedom School- Rampart College- Frontier Village Foundation- Emily Griffith Center (Falconwood Lodge)	Construction Documents	Douglas\Larkspur	\$85,514	R-39	S-04	US-04

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District	
18-01-015	Acquisition and Development	Roxborough Area Historical Society (RAHS)	Silicated Brick & Clay Company Kiln	Kiln Preservation	Douglas\Rural	\$102,543	R-39	S-02	US-02	
18-01-010	Acquisition and Development	Western Museum of Mining & Industry	Reynolds Ranch-Hagen Farmhouse-Twin Oaks Ranch	Exterior Restoration and Roof Replacement-Phase II	El Paso\Colorado Springs	\$108,389	R-20	S-09	US-05	
18-01-006	Acquisition and Development	Grace Church and St. Stephen's dba Grace and St. Stephen's Episcopal Church	Grace Church & St. Stephen's Church-Grace Episcopal Church (Colorado Springs)-St. Stephen's Episcopal Day School	Drainage Improvements and Masonry Rehabilitation	El Paso\Colorado Springs	\$200,000	R-18	S-05	US-05	
18-HA-001	Survey and Planning	Historic Manitou Springs, Inc. dba The Manitou Springs Heritage Center	City of Colorado Springs	A and A Garage	Historic Structure Assessment	El Paso\Manitou Springs	\$20,000	R-18	S-11	US-05
18-M1-024	Survey and Planning	City of Colorado Springs	Black Forest Community Church-The Old Log Church	Preservation Plan Update	El Paso\Colorado Springs	\$29,900	R-18	S-11	US-05	
18-M1-022	Survey and Planning	The Black Forest Community Church	Black Forest Community Church-The Old Log Church	Construction Documents	El Paso\Black Forest	\$16,466	R-19	S-09	US-05	

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
<b>Fremont</b>									
18-M2-002	Acquisition and Development	Town of Brookside Gold Belt Tour Scenic and Historic Byway Association, Inc.	St. Anthony's Catholic Church (Brookside)	Roof Rehabilitation	Fremont\Brookside	\$35,000	R-60	S-02	US-05
18-M2-014	Survey and Planning	City of Canon City	Garden Park School	Construction Documents	Fremont\Rural	\$20,965	R-60	S-02	US-05
18-M2-005	Survey and Planning	City of Canon City	Rudd House and Cabin	Construction Documents	Fremont\Canon City	\$22,200	R-60	S-02	US-05
<b>Garfield</b>									
18-HA-008	Survey and Planning	Ancient Free & Accepted Masons of Colorado Rifle Masonic Lodge #129	Rifle Masonic Lodge #129	Historic Structure Assessment	Garfield\Rifle	\$15,000			US-03
<b>Grand</b>									
18-M2-013	Education	Grand Lake Area Historical Society	Smith Cottages-Smith-Eslick Cottage Court	Interpretive Signage	Grand\Grand Lake	\$12,034	R-63	S-08	US-02
18-01-004	Acquisition and Development	Historic Fraser	4 Bar 4 Ranch (Ford Barn)	Stabilization and Exterior Restoration	Grand\Fraser	\$200,000	R-13	S-08	US-02

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
<b>Gunnison</b>									
18-AS-003	Archaeology	Western State Colorado University Crested Butte	C.T. Hurst Museum Assessment	Archaeological Assessment	Gunnison\Gunnison	\$9,997	R-61	S-05	US-03
18-02-010	Acquisition and Development	Mountain Heritage Museum Inc	Crested Butte Hardware Gunnison Hardware-Denver & Rio Grande Freight-Mechling Block-	Rehabilitation - Phase II	Gunnison\Crested Butte	\$138,593	R-61	S-05	US-03
18-02-041	Acquisition and Development	Gunnison Council For The Arts Inc	Gunnison Arts Center-Klinkerhaus	Roof Replacement	Gunnison\Gunnison	\$72,892	R-59	S-05	US-03
<b>Huerfano</b>									
18-01-027	Acquisition and Development	Museum Of Friends	Roof and Dick Building-Ben Franklin Store	Elevator Installation, Foundation and Masonry Restoration	Huerfano\Walsenburg	\$199,667	R-62	S-35	US-03
18-01-028	Acquisition and Development	Town of La Veta	Francisco Plaza-Fort Francisco Museum	Exterior Rehabilitation	Huerfano\La Veta	\$86,520	R-62	S-35	US-03
18-01-036	Acquisition and Development	Colorado Preservation, Inc.	Huerfano County Courthouse and Jail	Masonry Restoration	Huerfano\Walsenburg	\$200,000	R-64	S-02	US-03

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
<b>Jefferson</b>									
18-01-016	Acquisition and Development	City of Arvada	Denver Tramway Company Streetcar No.04-Denver & Interurban Railroad Car No. 11	Interior and Exterior Restoration	Jefferson\Arvada	\$200,000	R-27	S-19	US-07
18-02-004	Archaeology	The Colorado Museum of Natural History dba Denver Museum of Nature and Science	Magic Mountain Site	Community Archaeology Project	Jefferson\Golden	\$136,393	R-24	S-16	US-07
18-02-022	Acquisition and Development	City of Lakewood	Bonfils-Stanton Belmar Estate Outbuildings (Caretaker's Cottage)	Rehabilitation	Jefferson\Lakewood	\$200,000	R-26	S-21	US-07
<b>Kiowa</b>									
18-02-043	Acquisition and Development	Kiowa County School District RE-1	Eads School Gymnasium	Interior and Exterior Rehabilitation - Phase II	Kiowa\Eads	\$200,000	R-64	S-35	US-04
<b>La Plata</b>									
18-AS-004	Archaeology	San Juan Mountains Association	Turkey Creek	Archaeological Assessment	La Plata\Rural	\$10,000	R-59	S-06	US-03

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
<b>Lake</b>									
18-02-031	Survey and Planning	Tabor Opera House Preservation Foundation Inc	Tabor Opera House	Construction Documents	Lake\Leadville	\$200,000	R-61	S-05	US-03
18-HA-015	Survey and Planning	City of Leadville	Breene Block Leadville Federal Building-	Historic Structure Assessment	Lake\Leadville	\$5,946	R-61	S-05	US-03
18-HA-013	Survey and Planning	City of Leadville	Leadville Post Office	Historic Structure Assessment	Lake\Leadville	\$15,000	R-61	S-05	US-03
18-HA-014	Survey and Planning	City of Leadville	Kostitch Block	Historic Structure Assessment	Lake\Leadville	\$5,881	R-61	S-05	US-03
<b>Larimer</b>									
18-M2-011	Education	Gold Belt Tour Scenic and Historic Byway Association, Inc.	Historic Roads Buckeye School-	Conference	Larimer\Fort Collins	\$10,000	R-53	S-14	US-02
18-M2-019	Acquisition and Development	Buckeye Community Club	Buckeye Community Building	Exterior Rehabilitation and Electrical Upgrade	Larimer\Wellington	\$7,095	R-49	S-15	US-02
<b>Las Animas</b>									
18-02-014	Acquisition and Development	Trinidad Area Catholic Community dba Holy Trinity Parish	Trinity Church (Trinidad)-Holy Trinity Catholic Church	Roof and Drainage System Rehabilitation	Las Animas\Trinidad	\$200,000	R-64	S-35	US-04

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
18-M2-012	Acquisition and Development	United Mine Workers of America	Ludlow Tent Colony Site-Ludlow Monument-Ludlow Massacre Memorial-Ludlow Massacre Site (Cellar)	Restoration	Las Animas\Rural	\$20,000	R-64	S-35	US-04
18-02-030	Acquisition and Development	City of Trinidad	Franch Block-Toller Motor Co.-Aiello Building	Exterior Rehabilitation	Las Animas\Trinidad	\$200,000	R-64	S-35	US-04
<b>Lincoln</b>									
18-M1-018	Survey and Planning	Colorado Preservation, Inc. Your	World's Wonder View Tower-Genoa Tower Museum-Wonder View Tower Lincoln Theatre-Cactus Theatre	Historic Structure Assessment	Lincoln\Genoa	\$14,412	R-24	S-01	US-04
18-HA-009	Survey and Planning	Community Foundation		Historic Structure Assessment	Lincoln\Limon	\$15,000	R-64	S-01	US-04
<b>Mesa</b>									
18-02-035	Archaeology	Dominquez Archaeological Research Group, Inc.	Uncompahgre Complex	Reassessment	Mesa\Grand Junction	\$48,750	R-59	S-07	US-03
<b>Mineral</b>									
18-M2-003	Survey and Planning	Colorado Preservation, Inc.	Wagon Wheel Gap-Fluorspar Mine/Mill-4UR Ranch	National Register District Nomination	Mineral\Rural	\$11,507	R-62	S-35	US-03

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
<b>Montezuma</b>									
18-M1-009	Acquisition and Development	Community Radio Project, Inc.	Montezuma Valley National Bank Building and Store	Building-Second Time Fashions Far View Roof Replacement	Montezuma\Cortez	\$34,436	R-58	S-06	US-03
18-M1-006	Survey and Planning	Mesa Verde Museum Association	Visitor Center (Mesa Verde National Park)	Historic Structure Assessment	Montezuma\Mesa Verde National Park	\$26,250	R-59	S-06	US-03
18-01-003	Archaeology	Crow Canyon Archaeological Center	Haynie Site	Northern Outliers Project - Haynie Site	Montezuma\Cortez	\$199,991	R-58	S-06	US-03
18-02-016	Acquisition and Development	Housing Authority of the County of Montezuma	Calkins School	Window and Door Rehabilitation	Montezuma\Cortez	\$190,042	R-58	S-06	US-03
18-02-018	Archaeology	Ute Mountain Ute Tribe	Ute Mountain Ute	Tribal Historic Preservation Office (THPO) Implementation	Montezuma\Towaoc	\$177,725	R-58	S-06	US-03
<b>Otero</b>									
18-M1-007	Survey and Planning	La Junta Urban Renewal Authority	Plaza Block Building-Plaza Block	Construction Documents	Otero\La Junta	\$29,950	R-47	S-35	US-04
18-02-020	Acquisition and Development	Southeast Colorado Creative Partnership Corporation	Plaza Block Building-Plaza Block	Stabilization	Otero\La Junta	\$200,000	R-47	S-35	US-04



FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
18-02-045	Acquisition and Development	Park County North London Mill	Paris Mill	Site and Exterior Rehabilitation - Phase IV	Park\Rural	\$200,000	R-60	S-02	US-05
18-HA-011	Survey and Planning	Preservation, Inc.	North London Mill and Mine	Historic Structure Assessment	Park\Alma	\$15,000	R-60	S-02	US-02
18-M2-008	Acquisition and Development	Jefferson Community Civic Association	Jefferson School-Community Building	Foundation Stabilization	Park\Jefferson	\$7,880	R-60	S-02	US-05
18-01-040	Acquisition and Development	Colorado Preservation, Inc.	Camp Amache-Granada Relocation Center-Amache (Recreation Building - Block 11F)	Construction Documents, Footing Restoration and Mothballing	Prowers\Rural	\$50,447	R-64	S-35	US-04
18-02-048	Archaeology	Colorado Seminary, a Colorado not for profit corporation which owns and operates the University of Denver	Camp Amache-Granada Relocation Center-Amache	Archaeology Field School	Prowers\Rural	\$90,723	R-64	S-01	US-04
18-M2-015	Survey and Planning	Pueblo Performing Arts Guild	107 South Grand Avenue	Construction Documents	Pueblo\Pueblo	\$16,984	R-46	S-03	US-03

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
18-01-034	Acquisition and Development	Homelake Historic Preservation and Restoration Foundation	State Soldiers' and Sailors' Home-Colorado State Veterans Center-Homelake State Veterans Home (Administration Building)	Construction Documents and Exterior Rehabilitation	Rio Grande\Homelake	\$182,036	R-62	S-35	US-03
18-M1-019	Survey and Planning	Friends of Perry-Mansfield, Inc.	Perry-Mansfield School of the Theatre & Dance-Perry Mansfield Camp-Perry-Mansfield Performing Arts School and Camp (Julie Harris Theatre)	Construction Documents	Routt\Steamboat Springs	\$17,525	R-57	S-08	US-03
18-01-042	Acquisition and Development	Historic Routt County	Bell & Canant Mercantile-MM Buck & Son-Buck & Moore-Canant General Store-M & A Market-Crossan's M & A Market	Interior and Exterior Rehabilitation - Phase III	Routt\Yampa	\$200,000	R-57	S-08	US-03

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
18-HA-003 <b>Saguache</b>	Survey and Planning	St. Paul's Episcopal Church	St. Paul's Episcopal Church (Steamboat Springs)	Historic Structure Assessment	Routt\Steamboat Springs	\$13,500	R-26	S-08	
18-M1-026 <b>San Juan</b>	Acquisition and Development	Town of Moffat	First Baptist Church of Moffat-Moffat Community Church	Preservation	Saguache\Moffat	\$35,000	R-62	S-35	US-03
18-01-014	Acquisition and Development	San Juan County	San Juan County Hospital-Miner's Union Hospital	Interior Restoration and Rehabilitation - Phase III	San Juan\Silverton	\$199,360	R-59	S-06	US-03
18-M1-011	Acquisition and Development	Durango Railroad Historical Society	Denver & Rio Grande Railroad Flatcar 6215	Railroad Car Restoration and Interpretive Signage	San Juan\Silverton	\$35,000	R-59	S-06	US-03
18-02-006 <b>Statewide</b>	Acquisition and Development	San Juan County Historical Society, Inc.	Mayflower Mill-Shenandoah-Dives Mill (Assay Office Building)	Interior Rehabilitation	San Juan\Silverton	\$183,965	R-59	S-06	US-03
18-02-024	Archaeology	Crow Canyon Archaeological Center	The Benefits of Archaeology and Cultural Landscape Preservation	Archaeological Economic Benefits Plan	Statewide	\$199,704	Statewide	Statewide	US-03

FY 2018 State Historical Fund Grants Awarded

Grant #	Project Type	Applicant Name	Historic Name	Project Title	Geographical Area Served	Amount	State House District	State Senate District	US Representative District
18-02-013	Education	Colorado Preservation, Inc.	Various	Conference: Saving Places 2019	Statewide	\$132,902	R-05	S-31	US-01
18-01-005	Education	Colorado Preservation, Inc.	Various	Colorado's Most Endangered Places Program	Statewide	\$82,135	R-05	S-31	US-01
18-M1-020	Education	San Juan Resource Conservation And Development Council	Colorado's Fruit Growing History	Education Project	Statewide	\$35,000	R-58	S-06	US-03
18-02-047	Education	Rocky Mountain Public Broadcasting Network Inc dba Rocky Mountain PBS	Colorado Experience: Season VI	Broadcast Production	Statewide	\$160,000	R-05	S-34	US-01
18-01-018	Acquisition and Development	Breckenridge Heritage Alliance	Reiling Gold Dredge	Stabilization	Summit\Breckenridge	\$163,275	R-56	S-16	US-02
18-HA-002	Survey and Planning	Colorado Preservation, Inc.	Slayton Ranch-Land Utilization Program HQ (LUP)-Briggsdale Work Center	Historic Structure Assessment	Weld\Rural	\$15,000	R-63	S-01	US-04
18-M2-001	Survey and Planning	Town of Erie	Holbrook Street	Holbrook Street Survey	Weld\Erie	\$14,760	R-63	S-23	US-04

## **CUMBRES AND TOLTEC RAILROAD SUPPORT**

### 5. Discuss your funding request.

*The Cumbres & Toltec Scenic Railroad now seeks a final three-year phase of annual funding of \$1,365,000 General Fund which includes a small increase to cover inflationary cost additions. Continuing the FY 2018-2019 funding level with a modest adjustment for inflation into FY 2019-20 for a final three-year phase will provide the Cumbres & Toltec Scenic Railroad a reliable funding source to address its capital and Commission support needs for the next three years and ensure its efforts toward long-term funding sustainability. The Colorado General Assembly for the last six years has approved a funding level of \$1,295,000 General Fund. This total funding level was to address annual capital upgrade needs and to provide reliable funding for the Cumbres & Toltec management to operate the railroad and to work toward the strategic vision of eventual sustainability. Thanks to the consistency and level of funding authorized by the General Assembly during this period, the goals of the strategic plan are being met and exceeded.*

*The railroad currently spends roughly \$500,000 per year to cover the locomotive requirements under 49 CFR 230 to stay compliant. The impact of increased material and labor costs are unknown at this time. The current plan requiring 4,000 ties and 9,000 tons of ballast per year along with the necessary ditching, side filling, and weed control will cost approximately \$1,000,000 per year without increased costs for materials and labor. The purchase and installation of rail anchors will add an additional \$1,000,000 to complete the capital improvement. The capital car upgrade includes the rebuilding of 6 wooden bodied passenger cars. New steel framed bodies for these cars along with new seats, and upgraded plumbing and electrical systems are estimated to cost \$200,000 per car.*

*These costs come to \$8,200,000 over the next 4 fiscal years. A contingency factor of 10.25% to cover the cost of increases in labor and materials on the capital side and insurance costs which will continue to rise until property coverage comes closer to the replacement costs of our physical assets.*

### 6. Do you still anticipate that the Railroad will eventually be self-sufficient? When?

*It is the Railroad's belief that if the requested funding is received from both states it can still achieve self-sufficiency by the close of FY 2023.*

### 7. Why isn't New Mexico bearing its fair share of costs for the railroad? Is there anything Colorado can do about this?

*The failure to fund from NM in previous years was a combination of a general shortage of state capital money compounded by ineffective lobbying in New Mexico and a lack of interest within the Governor's office. The Railroad's current lobbyist is much more effective and the change in the executive branch in New Mexico is to the Railroad's advantage.*

**ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED. PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.**

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

*No, History Colorado has no outstanding high priority recommendations in the "Annual Report: Status of Outstanding Audit Recommendations".*

- 2 Does the Department/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, 2018 (link below)? What is the Department doing to resolve the HIGH PRIORITY OUTSTANDING recommendations? Please indicate where in the Department'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-30-2018>

*No, History Colorado has no outstanding high priority recommendations in the "Annual Report: Status of Outstanding Audit Recommendations".*

- 3 If the Department/governing board receives federal funds of any type, please respond to the following:
  - a. Are you expecting any changes in federal funding with the passage of the FFY 2018-19 or 2019-20 federal budget? If yes, in which programs, and what is the match requirement for each program? [NOTE: governing boards do not need to provide information on specific research or other grants]

*No, History Colorado does not expect any changes in federal funding with the passage FFY 2018-19 or FFY 2019-20 federal budgets.*

- b. Does the Department have a contingency plan if federal funds are eliminated?

*The Department does not anticipate any changes to its federal funds. However, if its federal funds were eliminated, the agency would review its federally funded programs, fund some with gaming funds and reduce staff from others.*

- c. Please provide a detailed description of any federal sanctions or potential sanctions for state

activities of which the Department is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the Department by the federal government during FFY 2018-19 or 2019-20.

*History Colorado is not aware of any potential federal sanctions for its state activities in FFY 2018-19 or FFY 2019-20.*

- 4 Is the Department/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 Department is working with other state or federal departments to coordinate the campaign? *Governing boards are requested to provide information on the size of their advertising/ PR budgets.*

*With the recent growth of Colorado, the competition for attention and relevancy continues to be a factor in gaining support for noteworthy organizations such as History Colorado. Now more than ever, it's critical that History Colorado actively manages a positive reputation, builds an arsenal of deep strategic relationships, and secures its position as extremely relevant for Coloradans. After careful introspection, board engagement, leadership participation and consumer feedback, we've developed the following History Colorado Communication Strategy to guide us toward our mission and vision.*

#### Goals

1. *Reputation and Awareness – To be the top cultural organization focused on Colorado*
2. *Organization-wide Alignment – To build reputation through stakeholders*

*To become the top cultural organization dedicated to Colorado's rich and unique history, it's more important than ever to weave together the stories of our heritage to be one, solid, cohesive voice that centers around our communication goals and objectives. We will set the tone for deeper relationships with all who we engage with us by:*

1. *Creating proactive communication sharing and storytelling*
2. *Identifying opportunities to foster relationships and stakeholder engagement*
3. *Developing an inventive, supportive culture*

*The tactical communications plan is currently being developed will be guided by corporate communications strategy, executed through the History Colorado communications team with the support of Philosophy Communications. The current corporate communications budget of \$100,000 is solely for plan development and support around securing earned media. There is no planned paid advertising for corporate messaging, although the messaging will be pulled down through paid museum program and exhibition advertising. For FY 2019, the agency has budgeted \$203,000 from limited gaming and earned revenue funds for marketing and advertising. History Colorado also spends funds on program and exhibit specific public awareness campaigns with donations it receives, which are budgeted as they are received throughout the fiscal year.*

- 5 **HC ONLY:** Based on the Department's most recent available record, what is the FTE vacancy and turnover rate by department and by division? To what does the Department attribute this

turnover/vacancy? Do the statewide compensation policies administered by the Department of Personnel help or hinder in addressing vacancy or turnover issues?

*From January 1st, 2018 to December 27th, 2018, twenty-three (23) employees left History Colorado, or 17%. Of those twenty-three employees that left, fourteen (14) left because they found jobs with better pay, four (4) were terminations, two (2) were relocations, two (2) are working on their own businesses, and one (1) is traveling the world.*

**History Colorado Vacancy by Division**

<b>Division</b>	<b>Turnover</b>
State Historic Fund/Office of Archeology and Historic Preservation	7
Philanthropy	3
Education	2
Library	2
Curators	2
Facilities	2
Guest Services	1
Accounting	1
Exhibits	1
Community Museums	1
Marketing	1

- 6 **HC ONLY:** Please identify how many rules you have promulgated in the past two years (FYs 2016-17 and 2017-18). With respect to these rules, have you done any cost-benefit analyses pursuant to Section 24-4-103 (2.5), C.R.S., regulatory analyses pursuant to Section 24-4-103 (4.5), C.R.S., or any other similar analysis? Have you conducted a cost-benefit analysis of the Department’s rules as a whole? If so, please provide an overview of each analysis.

*In FY 2016-17 and into FY 2017-18, History Colorado promulgated updated rules for CCR 1504-7, Section 9 (Curation of Collections in Approved Museums) under authority from section 24-80-202, C.R.S. A public hearing was held on May 4, 2017, and the rules went into effect on August 8, 2017. No cost-benefit analysis was required pursuant to the statutes referenced.*

*The agency is currently working on rules for Income Tax Credit for Qualified Costs Incurred in Preservation of Qualified Residential Structures, CCR 1504-10, Section 8. The preservation income tax credits for qualified residential structures is authorized under Section 39-22-514.5, C.R.S. A public hearing was held for the proposed rules on December 3, 2018. No cost-benefit analysis was required pursuant to the statutes referenced.*

- 7 What are the major cost drivers impacting the Department/governing board? Is there a difference between the price inflation the Department/governing board is experiencing compared to the general CPI? Please describe any specific cost escalations.



*The largest drivers of the agency's costs are increases to health, life and dental insurance and information technology, as included in the Department's common policies. Both of these costs are increases at a rate higher than inflation. In addition, the agency's portion of the Department of Higher Education's indirect cost allocation has been going up faster than inflation and is made up of the Department's costs and History Colorado's portion of the Statewide Indirect Cost Allocation Plan.*

**History Colorado Non-Personnel Common Policies History**

	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Five Year Change</b>
<b>Workers Compensation</b>	\$ 97,667	\$ 76,811	\$ 67,588	\$ 46,816	\$ 43,562	\$ 35,321	-54.0%
<b>Legal Services</b>	\$ 12,240	\$ 11,747	\$ 11,751	\$ 9,675	\$ -	\$ 42,893	265.1%
<b>Risk Management</b>	\$ 128,964	\$ 89,946	\$ 120,251	\$ 168,196	\$ 287,050	\$ 224,666	149.8%
<b>COFRS Moderization</b>	\$ 49,806	\$ 78,265	\$ 53,985	\$ 78,960	\$ 81,643	\$ 79,516	1.6%
<b>Payments to OIT</b>	\$ 343,890	\$ 395,445	\$ 341,974	\$ 622,124	\$ 438,316	\$ 580,007	46.7%
<b>Higher Education Indirect Cost Analysis</b>	\$ 195,404	\$ 164,549	\$ 140,168	\$ 234,000	\$ 216,287	\$ TBD	10.7%
<b>TOTAL</b>	<b>\$ 827,971</b>	<b>\$ 652,214</b>	<b>\$ 735,717</b>	<b>\$ 1,159,771</b>	<b>\$ 850,571</b>	<b>\$ 962,403</b>	<b>47.6%</b>

Note: FY 2015-FY 2019 are actuals; FY 2020 is from the Nov. 1 Governor's budget submission. FY 2019 "Payments to OIT" includes \$100,000 in General Fund and FY 2020 includes \$150,000 in General Fund, as per a FY 2019 Decision Item.

- 8 How is the Department's/governing board caseload [student population] changing and how does it impact the Department/governing board's budget? Are there specific population changes or service needs (e.g. aging population) that are different from general population growth?

*History Colorado serves the entire State through P-20 education programs, museums, adult programming, federal section 106 review, and historic preservation grants. While the population of Colorado is changing demographically and History Colorado is reaching out to populations that have been underserved in the past, the agency does not anticipate any changes to its budget as a result of these demographic changes.*

- 9 Please provide an overview of the Department/governing board's current and future strategies for the use of outward facing technology (e.g. websites, apps) and the role of these technologies in the Department's interactions with the public.

*In FY 2017-18, the agency launched a new website. The public can find information about all of the agency's programs at [www.historycolorado.org](http://www.historycolorado.org). In addition, the agency has received funds to implement a point of sale system at its community museum and anticipates that will impact History Colorado's outward facing technology, as customers will be able to buy tickets online for museums and programming. The agency is currently working on an upgrade to the library collections database, which will make it easier for the public to access library materials online. History Colorado has also requested an information technology capital request to implement an electronic section 106 process (E-106). E-106 will be a customer facing portal that allows the public to request section 106 consulting from the Office of Archeology and Historic Preservation.*

DEPARTMENT OF HIGHER EDUCATION  
FY 2019-20 JOINT BUDGET COMMITTEE HEARING AGENDA (3 OF 3)

Friday, January 11, 2019  
1:30 pm – 5:00 pm

1:30- 3:30 PM PANEL: UNIVERSITY OF COLORADO SYSTEM, COLORADO STATE UNIVERSITY SYSTEM, UNIVERSITY OF NORTHERN COLORADO, COLORADO SCHOOL OF MINES

**INTRODUCTIONS AND OPENING COMMENTS (5 MINUTES PER GOVERNING BOARD)**

*Note: the JBC requests only one speaker per governing board*

Presenters:

- Bruce Benson, President, University of Colorado System
- Dr. Tony Frank, Chancellor, Colorado State University System
- Andy Feinstein, President, University of Northern Colorado
- Dr. Paul Johnson, President, Colorado School of Mines

Topics:

- R1 and R2/Affordability: Page 1, Questions 1-4 in the packet
- Higher Education Funding Model: Page 13, Questions 5-7 in the packet
- Higher Education Structure: Page 15, Questions 8-9 in the packet
- The Future of Higher Education: Page 18, Questions 10-13 in the packet

3:30-3:45 PM BREAK

3:45-5:00 PM PANEL: 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

Topics:

- R1 and R2/Affordability: Page 59, Questions 1-4 in the packet
- Higher Education Funding Model: Page 71, Questions 5-7 in the packet
- Higher Education Structure: Page 74, Questions 8-9 in the packet
- The Future of Higher Education: Page 76, Questions 10-13 in the packet

DEPARTMENT OF HIGHER EDUCATION  
 FY 2019-20 JOINT BUDGET COMMITTEE HEARING AGENDA (3 OF 3)

**Friday, January 11, 2019**  
**1:30 pm – 5:00 pm**

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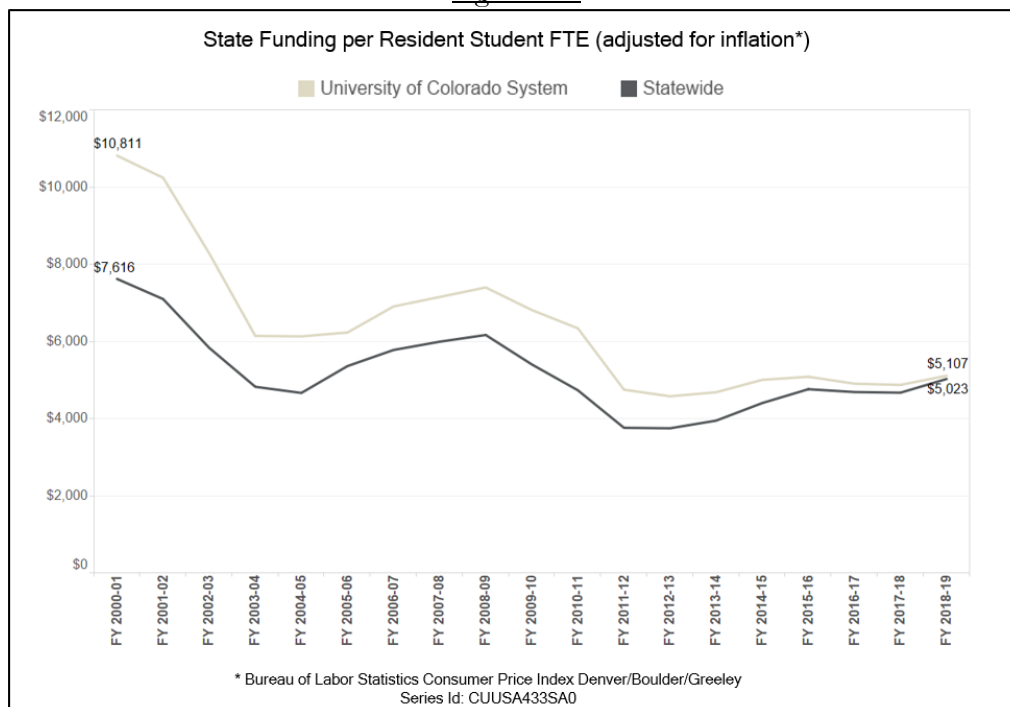
***R1 AND R2/AFFORDABILITY***

1. Do you support the request as submitted? How would this funding affect the affordability of your institution(s)? Is tuition reduction an option? What kinds of quality improvements, if any, would you hope to fund with this level of increase? What would you do with more? With less?

**University of Colorado System**

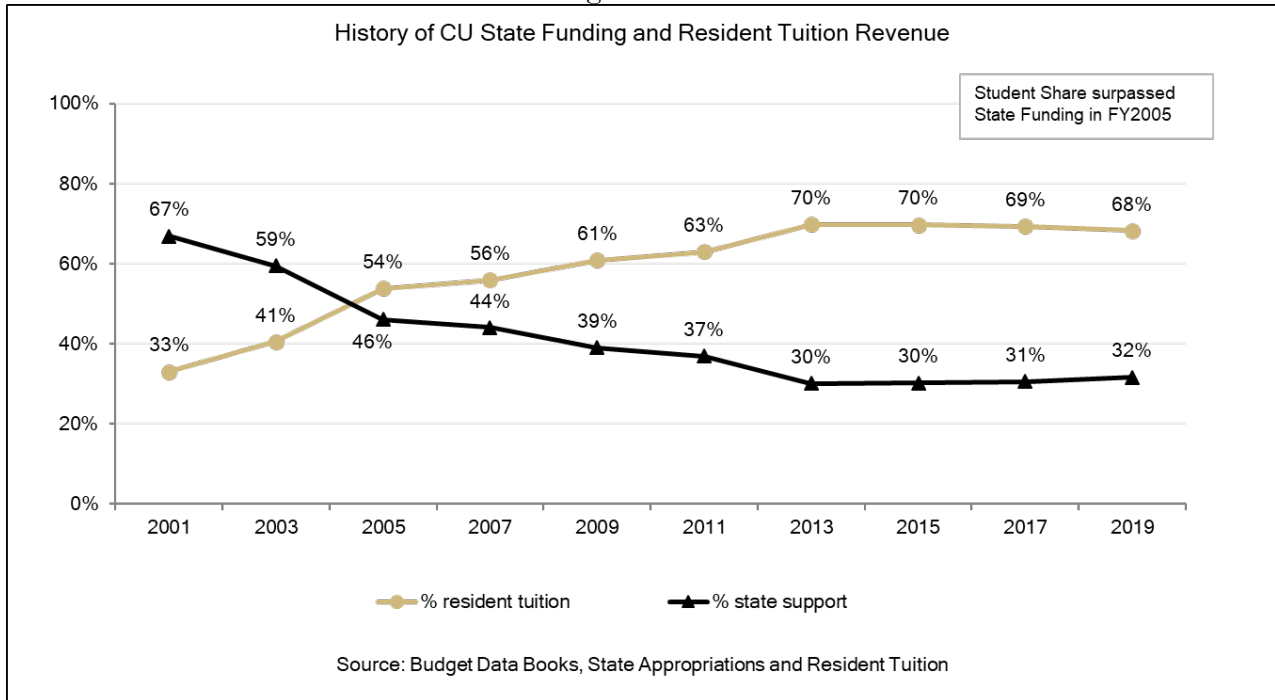
*Yes, CU supports the November request. Over the last 19 years, the General Assembly has been forced to reduce state funding for public higher education as result of balancing the state’s budget during the recession in the early 2000s and the great recession of 2008. During these economic down turns, public higher education budgets, including CU’s were cut. From FY 2000-01 to FY 2018-19, CU’s per resident student funding after adjusting for inflation and enrollment has been reduced by over 52 percent (\$10,811 FY 2000-01 to \$5,107 FY 2018-19). On a statewide basis, resident students in Colorado’s public higher education system have experienced over a 34 percent reduction in state funding over this time frame. This is illustrated in Figure One below:*

Figure One:



Over this same time period, the primary driver of tuition increases has been state funding reductions. JBC staff note this last year on page 11 of the [December 13, 2016 – Joint Budget Committee Higher Education Briefing](#) document, saying **“Most, but not all, tuition increase in recent years are explained by declines in state support per student FTE.”** The University of Colorado agrees with the JBC staff’s previous conclusion. When looking at the sum of state funding and resident undergraduate tuition combined, students and families paid 33 percent of the combined total in FY 2000-01. Today they pay 68%. This is illustrated in Figure Two below:

Figure Two:



This budget request is a significant in an effort to reduce this trend. While it won’t take the student and family burden back to where it was, it would freeze tuition increases in FY 2019-20 and provide meaningful relief. This freeze would help with college affordability for students from all economic backgrounds.

Over time, the cumulative effect of modest or flat tuition increases can have a meaningful impact on out of pocket costs for students and families. The November request, will help CU make additional progress as we work to limit out of pocket costs. The University and the Regents have spent the past year looking closely at college affordability and have developed University wide metrics to measure our efforts in this area. Metrics have been developed to measure the real cost of an education at CU, including out of pocket costs, student loan debt, earnings compared to student loan debt and others. CU is tracking the metrics on an annual basis. This information can be found on CU’s website at <https://www.cu.edu/cu-metrics/affordability-access>

Affordability is difficult to define as it is different for every individual. What makes college affordable and the decision to attend college is based on multiple factors including family earnings, the ability to save for the future, potential income upon graduation, values about education willingness to make sacrifices, etc. CU is grateful and appreciates the multi-year state investment from Governor Hickenlooper, the JBC and the General Assembly to help keep tuition in check and improve college affordability.

*The Department request would not enable CU to reduce tuition. The main driver for tuition increases is available state funding. Page 10 of the [December 12, 2018 – Joint Budget Committee Briefing](#) document, JBC staff states: “...Colorado and other states have often used tuition increases to substitute for higher education General Fund support due to the multiple demands on state General Fund revenue. The General Assembly has provided more flexibility for institutions to increase tuition revenue in times of state General Fund cuts and has restricted tuition growth when more state revenue is available for higher education.”*

*Based on the Colorado’s Department of Higher Education’s Governing Board-wide base core minimum build up analysis, the November request is approximately a 13.0 percent increase in state funding which results in a 0.0 tuition increase. An additional 1.0 percent increase in state funding would be approximately \$7.2 million. On average, an additional 1.0 percent in state funding would allow tuition to be reduced by approximately 0.75 percent.*

*This works in the opposite manner as well. For instance, a 10.0 percent increase in state funding (reducing the November request by over \$20 million General Fund) would result in approximately a 2.2 percent increase in tuition.*

*The way for Colorado to reverse the trend of the share of higher education costs borne by individuals and families (see Figure Two) is by consistently increasing the state’s investment.*

*Quality and infrastructure improvements are only possible if CU is able to increase revenues beyond the state’s increase. The November request includes approximately \$30 million for the University of Colorado. We are incredibly grateful for the requested increase. When considering CU’s current year operating budget (E&G) the \$30 million increase for CU results in a 1.95 percent increase in our current FY 2018-19 operating budget. While the increase is substantial, it would not cover the anticipated total compensation and benefits increase for CU based on the 3.0 percent salary survey increase in the November request and CU’s anticipated HLD increases.*

*Additional state funding would allow CU to continue to keep tuition in check, invest in financial aid, information technology upgrades, deferred maintenance needs, wrap around student support services, concurrent enrollment partnership programs, student mental health services and expansion of online education.*

### **Colorado State University System**

*The CSU System overall supports the funding allocation model submitted in the November 1 Budget Request for FY 2019-2020. The funding provided in the request will cover the majority of inflationary costs relating to salaries, benefits, and utilities. However, it will not cover items such as operations and maintenance costs of our facilities, any new investments in student success initiatives, or quality program enhancements. A tuition reduction would not be an option.*

*Below are the perspectives/projected impacts on our individual campuses:*

#### ***CSU-Fort Collins***

*CSU-Fort Collins supports the request of no change in resident undergraduate tuition with the coordinated increase in state appropriations. We will need some flexibility and are anticipating increases in non-resident undergraduate tuitions, as well as graduate and professional program tuition levels. We do anticipate a very small number of selected increases in differential tuitions (Business, Design) for next year as well, due to increases in expenses associated with accreditation obligations and new programs.*

*CSU’s affordability within its particular higher education marketplace remains strong, with an excellent value proposition that we believe will continue under the state’s model and the tuition scenarios we are modeling.*

*Examples of quality improvements we would hope to fund if resources were available include:*

- *Further investments in student success programs: Key communities, first-generation programs, high-touch advising and mentoring, early performance feedback programs*
- *Degree Completion programs: initiatives to simplify major offerings, reform our core curriculum, reduce time-to-degree*
- *Faculty Development programs: online and hybrid/flipped delivery modality training, diversity and inclusion training, new faculty teaching tools, special programs for non-tenure-track faculty*
- *Diversity office investments: supervisor training programs, free speech/academic freedom seminars, women and gender programs*
- *Additional investments in institutional financial aid: targeting middle-income students and suppressing debt levels*
- *Honors program enhancements: more and broader honors programs development*
- *Faculty cluster hires in several thematic areas of interest to students and research*
- *Equine institute investments*
- *Collaboration Campus in Castle Rock: startup costs and some continuing expenses*
- *Salary Equity Initiative*
- *Graduate School and International Initiatives investments: China Programs, graduate teaching assistant training*

*With less, we would need to prioritize our investments more strictly, with highest priority given to programs related to student success, faculty and GTA hiring, and infrastructure to support additional and more diverse students.*

### ***CSU-Pueblo***

*CSU-Pueblo appreciates the goal of controlling the cost of higher education for students so that a four-year degree is more affordable. As an access institution, we strive to keep tuition low. CSU-Pueblo is one of two four-year Hispanic Serving Institutions in the state, with a high percentage of students who are first generation and low income. Approximately 50% of our students are minority. Increasing financial aid will make CSU-Pueblo more affordable: Some students will graduate with less debt, and others who otherwise might have dropped out may be able to remain in college.*

*While the goal of affordability is appropriate, R1 and R2 are only estimated to provide an increase of up to \$2 million in state General Fund support for CSU-Pueblo, and projected enrollment declines (based on prior year trends) will reduce tuition revenue by approximately \$1 million. To keep pace with inflation, CSU-Pueblo estimates that \$1.3 million will be necessary for compensation adjustments to remain competitive, and \$837k will be required for fringe benefits. Numerous other expenses (utilities, debt service, payments to risk management, e.g.) are expected to rise and are substantially beyond the control of the institution. Taken in its totality, the R1 and R2 proposals will require internal budget reductions of \$1.2 million. There will not be an opportunity for strategic investments to strengthen the campus and the services CSU-Pueblo provides to the student population.*

*Reducing tuition is not feasible at CSU-Pueblo with the proposed increase in funding, due to the financial impact it would have to our institution. A much larger investment in state funds would be required to prevent the institution from initiating budget reductions.*

*If state funds were substantially increased, CSU-Pueblo would engage in strategic initiatives to increase our retention, persistence, completion, and placement rates. Every student would be assessed and receive a pathway tailored to the needs*

*of the individual student. Every student would have a professional advisor who would serve three roles: Academic Coach, Career Coach, and Mentor. Every student would engage in a set of student experiences designed to prepare the student for professional life including: (1) foundations: traditional classroom learning; (2) applications: embedded or field-based learning; (3) contexts: a set of experiences designed to transition the student to professional life including leadership and soft -skill development. Services would include expanded summer and bridge programming, culturally and situationally appropriate on-boarding and advising for students, academic coaching, peer mentoring, supplemental instruction, internship and career counseling and placement, and expanded opportunities for experiential learning.*

### **University of Northern Colorado**

*UNC supports the request as submitted. A meaningful increase in state funding could not come at a better time for UNC. It would help us address our structural deficit while in tandem we explore and identify a wide range of cost-saving possibilities to reduce expenses that will ultimately eliminate that deficit. As we begin the FY20 budget development process, UNC's first-year president will be assigning each division a cost-cutting target to address our \$10 million deficit. At the same time, work has begun to significantly improve student retention and our four- and six-year graduation rates. Simultaneously addressing these areas will be challenging, particularly because UNC's degree-seeking undergraduate population comprises 40 percent first generation, 35 percent Pell eligible and almost 25 percent underrepresented minorities. Among the research institutions, UNC has the highest percentages of first-generation and Pell-eligible students and is second only to CU-Denver in the percentage of underrepresented minorities. Providing a research university education to these populations requires investing not only in highly qualified faculty who are engaged in ongoing research, but also a wide array of academic and student support services. Furthermore, many of these students also are relying upon institutional aid to help cover the cost of education. Even before UNC's relatively high level of institutional aid, UNC's tuition and fees are the lowest of the research universities and lower than several other four-year institutions.*

*Thus, while the state funding increase will help us maintain affordability, it will not allow us to reduce tuition.*

*Even if UNC forgoes a second consecutive year of no salary increases for faculty and exempt staff, UNC expects that FY20 will be the seventh year that we are relying on reserves to balance our budget.*

*Plans for cost-cutting to address our \$10 million deficit will be completed in the spring of 2019 but realizing those savings will take more than one year. Thus, with less state funding, student success efforts would be hampered, and UNC would need to increase tuition and/or further deplete reserves. With more state funding, UNC could mitigate the reduction in reserves and focus more attention on student success efforts.*

### **Colorado School of Mines**

*Colorado School of Mines greatly appreciates the commitment Governor Hickenlooper made to higher education through his budget request. We do support the request for increased funding and the intent to use this increase to avoid a tuition increase for in-state students. While the Mines Board of Trustees has statutory authority to set its own tuition rates, Mines will seek to honor the Governor's intent to the extent it can, depending on the amount of its funding allocation resulting from the budget increase. Because state support is only a small portion of our operating budget, the proposed state budget increase for higher education, as significant and generous as it is, may not be sufficient to address our cost increases associated with modest salary increases, utility increases, and investments we need to make in student support services. We continue to explore all options to minimize and eliminate net tuition increases for in-state students, including enhancing financial aid in order to ensure a Mines education remains affordable. Through pursuit of opportunities for efficiency and cost-savings, we have maintained modest increases in recent years and continue to be ranked nationally as one of the top universities for return-on-investment, when comparing cost of education and post-graduation salaries.*

2. If the State has less money to allocate, are you comfortable with the Department's scale for determining an associated tuition increase? The Department's approach allows for the sum of resident tuition and General Fund to increase at a rate well above inflation. Why is that appropriate or necessary?

### **University of Colorado System**

*Yes. CU believes the Colorado Department of Higher Education's approach is appropriate in linking General Fund increases to tuition policy. While CU does receive revenue from non-resident students the non-resident tuition rate is at or above our market at our campuses. Tuition revenues have been relied upon to backfill state funding cuts during the past two decades. If the state is forced to make further reductions in higher education funding due to state budget constraints or a future economic downturn, CU's ability to use tuition to backfill these reduction will be limited. The proposed \$30 increase in state funding for CU results in a 1.95% increase in our operating budget in FY 2018-19. Holding resident tuition flat at this level of an overall 1.95% operating increase (from state funding) necessitates increases elsewhere to attempt to keep pace with inflation costs and investments in quality even before factoring in anticipated enrollment growth.*

*CU believes that this level of increase is appropriate to help stop and begin to reverse the historic shift of the burden of the cost of higher education from the state to Colorado students and families.*

### **Colorado State University System**

*In the current funding model, the estimated general fund increase for the CSU System represents a 2.7% increase over estimated FY 2019 general fund and tuition revenues, which is below the current estimate for inflation. If the State has less money to allocate, the CSU System supports the Department's scale for determining an associated tuition increase. This will allow us to meet mandatory cost increases.*

### **University of Northern Colorado**

*As shown in the following table, UNC's tuition and fees are below all other research universities as well as several graduate-degree granting institutions. In addition to our relatively low tuition and fees, as shown in the JBC staff briefing, institutional aid covers over 32 percent of UNC's resident undergraduate tuition and fees. Over the years, affordability has been a priority for UNC's governing board — thus our low "sticker" price and relatively high institutional financial aid. Affordability will continue to be a priority at UNC. However, as we grapple with our \$10-million deficit, it is imperative for us to not only reduce expenses, but also consider pricing as it appears our tuition and fee rates may be unsustainably low. We will need to address tuition and fees, particularly for high-cost programs, in the coming years. The latitude in the department's approach allows us the flexibility to make appropriate adjustments to set tuition and fees at the right price.*



	Tuition	Fees	Tuition & Fees
Tuition & Mandatory Fees	FY18	FY18	
Metro	\$ 6,062	\$ 1,290	\$ 7,352
Fort Lewis	\$ 6,720	\$ 1,889	\$ 8,609
Mesa	\$ 8,100	\$ 872	\$ 8,972
Adams	\$ 5,736	\$ 3,704	\$ 9,440
<b>UNC</b>	<b>\$ 7,374</b>	<b>\$ 2,172</b>	<b>\$ 9,546</b>
Western	\$ 6,624	\$ 3,178	\$ 9,802
CSU-Pueblo	\$ 7,705	\$ 2,385	\$ 10,090
CU-Springs	\$ 8,610	\$ 1,591	\$ 10,201
CU-Denver	\$ 9,720	\$ 1,538	\$ 11,258
CSU	\$ 9,152	\$ 2,367	\$ 11,519
CU-Boulder	\$ 10,248	\$ 1,838	\$ 12,086
Mines	\$ 16,170	\$ 2,216	\$ 18,386

**Colorado School of Mines**

*There are many investments made to maintain quality and improve services that cause costs to rise faster than inflation. Colorado School of Mines spent over \$5 million in capital and technology improvements to laboratories, classrooms, and other facilities last year. In addition, over the past few years, Mines had to fund over \$25 million in investments in basic campus infrastructure such as boiler plant, generators, chillers and HVAC systems. While the State has been able to assist with some capital projects, the university has to fund other needs through its various revenue sources including tuition.*

3. Describe your student population. Are your programs affordable for the student population you serve? How big an obstacle is actual cost? How big a problem is perceived cost, i.e., that students overestimate what it will actually cost them to attend?

**University of Colorado System**

*All of our campuses have a wide variety of students.*

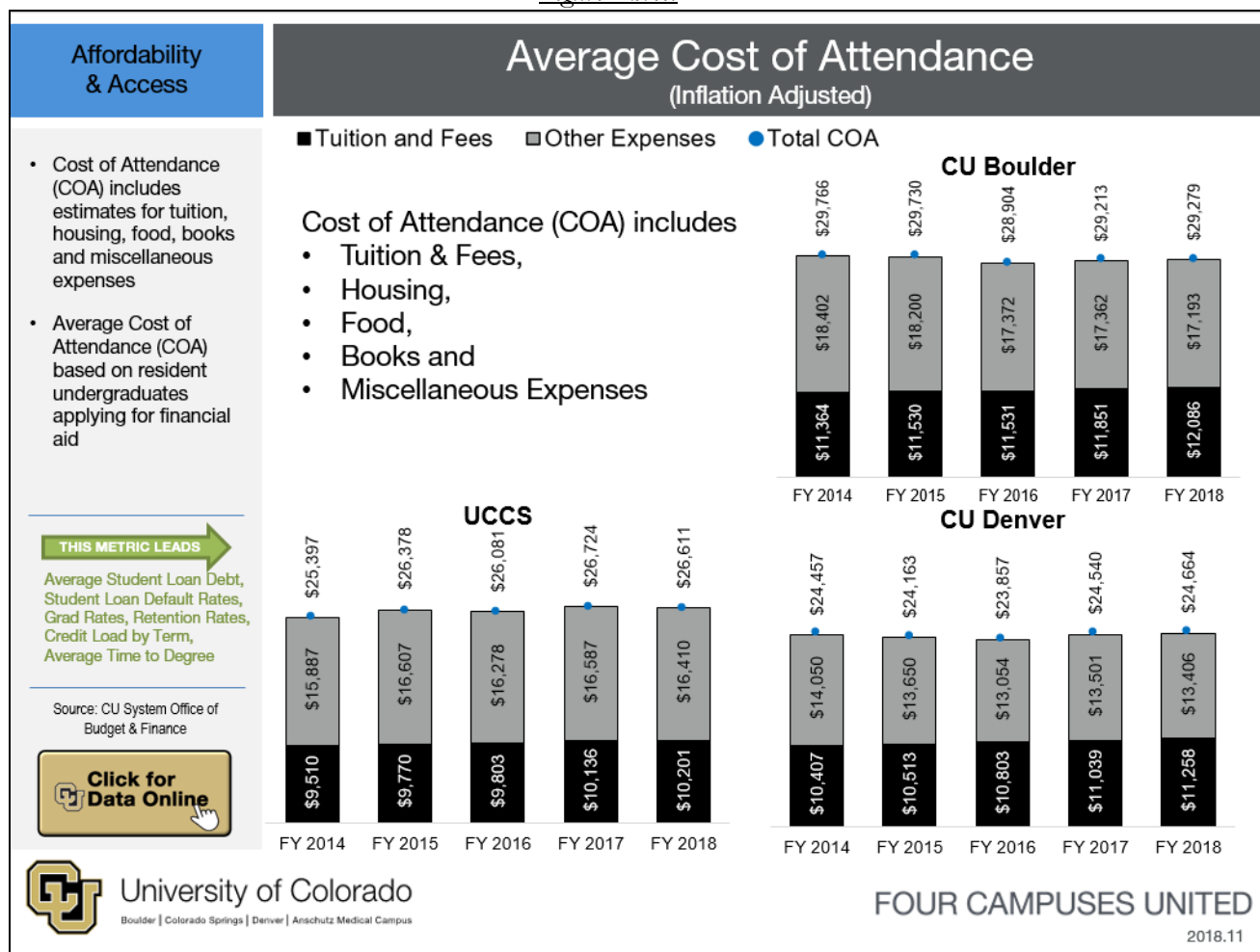
*CU Boulder has a larger population of non-resident students when compared to the others. This makes it possible for Boulder to invest in more institutional financial aid that helps buy down the cost for Colorado resident students. At the UCCS and CU Denver campuses, we have higher concentrations of students with need a larger percentage of resident students. CU Anschutz primarily offers graduate level courses with the exception of undergraduate nursing. For more information about student demographics visit <https://www.cu.edu/budgetpolicy/cu-data>.*

*In the course of developing affordability metrics CU has looked at out of pocket costs for resident undergraduates with household incomes of less than \$100,000 since 2013-14. Out of pocket costs are calculated by subtracting the average grant aid from the average cost of attendance (tuition, fees, books, and student living expenses). **The out of pocket costs for each CU campus are shown in our response to question 11 below.** The first step in determining out of pocket costs is to know the average Total Cost of Attendance.*

*Figure Three (below) shows this average by campus, adjusted for inflation from FY 2013-14 to FY 2017-18. This is our sticker price over time. As you can see, CU has worked hard to keep sticker price growth in check over time. Tuition and Fees are well under half of the total cost of attendance price.*

CU Boulder has slightly reduced its cost of attendance over this period. CU Denver has seen a very small increase and UCCS have been stable for the past two years.

Figure Three:



CU works to inform potential resident students and their families about actual costs versus the advertised cost of attendance. In addition to traditional need and merit-based aid, campuses have developed and advertised new scholarship programs for resident students to help reduce the cost of a degree and recruit more Coloradans. We intend to publicize our recently developed affordability metrics to aid in this cause. **It is important to note that over half of CU graduates leave CU with no debt.**

### Colorado State University System

#### **CSU-Fort Collins**

CSU is now enjoying its highest enrollment ever, at 32,236 students (a 1% total increase over the previous year and a freshman class that is 9% larger than last year). Our current student population is:

- 69% Colorado residents; 31% non-resident including 7% international
- One-quarter Pell recipients
- One-fifth first-generation
- 22% minority

- 87% full-time; 13% part-time
- Primarily undergraduates who are entering college straight out of high school

*The University's academic profile has held steady and strong because of CSU's commitment to providing access to high-caliber students from all walks of life.*

*The CSU approach to making a college education affordable involves a four-step process performed within an equity framework.*

1. *Establishing True Need – The FAFSA does not always provide the most accurate prediction of a student's ability to pay for college. When appropriate, CSU uses an institutional methodology to better assess a student's ability to pay.*
2. *Establishing Cost of Attendance – We know that costs vary for students based on their class level, grade level, housing status, and program of study. We work to establish a cost of attendance that is as accurate as possible for each student.*
3. *Strategic Aid Awarding – By establishing both need and cost as accurately as possible, we can better target our collective federal, state, and institutional dollars in a manner that both encourages student access and supports student success.*
4. *Financial Aid Offer Letter – We provide a detailed financial aid offer letter to all new CSU students that is transparent in costs; distinguishes gift aid from aid that has to be paid back; and displays the net cost (total cost of attendance minus gift aid), estimated bill without student loans, and estimated bill with student loans. This allows students and families to more easily determine the amount of funding, out-of-pocket, they need to for a CSU education.*

*We award financial aid via a four-tier system that includes an equity amount of gift aid derived from an assessment of the student's cost and need. While the institutional financial aid commitment at CSU has increased more than 80% in the last 5 years, federal and state sources have not kept pace with rising costs. The result of this trend – coupled with rising healthcare, housing, and child care costs – is more pressure on limited-income and middle-income families' ability to afford higher education. Our efforts noted above are creating opportunity now but may be unsustainable if the current state and federal trend continues.*

*Because of the efforts mentioned above that result in an award offer letter that is transparent with respect to cost, aid offered, net cost and estimated bill, we do not have a problem with students and families overestimating their actual cost of attendance.*

### **CSU-Pueblo**

*As discussed previously, CSU-Pueblo serves a relatively high percentage of students who face challenges when entering college:*

- *More than 90% of our undergraduate students receive some sort of financial aid*
- *33% are first generation*
- *49% are minority, which includes 35% Hispanic and 14% other minority.*

*Cost is an obstacle for our students; we allocate approximately 22% of tuition revenue for institutional aid. Perceived cost is also a challenge. Many students are not able to fully comprehend the return on their investment in a four-year degree. These students can accurately assess the cost of an education at CSU-Pueblo; financial aid counselors and admissions counselors can accurately convey that information to prospective students. However, these students and prospective students are not always able to appreciate their earnings potential following the completion of a four-year*

degree. In addition, many families are resistant to the concept of educational loans and will choose not to enroll in college rather than use federal loan programs, despite strong educational efforts.

### ***CSU-Global Campus***

*CSU-Global primarily enrolls working adults from diverse backgrounds with an average age of 35 years. 59% of the students are female and 41% are male. Students generally enroll at CSU-Global either to develop a new career path or to leverage education to attain higher positions in their existing organizations.*

*CSU-Global is a flexible and affordable option for its students, and the university has not increased its tuition rates for the past six years. Students receive a tuition guarantee to ensure their tuition rate will remain the same until graduation as long as they remain enrolled. CSU-Global leadership is focused on providing students with a quantifiable return on their educational investment and a recent economic impact study showed that every \$1 CSU-Global alumni spent on their degrees resulted in an average \$4 in increased earning potential. CSU-Global is transparent with all students regarding costs associated with attendance at the university. There is no problem with perceived costs given this transparency.*

*Importantly, CSU-Global does not receive appropriations from the State of Colorado and responsibly manages costs underneath its tuition revenue.*

### **University of Northern Colorado**

*The student profile for the Fall 2018 entering class is: 40 percent first-generation, 35 percent Pell-eligible, and 32 percent underrepresented minority. UNC currently enrolls 84 percent of undergraduate students from Colorado and has been recognized as the top school in Colorado for providing social mobility. Compared to other residential state research universities, UNC serves a more diverse student body with the highest academic and student support structure, making cost a very important consideration amid an increasingly competitive market for students.*

### **Colorado School of Mines**

*Total enrollment is 6,268, of which 4,954 are undergraduates. 56% of undergraduates qualify for resident tuition classification. 25% of our undergraduate resident students report as underrepresented ethnic or racial minorities. 20% of undergraduate resident students qualified for Pell aid.*

*Mines graduates continue to be in high demand and command strong salaries in the market place. Last year the average salary offer exceeded \$69,000 for a bachelor's degree recipient. Payscale.com ranked Mines among the top 10 in the nation for a return on investment. These facts help mitigate the high cost required to deliver an engineering education. That said, Colorado School of Mines continues to work to have its student body better reflect the demographics of the State's college-bound high school graduate. Although not the sole factor, affordability will be a key challenge for Mines to overcome in making progress towards that goal.*

4. How much does your governing board rely on state funding? Resident tuition? Nonresident tuition? Other sources of support? Do nonresident enrollment and auxiliary/other revenues subsidize educational programs for resident students? Do they drive costs for resident students?

### **University of Colorado System**

*CU has different operating budget mixes by campus. Accordingly state funding varies from one to another. State funding, Resident Tuition, Non-resident Tuition, Fees/Other and ICR comprised the following percent share of campus operating budgets in FY 2018-19 (see table below).*

Share of Total Operating Budget (E & G) in FY 2018-19					
Campus	State Funding	Resident Tuition	Non-Resident Tuition	Fees/Other	Indirect Cost Recovery
CU Boulder	9.3%	26.8%	54.3%	1.7%	7.9%
CU Denver	16.1%	56.7%	18.3%	5.4%	0.7%
UCCS	18.8%	49.1%	22.7%	10.4%	1.6%
CU Anschutz	30.0%	24.1%	8.2%	10.5%	27.2%

*State funding plus resident tuition and fees do not cover the cost of education on a per student basis on any of the CU campuses. Other sources, primarily non-resident tuition help subsidize the cost to educate Colorado resident students. Efforts to increase other revenue streams is always being pursued to keep costs lower for Colorado resident students.*

### **Colorado State University System**

*Total revenues for the CSU System totaled \$1.46B in FY 2018. Approximately 36% of the total revenues came from student tuition and fees, 10% came from state appropriations, and 54% were generated from restricted revenue sources. The restricted revenues generated can only be used for the specific purpose for which they are collected. These sources include grants and contracts, auxiliary enterprises and gifts. Restricted revenues cannot be used to subsidize educational programs for resident students.*

### **CSU-Fort Collins**

*State funding specifically related to our academic mission hovers around 8% of our total annual CSU budget of \$1.2B, while tuition in total is a little over 33% of this amount. In total, state funding is approximately 11% of CSU's budget, with approximately \$35M provided in support of our non-academic agencies, including the Colorado State Forest Service, Agricultural Experiment Stations, and Extension. These agencies are all related to our Land Grant mission but have limited student involvement.*

*When we extract the components of the budget that do not affect our Education and General (EG) activities, state support for academic activities increases to 15% while tuition support increases to 61%. Of the tuition that CSU collects, in dollars, it is evenly split between resident and non-resident students. Resident students make up 69% of the student population while non-residents make up the remaining 31% of the student body. When academic-related state funding is added to the resident tuition, the percentage of the EG budget represented by these two amounts totals only 46% while our resident students, as previously noted, are 69% of the student body. As a result, it is very clear that our non-resident students are subsidizing our resident students by providing a much higher level of resources to CSU, on a per student basis, than our resident students. There is no difference in the cost to educate a resident versus a non-resident student, except in the case of some international students who may receive additional support through our Office of International Programs.*

*The auxiliary units of the university, including areas such as Housing and Dining, the Student Recreation Center, Lory Student Center, etc., are self-funded units and do not subsidize our education programs other than through occasional use of their space to conduct educational programs. An example of this relates to classroom space that is located within a residential hall or within the Lory Student Center.*

### **CSU-Pueblo**

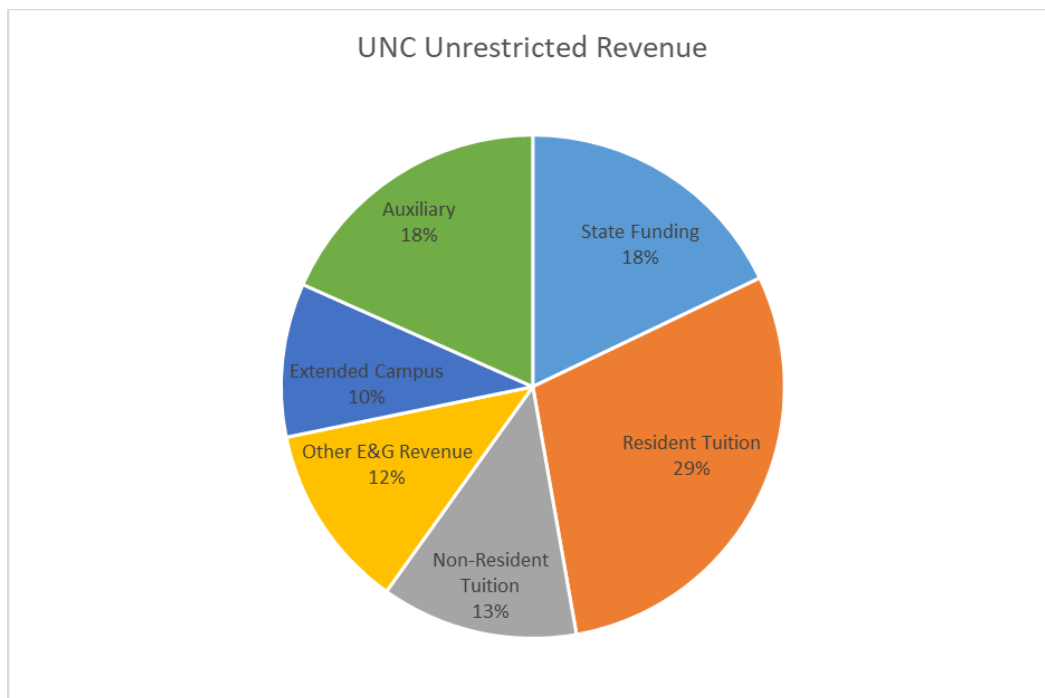
*CSU-Pueblo's Education and General (E & G) budget is \$57.1 million. Of this amount, \$18.5 million is state General Fund appropriations. The remaining amount is tuition and fees. Resident tuition composes 68.1% of the tuition revenue. Nonresident and Western Undergraduate Exchange (WUE) tuition is 25% of the tuition revenue. The*

remaining amounts are from graduate tuition. Auxiliary revenue does not subsidize educational programs. They do not drive costs for all students, but housing and dining costs are significant for those students who live on campus.

### **University of Northern Colorado**

State funding and resident tuition account for almost half of UNC's operating revenue. Nonresident tuition is about 13 percent of the budget. Extended campus and auxiliary operations are almost 30 percent. Other E&G revenue at 18 percent includes fees, indirect cost recoveries, interest, etc.

Nonresident enrollment, extended campus operations and some auxiliary activities (e.g., summer conferences) subsidize resident educational programs by covering fixed costs and diversifying the use of our facilities and delivery of our academic programs. Housing, dining and parking are break-even activities.



### **Colorado School of Mines**

Although Mines is primarily reliant on tuition revenue, state support provides a necessary component of the institution's funding model. Mines' budget in the current year is projected to rely on state support for 11% of education and general funding. The remaining sources include resident tuition at 27%, nonresident tuition at 46%, and other sources at 15%. For fiscal year 2017, the NACUBO cost of college at Mines was \$27,419, as compared to resident tuition of \$15,690 and nonresident tuition of \$34,020. Regarding other revenue sources, Mines auxiliaries are self-supporting operations, the services for which Mines seeks to price below market, when possible, to provide cost savings to our students.

## HIGHER EDUCATION FUNDING MODEL

5. The Department has expressed interest in studying the higher education funding model and proposing revisions. Does your governing board support this? How deep should such a review go, i.e., should the Department try to revamp the model or only change parts of it? What can be done by the time the next report on the model is due in July 2019?

### University of Colorado System

*Governing Boards, including CU, use the funding allocation outcomes as a tool for tuition modeling based on anticipated state funding amounts in the request year. Significant changes to the allocation model would result in larger tuition increases over time at some institution and less at others. All institutions are grateful on the funding they receive and decreases in state funding will have an impact on educational quality and/or ultimate resident tuition rates at all institutions.*

*CU has long expressed concern about the allocation model and those concerns have not changed. Most if not all of the policies the formula seeks to recognize are valuable and are critical priorities for every governing board. The fact the model directs funds based on these policies does not result in governing boards refocusing their efforts. All institutions in Colorado are dedicated to their role and mission. The state funding formula does not impact their commitment. From CU's perspective, the model does very little to recognize the needs associated with delivering high cost education or research programs. CU appreciates the performance aspects of the model and those allocations that are based on student outcomes. The CU Board of Regent's CU metric goals align with the CCHE Master Plan Goal of producing more high quality degrees and improving upon current retention and completion rates. The model does recognize these areas.*

*The model is a compromise that CU and others agreed to live with and the state increase allocated thru the model have helped keep resident tuition increases in check since its passage in 2014. A predictable and adequate funding source for higher education, aids institutions with their annual and long term budget planning.*

*If changes are made to the model that have a significant funding impact on some institutions it may be necessary to consider a less uniform approach to tuition where some institutions that receive a smaller state increase might need the ability to include a reasonable tuition increase to offset the shift in funding to other institutions.*

*The model since its inception has always been complicated and has been difficult to adjust without unintended consequences. We believe it is possible to continue utilizing the model but would support additional targeted policy adjustments separate from the model and permitted by H.B. 14-1319.*

### Colorado State University System

*There is no higher education funding model that will function perfectly. The spirit of HB 1319 was to provide a higher education funding model that would provide some predictability for governing boards year over year while recognizing enrollment, performance, and the role and missions of institutions.*

*It is important to evaluate the effectiveness of a funding model overtime, and we support a review of the model but are not in favor of a complete revision. There was a great deal of compromise in the development of the initial model, and we would expect any revisions to go through the same thorough process.*

*Without some level of predictability for future funding, it is challenging for institutions to manage budgets year over year. Given the limited time to evaluate any changes to the existing model, the current model should be used to fund appropriations for FY 2019-2020, and any proposed changes agreed upon by all governing boards should be implemented in the FY 2020-2021 budget.*

### University of Northern Colorado

*Developing the current model required an extensive time commitment of both Department and institution staff. Throughout the course of those conversations, it was clear that the fundamental problem is the limited availability of resources from the state. The JBC staff briefing highlights this reality on pages 34 and 35. Changes to the model would redistribute funding from one institution to another. It is unclear to UNC what the state and its students would gain from this effort.*

### Colorado School of Mines

*We do support having a regular process for studying the higher education funding model.*

6. The General Assembly may consider adjusting the weights in the higher education funding model for FY 2019-20. JBC staff has suggested some possible changes, including increasing funding related to Pell-eligible students, increasing the weight on certificates, and adjusting support for small institutions. Do you have feedback?

### University of Colorado System

*All institutions are underfunded in Colorado. CU has high cost programs that were and continue to be significantly underfunded in the model. These programs train workers for some the most in demand and high quality jobs that employers moving to Colorado require. It is a top priority for the Regents and University leadership to ensure that Coloradans who want to attend CU can.*

*The JBC staff proposed shifts will redirect state funding away from research institutions like CU. We agree that some institution need targeted funding increases and state support to ensure their viability. The most effective way to target funds to these institutions is outside of the model through a separate bill as is allowed by H.B. 14-1319.*

*However, with if there are changes in level of state funding going to governing boards, alternative resident tuition rate increase may need to be considered to ensure that programs, institutional quality, and student success initiatives are not negatively impacted.*

### Colorado State University System

*Changing the model frequently can lead to uncertainty in the amount of state funds that will be available to institutions. For this reason, it may be prudent not to adjust the model. The model weights were adjusted for Pell-eligible students in the FY 2018-2019 funding allocation, and we support the current weight on Pell-eligible students.*

### University of Northern Colorado

*All of these options would redistribute funding among the institutions. UNC would not advocate for any changes.*

### Colorado School of Mines

*We believe adjustments should be made as part of a collaborative review of the model. There have been adjustments made every year since the model was first established and it becomes increasingly difficult to understand and/or explain the underlying principles and goals behind the model. A fundamental drawback for the model is that it is a Zero-sum result. Because the total amount allocated is fixed, there has to be losers when institutions get increases to their funding as the model is adjusted. As much as people have tried, the model cannot accommodate for the diverse array of institutions and governing boards in Colorado. It's not just the small institutions that are at a disadvantage in the model. Any institution that isn't large and cannot simply grow enrollment in large numbers is at a disadvantage.*



7. Do you have suggestions for how the State should address funding for the State's smaller, low-enrollment institutions in the model for FY 2019-20? Should the State add a new "tool" to provide a counter-weight to enrollment-driven components of the model? Should small schools be treated differently if they are part of a larger board (e.g., CSU Pueblo)? Do mid-sized boards *also* need special consideration?

### **University of Colorado System**

*CU believes the state should provide targeted base funding to smaller, low enrollment rural institutions. The model makes it extremely difficult to do this outside of plug funding adjustments in the Role and Mission section.*

*As noted above, CU would recommend that if the JBC wants to achieve a targeted policy objective, the best approach would be to run a separate bill allowed by Section 23-18-308, C.R.S. (2018), to allocate higher education funding for a specific purpose. This provision in law was part of H.B. 14-1319, so the approach is consistent with the intent of the legislation and enables the JBC to precisely target funds without the complicated and unintended secondary impacts that necessarily occur when this type of goal is pursued through the model itself.*

### **Colorado State University System**

*From the perspective of our Board of Governors, our institution stands ready to be an active and contributing voice in these discussions. We believe the issues underlying the financial challenges of these institutions are complicated, and any path forward should include agreements that avoid making the conversation a zero-sum game within higher education. The funding model per se is not a contributor to their financial conditions now nor to their prospects, and thus we would advise that the first steps here should be policy and student support goals that are desirable to achieve and then decide the correct mechanism to deliver them. It is possible that the model is not the correct way to implement the desired goals.*

### **University of Northern Colorado**

*UNC believes that the role and mission component of the Colorado Higher Education Funding Allocation Model is already a tool to provide a counter-weight to enrollment-driven components of the model.*

### **Colorado School of Mines**

*Yes, we believe mid-sized boards should have some consideration, partially because the basis and scale for defining small or mid-size is arbitrary. At 6,200 students, Mines is far closer to small schools than it is to the large 25,000+ institutions and governing boards. As noted above, the issue these questions raise is the model's inability to accommodate for the diverse array of institutions in the State and fund those institutions accordingly. Despite best attempts, it still is a one size fits all solution. A possible solution may be to increase the base funding for each institution. This "keep the doors open" concept was funded at a much higher level in the very first model that was shared when HB 1319 was still in draft form. The base funding would then increase by the overall percentage increase for higher education similar to SEP increases. This would create less money to be adjusted each year but it may allow the model to keep those adjustments simpler and more transparent.*

## **HIGHER EDUCATION STRUCTURE**

8. Governing boards may largely direct their own program offerings. Do we have overlap or duplicate programs due to the decentralization? Does this create inefficiency?

### **University of Colorado System**

*Institutions of higher education offers programs based on student demand. As institutions seek to meet the needs of the workforce, they sometimes offer similar degree programs. This drives a cost to the institution that is investing in creating*

a new program. **The primary consideration for offering any new degree program should always be need.** When governing boards seek to offer new degrees or consider offering program outside of their existing statutory role and mission, they should first consider if there are any existing degree programs being offered by other institutions of higher education that can serve student and if partnerships could be developed between institutions. Ultimately institutions and this governing boards have the responsibility to respond to the market as student demand changes overtime.

The University of Colorado has engaged institutions across the state to form partnerships to offer degree programs to prevent duplication and offer career relevant programs throughout Colorado. Specifically, Colorado Mesa University (CMU) and Western Colorado University (WCU) have innovative partnerships with the University of Colorado Boulder so students can earn a CU Boulder mechanical engineering degree in its entirety at the CMU campus in Grand Junction and the WCU campus in Gunnison.

The mechanical engineering partnership has been graduating students for several years at CMU. The program at WCU is just getting started, with construction on the Paul M. Rady School of Computer Science and Engineering beginning on the Gunnison campus in the fall of 2018.

Each program prepares students for a career in a range of industries, enabling hands-on engineering design projects beginning in a student's freshman year and continuing through senior design using the same curriculum as CU Boulder. For additional information please see: <https://www.colorado.edu/mechanical/partner-universities>

### **Colorado State University System**

As it stands now, as TABOR enterprises within an enrollment-driven funding model, the strategies many institutions are following are natural by-products of the current incentive structure. The CSU System institutions are constantly innovating and offering new ways for students to complete their educations in a timely and efficient way.

Where duplication exists, it's driven by consumer demand, as low-enrollment programs are not sustainable in a competitive higher education marketplace. We do have some overlap in academic program offerings at the three different campuses of the CSU System, which has much less to do with decentralization than with our three universities' different roles and missions. They each serve a very different set of students; they have differing admissions criteria and tuition structures, tuned to their clientele; they are separately accredited; they have different expectations of faculty with respect to research activities; they have different missions with respect to service and types of engagement with communities across Colorado (with which there are usually good resonances with the academic programs). We cooperate on programs that are similar, transferring classes as appropriate, developing distance offerings and enhanced opportunities at one campus for students at another. We are more vigorously pursuing efficiencies in 'back-office' operations: finance, HR, research compliance, etc. To the extent that duplication exists and demand is strong, encouragement of cooperative arrangements are preferable to more artificial contractions of programs – students will be better served across the state. New programs undergo a detailed needs assessment using federal and regional data, and we strive to cooperate on parallel academic programs to optimally leverage the different faculty assets of each institution.

### **University of Northern Colorado**

UNC experiences overlap and duplication of programs due to decentralization. Overlap and duplication have less to do with governing board structures and more to do with CDHE and CCHE regulations and procedures. Initial examples that come to mind include the expansion of teacher education / educator preparation programs and nursing programs across state IHEs.

While UNC's statutory mission encompasses the concept that UNC is to deliver teacher education/ educator preparation programs to all school districts and BOCES across the state, DHE has authorized almost all other state IHEs (and

*some private) to also deliver duplicate programs regionally. In addition, CDHE and CCHEs recent decisions (spring 2018) to allow community colleges to begin delivering nursing programs statewide, overlaps and duplicates UNC's goals to prepare nurses for the state of Colorado.*

*Inefficiencies are created among state IHEs because resources are spread thin across multiple IHEs delivering similar, if not the same, programs and because multiple IHEs are often in competition to recruit and enroll the same students.*

### **Colorado School of Mines**

*We do have similar programs at multiple institutions in Colorado. This may not be the most cost efficient approach to delivering higher education, but this is not necessarily a negative. In Colorado, students interested in engineering have several outstanding choices to fit their interest, learning style and objectives and personal life situations.*

9. What are the strengths and weaknesses of Colorado's higher education governance structure, from your perspective? Should the State explore higher education governance changes?

### **University of Colorado System**

*Governing structures are imperfect. Most recently, in FY 2002-03, the state college system was broken apart which resulted in the 4-year state college structure of today. While the structure of the system is important, the primary challenge facing public higher education in Colorado is inadequate state funding. It is highly unlikely that structural changes will result in significant change at the fiscal paradigm at any institution in the state. Communities throughout Colorado take great pride in their local higher education institutions. They can often be the primary employer and are economic engines of the community. Keeping governance local helps to ensure that the institution remains responsive to the community's needs. The path to fiscal sustainability for struggling institutions is the same regardless of governance. With adequate funding and partnerships, it is likely these institutions will be more sustainable over the long term if their governance remains close to home.*

*For example some economies of scale and efficiencies can be achieved within the current governance structure. Back office services at larger institutions can be shared with smaller institutions to save administrative spending. For example, procurement and purchasing like copier licenses at scale can drive down the cost for institutions. CU's Procurement Services Center (PSC) has cooperative language in several of its contracts allowing various public agencies to share these contracts and obtain the same rates on products and costs.*

*CU PSC's contracts with Dell (contract for computers) and Fisher (laboratory supplies) contain cooperative language allowing other higher education institutions within Colorado to share CU's pricing agreements. To date, Adams State University, and CSU-Pueblo have used our Dell contract.*

*CU PSC's copier contracts with Xerox and Konica Minolta currently allow sharing with any public agency within the State. To date, over 2,150 individual copiers have been placed at nearly 150 different public entities, including over 500 placements specifically at higher education locations. These locations include Colorado State University, Colorado School of Mines, CSU-Pueblo, the University of Northern Colorado, and Colorado College.*

*The CU PSC uses a variety of methods to "market" these contracts to other agencies and advise them on the potential benefits to their internal customers. CU PSC provides this information at multiple Rocky Mountain Governmental Purchasing Association events and the suppliers noted above have made their customers aware of the availability of these contracts.*

### **Colorado State University System**

*The current structure allows individual higher education institutions to cultivate unique identities and make executive decisions more quickly. From a perspective of managing issues statewide, any process that requires stakeholders probably takes longer than if there were more centralization. We do not have a suggestion for a new governance structure.*

### **University of Northern Colorado**

*UNC is well served by its governing board but would like to see a more coherent and coordinated approach to higher education facilitated by the Department. To the second question, UNC also believes this is something that should be further explored with a first-year president here who brings a wealth of higher education experience from California, which benefits from a more centralized structure.*

### **Colorado School of Mines**

*The biggest strength to Colorado's higher education structure is that students have many choices to fit their personal situation. The State may wish to explore defining (redefining) roles, missions and expectations for each institution or governing board. This may be more important than trying to define or direct program offerings.*

## **THE FUTURE OF HIGHER EDUCATION**

10. How do you expect larger trends in higher education enrollment (e.g., fewer students graduating from high school, concentration of population in urban areas) to affect your institution(s)?

### **University of Colorado System**

*State projections call for a smaller pool of Colorado high school graduates that could negatively impact statewide higher education enrollment. Colorado's neighboring states have been increasing recruitment efforts of Colorado students as their high school graduate populations decrease too. This means the recruitment of Colorado high school graduates to attend in-state institutions will grow even more competitive in the years ahead. Policy makers should be concerned about the projected slowing rate of growth in the number of graduating high school seniors in our state as it is not only an enrollment problem for the higher education institutions, but also a workforce issue. In order to counteract the projected decrease in enrollment from fewer high school graduates, institutions need to improve student outcomes in both retention and graduation rates to meet workforce demands in the future.*

*As noted by DHE, there are also large portions of high school graduates that do not matriculate to college so more needs to be done to encourage these students to pursue a post-secondary education. We should all be working to recruit these students as well. It is important to note that these students may be more expensive to serve (Pell or first generation), so as we focus on that group institutions and the state must consider how we make college affordable. Encouraging concurrent enrollment may be one-step to improve college-going rates statewide.*

### **Colorado State University System**

#### **CSU-Fort Collins**

*We expect to see this downward trend begin to impact CSU in about 5-8 years. We are currently working to be more competitive in our value proposition to non-residents – and more convincing about the value of higher education in general (and a CSU education in particular) to our in-state population. We are placed well in both of those markets, but the landscape is and will be fluid and we must be nimble in many directions. We know that the in-state population is going to change demographically, as well, and we are putting in place programs that we hope will attract the students of tomorrow as well as those of today; our mission demands that, and the state cannot achieve its degree completion goals*

*without having a strong CSU presence in virtually all the major demographic sectors of the graduating high school classes. We are also working harder on our interface with K-12 to make sure that students across the state and from different backgrounds (e.g. first generation students) know about the opportunities here and see that a CSU education is a real possibility for anyone with the talent and motivation to take advantage of our superior learning environment.*

### ***CSU-Pueblo***

*The larger trends in higher education enrollment have adversely affected enrollment on the campus at CSU-Pueblo. Competition for students is increasing every year. To remain competitive and viable, CSU-Pueblo has invested in new academic programs, and new academic facilities to remain attractive to prospective students. CSU-Pueblo has also invested funds to expand online programs to attract a broader range of non-traditional students. Currently, work is underway to strategically position the University to increase its on-campus enrollments from nontraditional populations, including working adults and students who significantly delayed college entry.*

### ***CSU-Global***

*Given CSU-Global's non-traditional student population, the downward trend of students graduating from high school is not expected to have an immediate impact on enrollment. In the long term, a reduced number of high school graduates may impact enrollment at CSU-Global. CSU-Global anticipates that this impact can be offset by opportunities to enroll additional non-traditional students who become displaced by changes in the job market as they seek additional education to acquire new skills.*

*As a fully online university, CSU-Global does not anticipate that the concentration of population to urban areas will impact enrollment.*

*CSU-Global will continue to execute its vision to be the premier provider of innovative, higher learning opportunities for nontraditional students in Colorado and beyond in an increasingly crowded and competitive market for online higher education.*

### **University of Northern Colorado**

*As demographics change within Colorado and across the nation, enrollment for traditional students (entering directly from high school) has become increasingly competitive. A greater number of colleges and universities choose to recruit in Colorado to meet enrollment goals and a higher proportion of Colorado students are choosing to attend college out of state. UNC has responded by expanding its outreach to populations of transfer, military, and degree completers with additional costs expected in new program development, degree completion technologies, and additional support strategies to raise retention and graduation rates of enrolled students.*

### **Colorado School of Mines**

*In future years, as the number of high school graduates is predicted to decline, Mines and its peer institutions will have to compete for a smaller applicant pool. As Mines competes at a national-level for the country's best and brightest, we will have to continue to differentiate ourselves as one of the top institutions for STEM education in the nation.*

11. How has your institution changed in the last five years? How do you see it changing in the next 10?

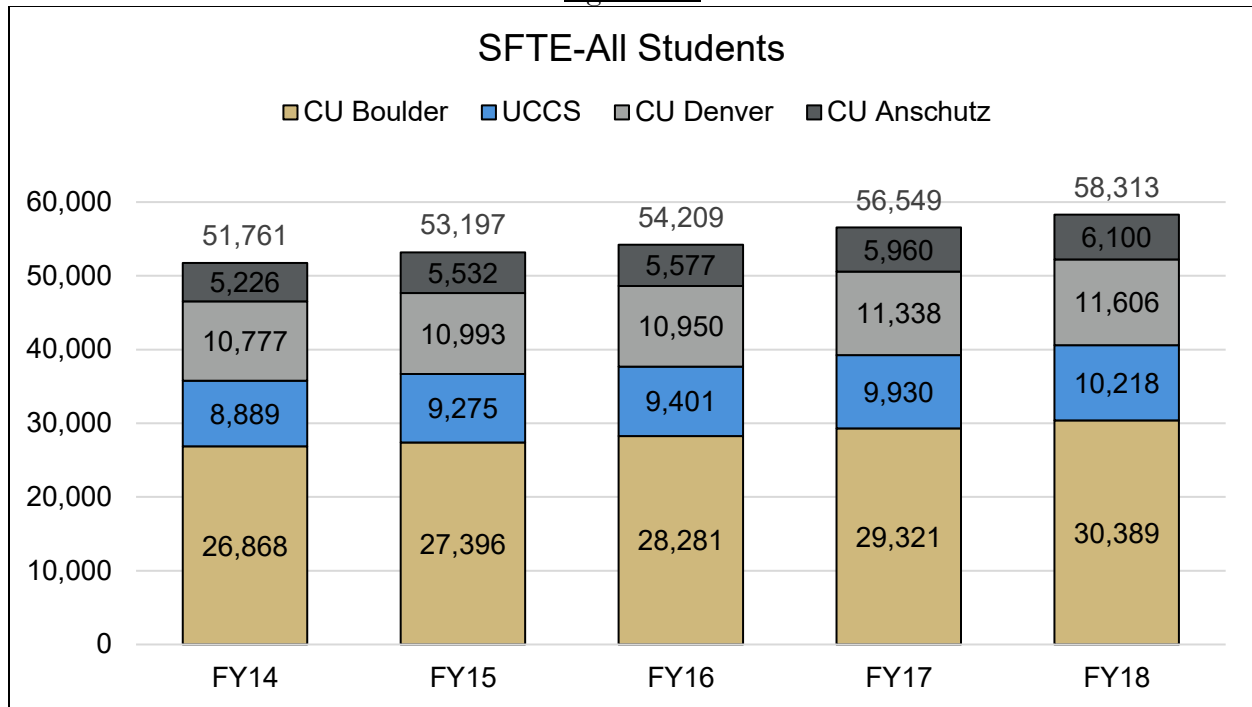
### **University of Colorado System**

*The last five years have been a period of growth at CU.*

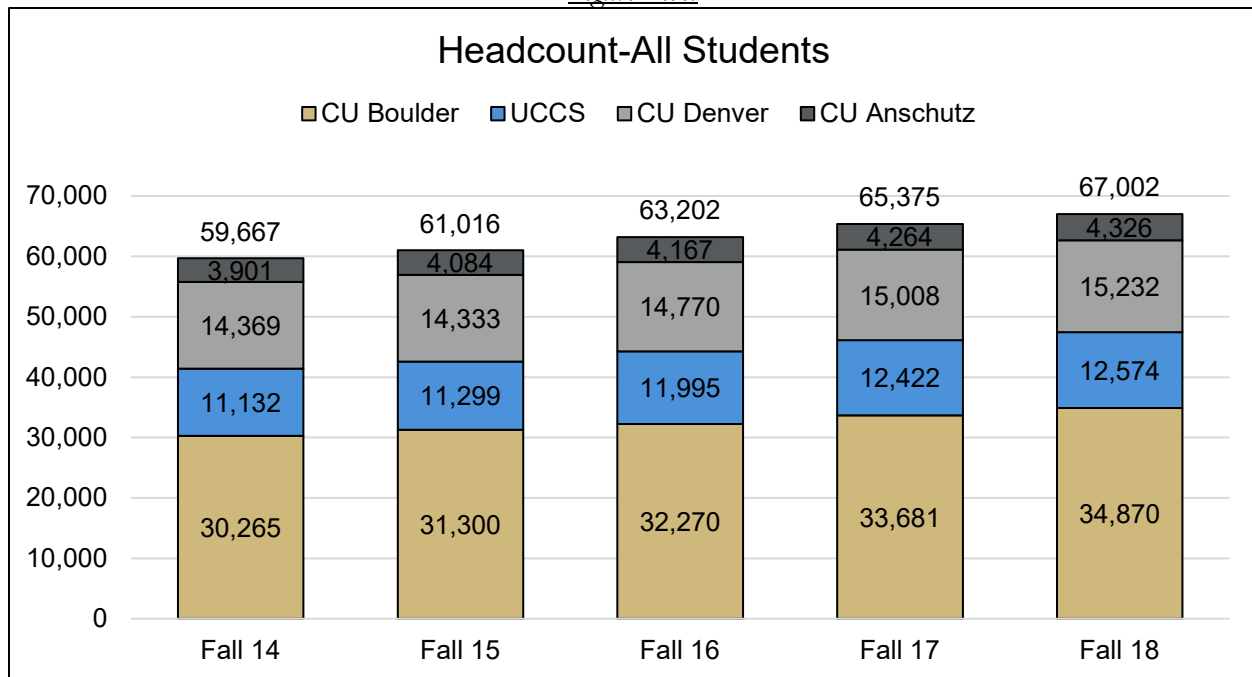
#### **Enrollment Growth**

Student enrollment has grown at all at CU campuses over the past five years. The following Figure Four (SFTE) and Figure Five (headcount) show student enrollments at CU from FY 2013-14 to FY 2017-18.

*Figure Four:*



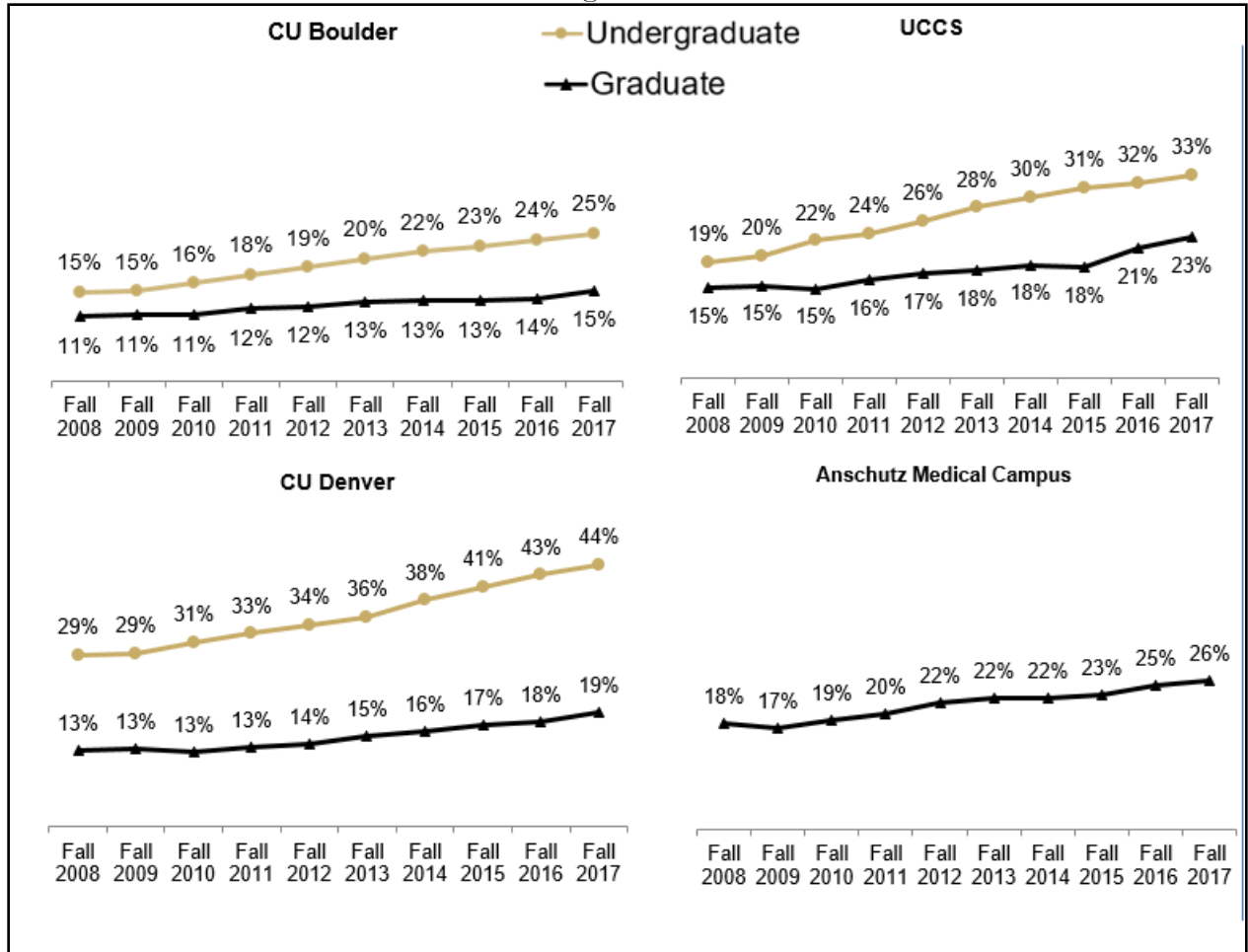
*Figure Five:*



Minority Enrollments

CU has been committed to improving its diversity to better reflect the population of the state and to help address the college attainment gaps that exists. Each campus has continued to improve and enroll more minority students on an annual basis. Figure Seven below, shows the percentage of minority students at each CU campus and how it has increased over the past decade. CU Denver has experienced the largest growth in this area, but all campuses are growing. In the state of Colorado, the percentage of minority race/ethnicity is approximately 31%.

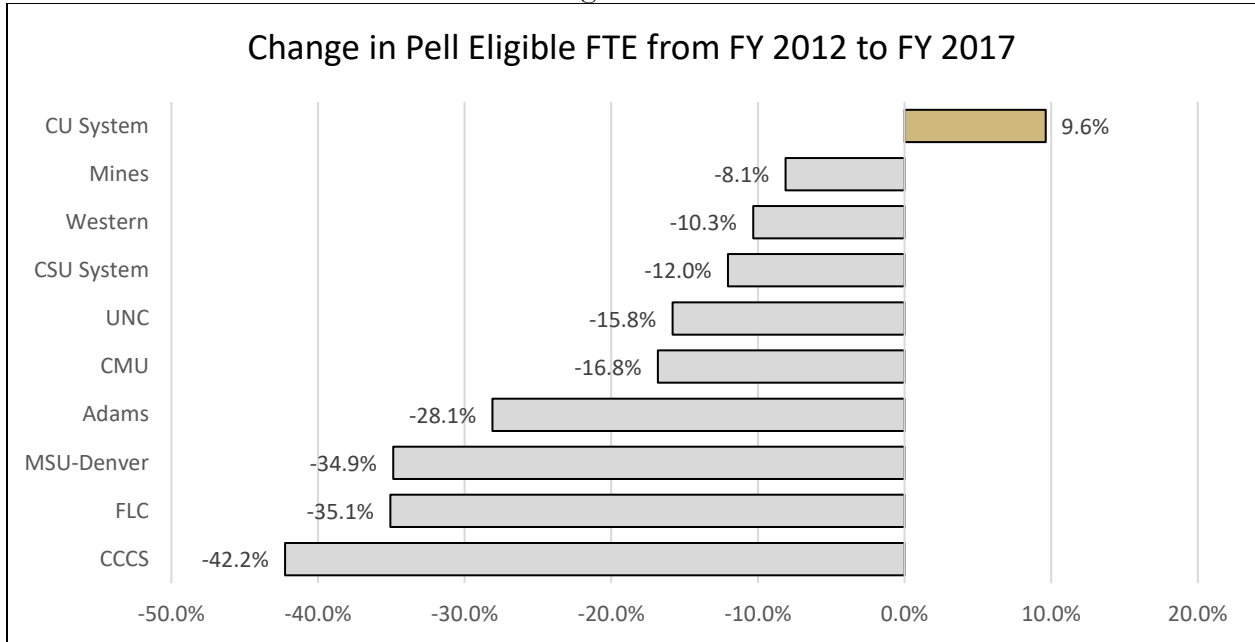
Figure Six:



Pell Recipients

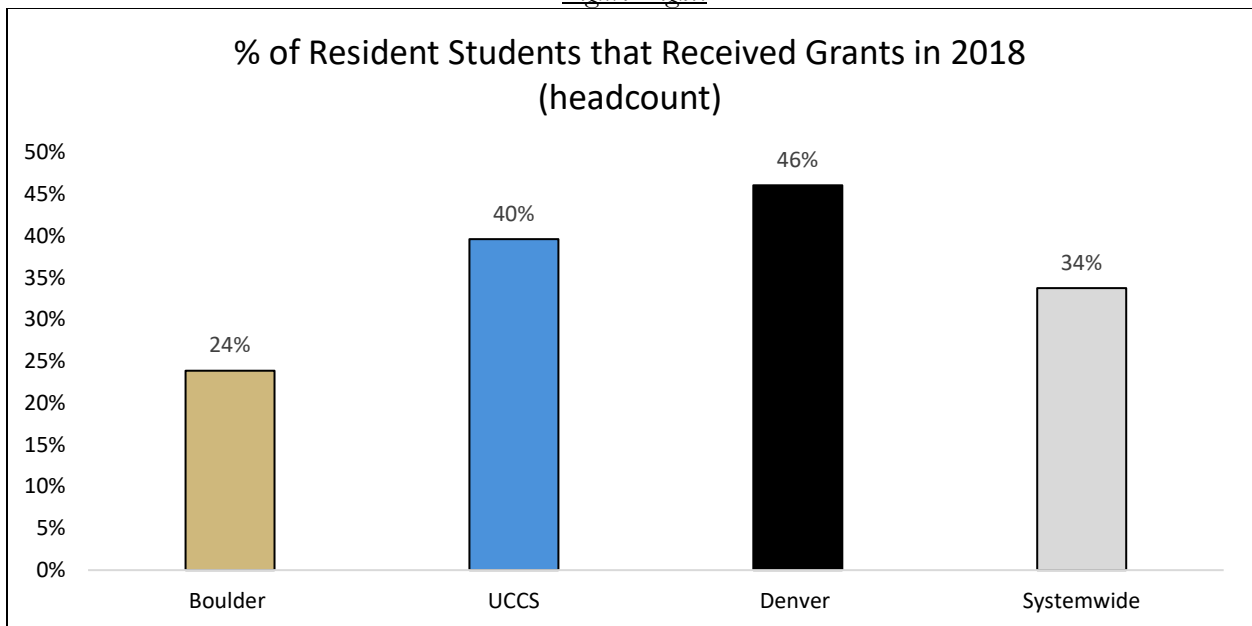
CU has continued to grow its Pell population even after the recession. Figure Seven (below) shows the change in resident Pell eligible Student FTE at CU compared to the other public governing boards since 2011-12.

Figure Seven:



In 2018, 33% of resident undergraduate students received a Pell Grant. The largest growth has been at the CU Denver and UCCS. Figure Eight (below) illustrates the saturation of resident Pell grant recipients by CU campus in 2018.

Figure Eight:

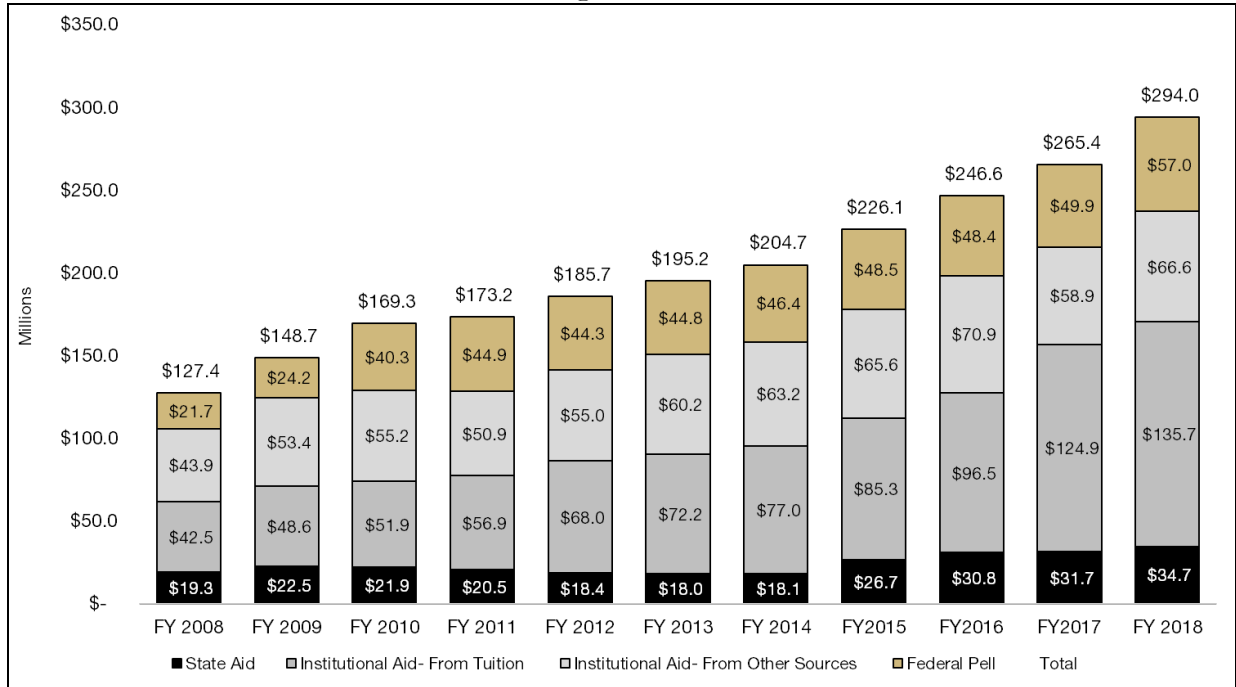




Institutional Aid

At CU part of the University's affordability goal is to invest more into institutional aid. Figure Nine (below) shows financial aid at CU over time and is part of our annual financial aid presentation for the Board of Regents. In FY 2018, institutional financial aid exceeded \$202 million.

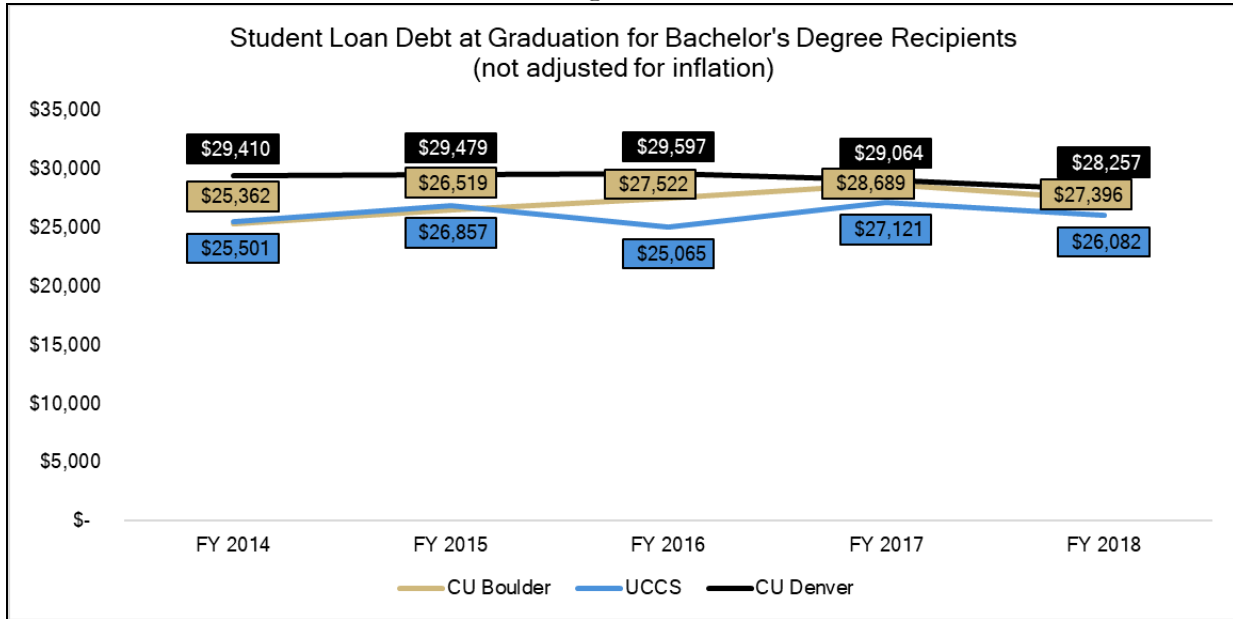
Figure Nine:



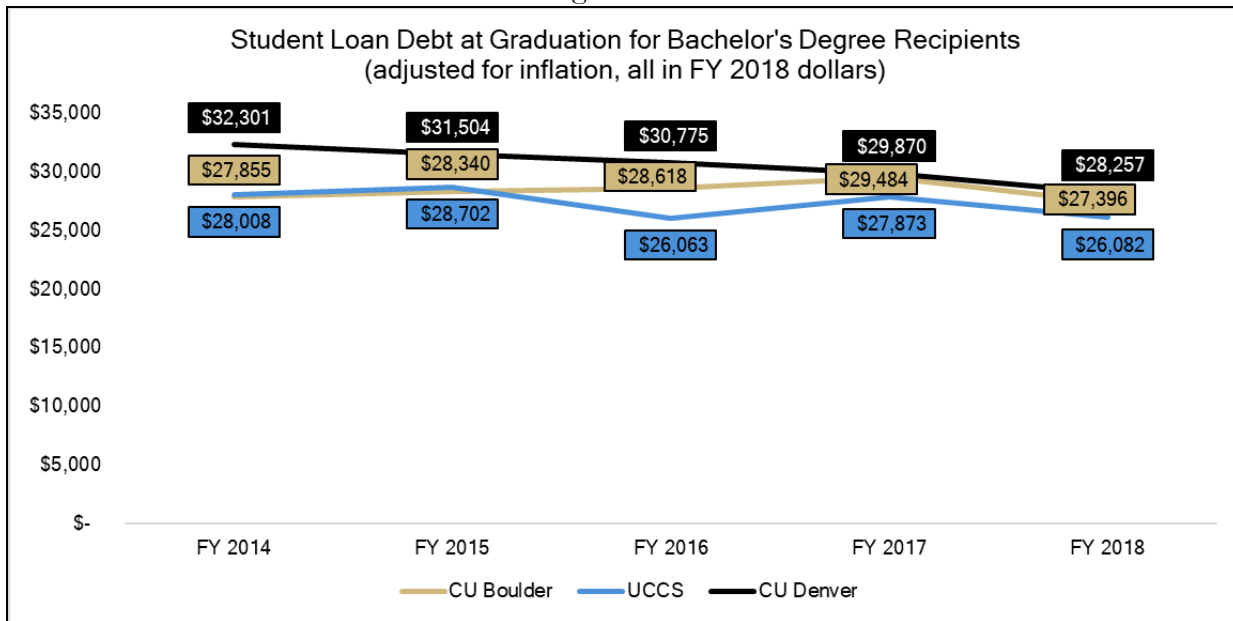
Student debt

Campus leaders have been working to communicate the importance of responsible borrowing to keep debt manageable at graduation. At CU, bachelor's degree recipients in FY 2018 completed their degrees with less debt than the prior year's completers (see Figure Ten). When adjusting for inflation, CU bachelor's degree completers in FY 2018 had lower debt than in FY 2014 (see Figure Eleven).

*Figure Ten:*



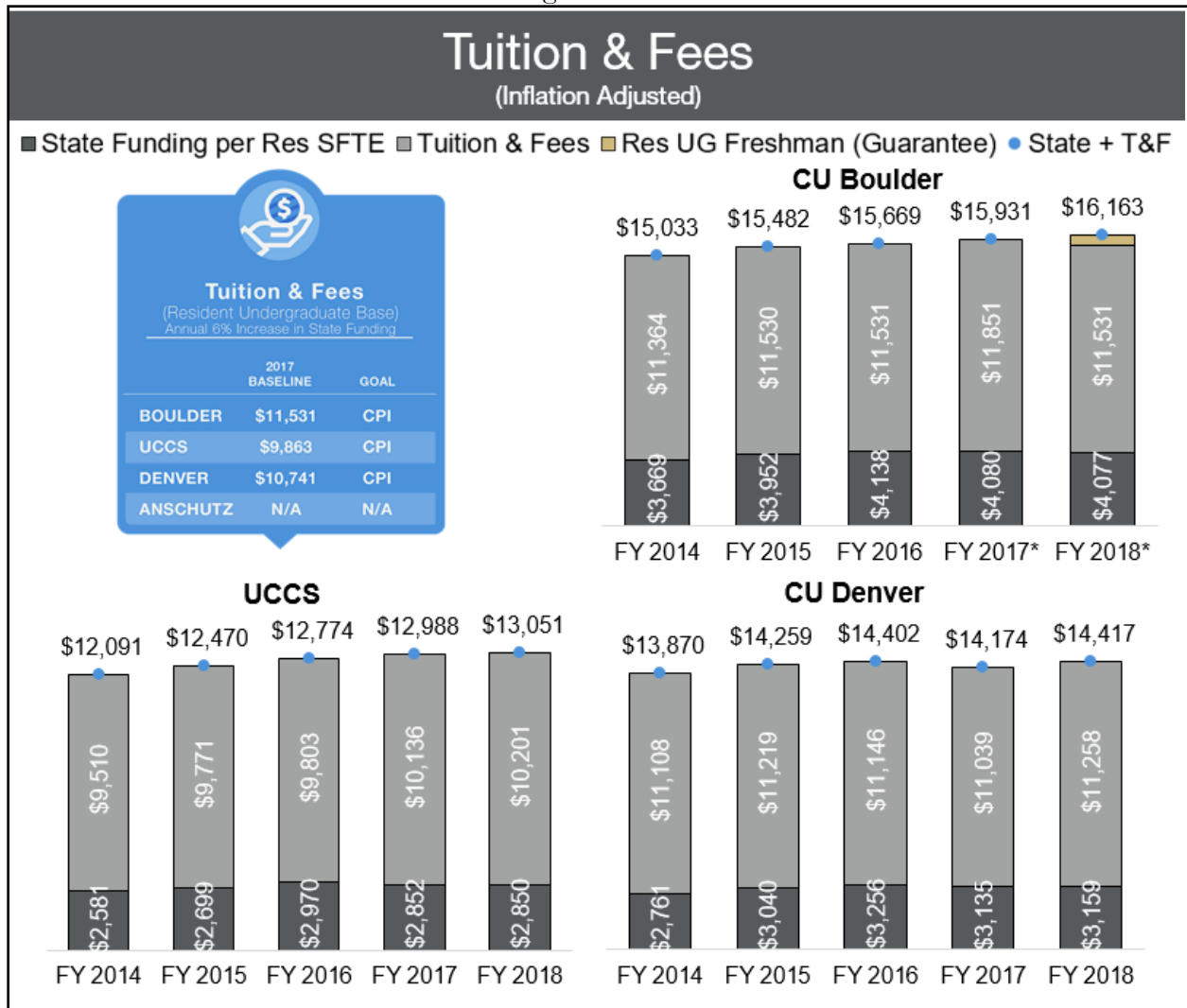
*Figure Eleven:*



Tuition and Fees and State Support per Resident SFTE

Over the past five years there has been a slight increase in funding on a per resident student basis when considering both published resident tuition and fee rates and state funding amounts (after adjusting for inflation). While there have been state funding increases in many of these years, the state funding amounts to CU don't always keep up with enrollment growth. Moving into the future CU has the goal of keeping tuition increases at no more than inflation provided the state is able to maintain its investment (see Figure Twelve).

Figure Twelve:



\*In FY 2017 CU Boulder implemented the four-year tuition and fee guarantee.

Out of pocket cost

While tuition and fees have increased over the past 5 years, CU has worked hard to keep cost down for Colorado resident students. CU Boulder has also implemented the Tuition and Fee Guarantee and eliminated course and program fees saving its students around \$10 million in FY 2018-19.

The following three charts show out of pocket costs, by campus, which is the amount of money a student and family has to pay after grants and scholarships. These charts also break the out of pocket cost down by family adjusted gross income group. Further data on this can be found at <https://www.cu.edu/doc/bormaaoutofpocketpdf>

At CU Boulder all income groups have seen a decrease in out-of-pocket cost over this time frame (see Figure Thirteen).

At UCCS, the out-of-pocket cost for all income groups has remained fairly flat and constant (see Figure Fourteen).

At CU Denver, for those making \$60,000 or less there has been a decrease in out-of-pocket cost while the other income groups have remained flat (see Figure Fifteen).

Figure Thirteen:

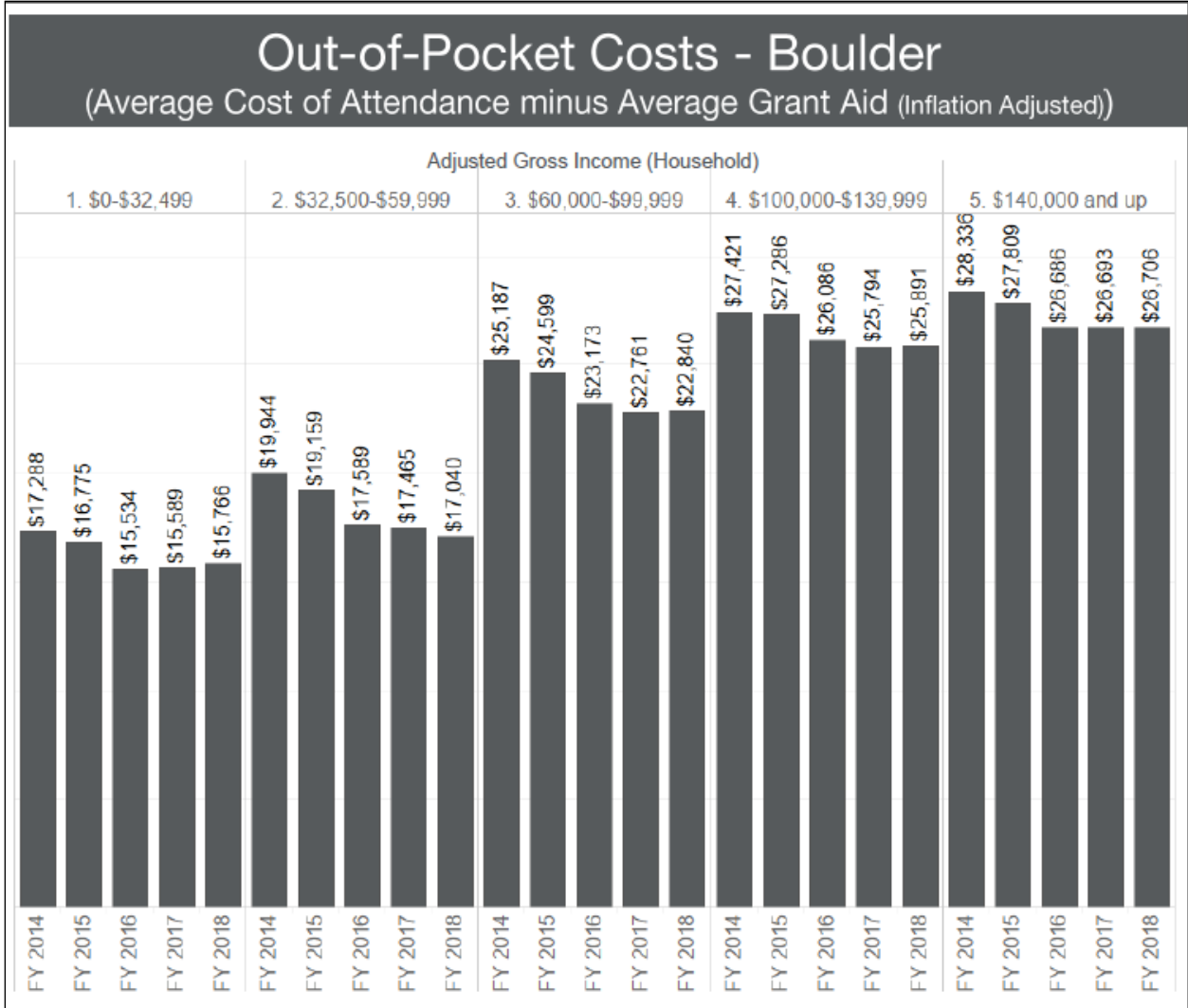


Figure Fourteen:

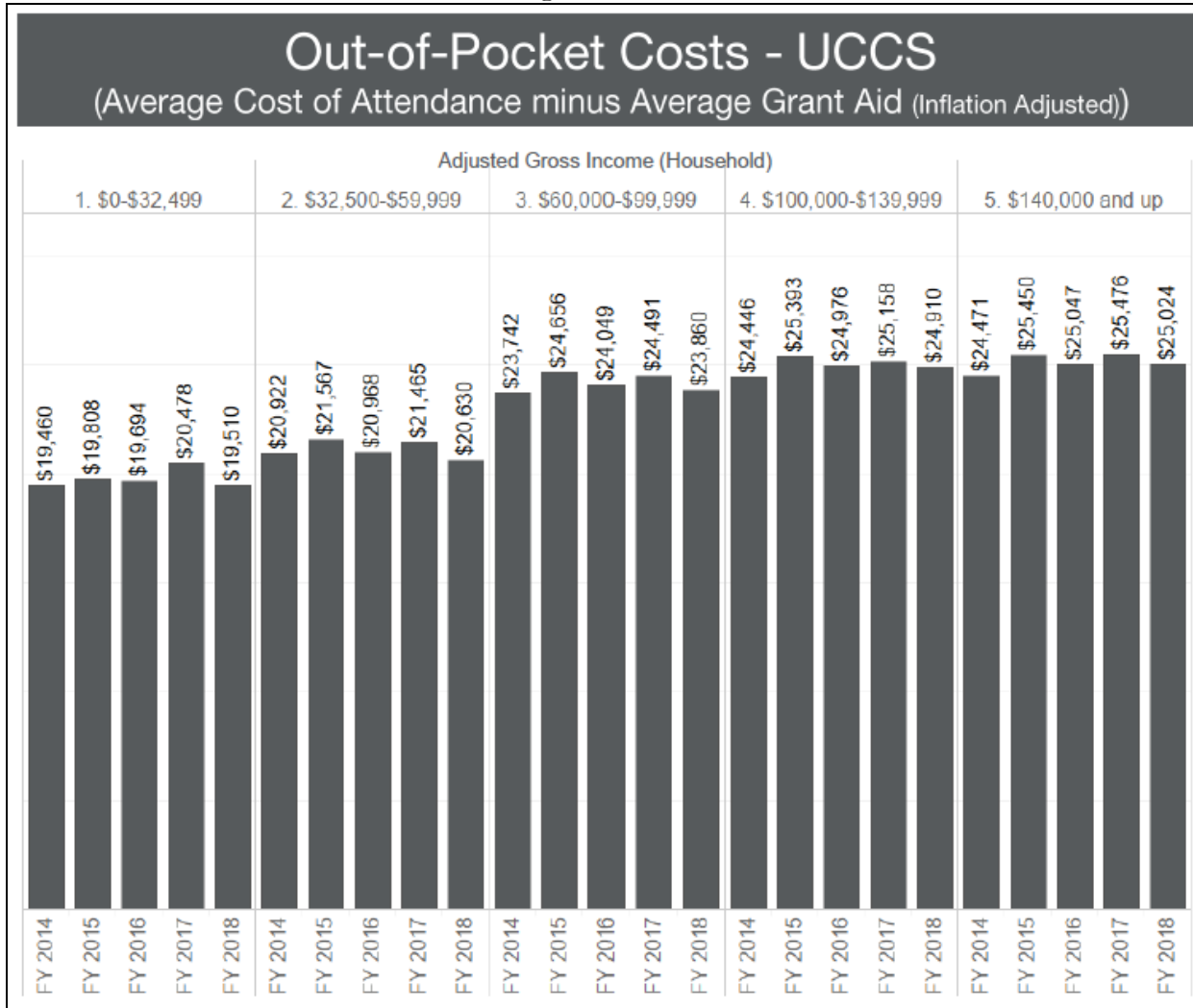
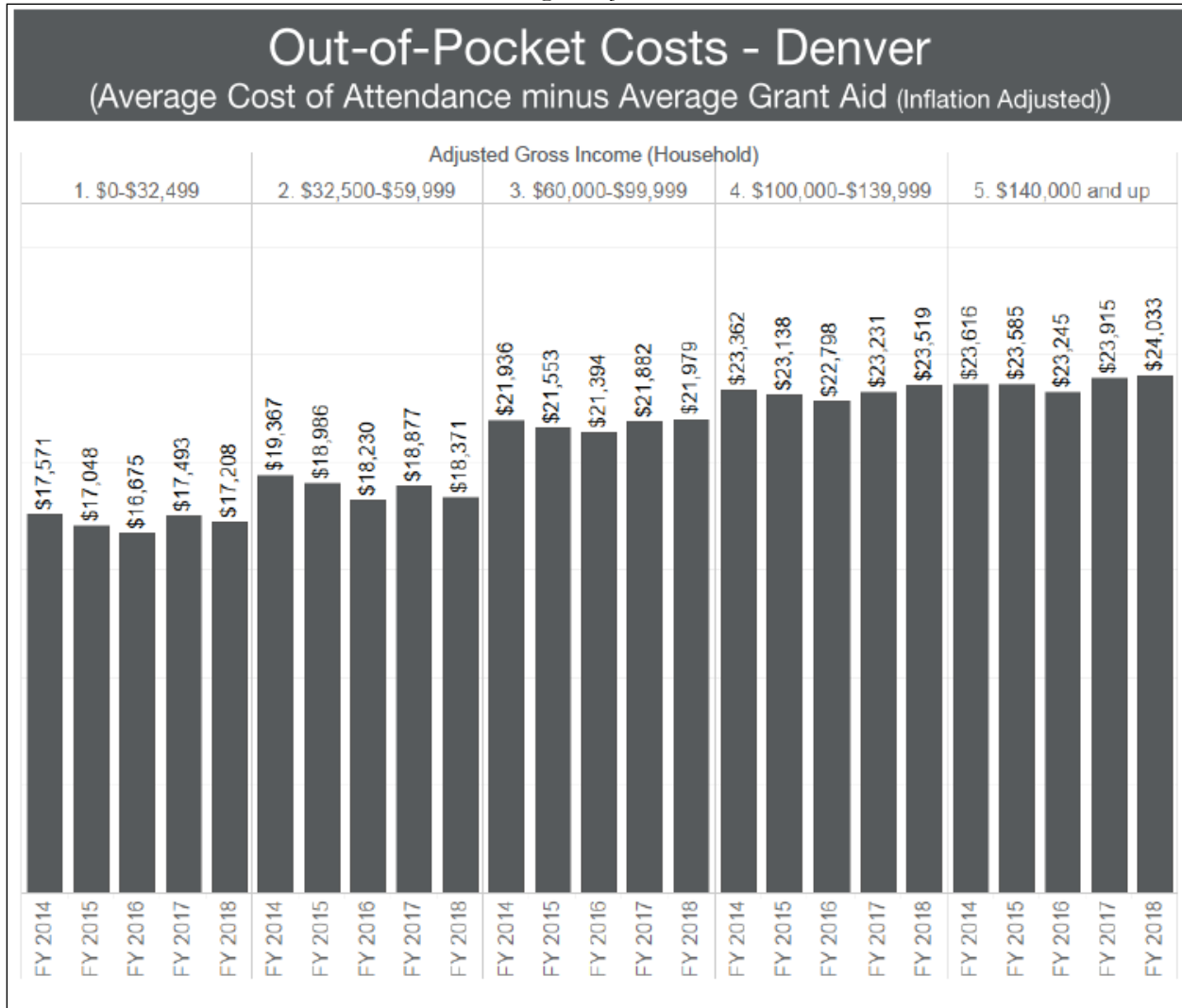


Figure Fifteen:



Moving into the coming decade University leadership and the Regents have developed CU Metrics with goals (which complement the CCHE master plan goals). CU will continue to seek improvement in the following four areas (linked to the CU Metrics website):

- [Affordability & Access](#)
- [Student Success](#)
- [Fiscal Sustainability](#)
- [Reputation & Impact](#)

**Colorado State University System**

**CSU-Fort Collins**

We have grown steadily, with modest growth in resident enrollment (holding our position as the ‘school of choice’ for graduating seniors in Colorado who are staying in-state) and stronger growth in non-resident and international student

*enrollment. We have increased our research profile in a variety of areas, achieving record levels of research support, and added several new graduate programs that continue to demonstrate our commitment to world-class research and engagement. We have succeeded in becoming the most successful university in the state in terms of private and alumni support, completing our first major fundraising campaign and achieving our target on a second campaign two years ahead of schedule. Facility improvements have been aggressive in this period, largely thanks to donor support. At the undergraduate level we have seen good increases in minority and first-generation students and continue to attract in-state Pell-eligible students at a healthy percentage. In the next 10 years, we will likely be somewhat less aggressive in large facility improvements, not due to need but to availability of resources. We expect to continue to grow, with new undergraduate programs in biomedical sciences, enhancements to our Honors program, and a focus on education and health-related curricula. With President Tony Frank's move to head up the CSU System full time, the University will welcome a new president in 2019 – and will celebrate its 150<sup>th</sup> birthday as the state's land-grant university in 2020.*

### **CSU-Pueblo**

*In the past five years, CSU-Pueblo has experienced many changes. CSU-Pueblo has added a number of academic programs: a doctorate program in Nursing, master's programs in Social Work and Athletic Training, and bachelor's degree programs in Early Childhood Education and Wildlife and Natural Resources. Our Extended Studies programs have expanded through an increase in online programs (e.g., RN to BSN, Construction Management and a master's in Business Administration) and new academic programs (e.g., a certificate program for Certified Addiction Counselors). Additionally, CSU-Pueblo has created the Institute of Cannabis Research.*

*The campus has upgraded its facilities to improve the learning environment with the completion of a new General Classroom Building and the upcoming expansion and renovation of the Psychology Building, which is used for a wide variety of general education courses. The campus has expanded and renovated its student center using student fees. Additionally, the campus has invested in its infrastructure with numerous controlled maintenance projects including the completion of a road around the north end of campus and significant information technology investments. The campus added six new sports and developed new athletic facilities with donor funds (the Leomiti Warrior Center and the Art and Lorraine Gonzales Soccer/Lacrosse Stadium).*

*The university recently established a 10-year vision to establish CSU-Pueblo as the people's university of the Southwest United States by 2028. This vision is supported by a mission statement to measure CSU-Pueblo's success by the resilience, agility, and problem-solving abilities of our diverse student population, and the ways in which our graduates are able to navigate work in a rapidly changing world. Specific initiatives to support the vision and mission statements are currently being developed.*

### **CSU-Global**

*CSU-Global has recently celebrated its 10th anniversary as a bachelor's and master's degree awarding institution. The past five years have brought steady enrollment growth to the university, and CSU-Global currently enrolls just under 20,000 students, including students in every Colorado county and in every U.S. state and territory. This growth has resulted in more than 17,000 graduates to date.*

*For the next 10 years, CSU-Global expects to experience continued growth as a fully online, public institution of higher education. While we do not anticipate a fundamental shift in the average age of our students, we do anticipate changes in student behavior and expectations of a fully online environment (e.g. how students engage with content, peers, and faculty; changes in expectations with graphic user interface/models; accessibility of course materials; and alternative credit recognition). The university also plans to continue to evolve its curriculum and educational programs in ways that provide ongoing support for workplace needs and the global economy.*

### University of Northern Colorado

*From FY13 to FY17, UNC has seen undergraduate enrollment remain flat or decrease slightly. While our undergraduate on-campus population has decreased, there has been an increase in students participating in online degree/degree completion programs and in our concurrent and dual enrollment programs. At the same, UNC has seen considerable growth in graduate programs. The on-campus graduate population has decreased slightly, but the extended campus programs (online and distance learning) have just about doubled. In general, overall institutional enrollment has declined within the five-year period.*

*Under the leadership of President Feinstein, UNC is revamping its approach to strategic enrollment management. While significant new student enrollment growth is unlikely, UNC will focus on the entire student lifecycle, from initial outreach efforts in attracting students up to and through persistence to graduation. These efforts will improve retention and four- and six-year graduation rates.*

*In addition, UNC is working to re-emphasize programs that are part of our statutory mission and develop new programs in response to market demands that pair with our existing programs and align with other state IHE programs across the state.*

### Colorado School of Mines

*Over the last 5 years, Mines has seen meaningful growth in first-year undergraduate enrollment (from 990 in 2013 to 1,229 in 2018) and a similar increase in the total number of degrees awarded (from 1,279 in FY13 to 1,580 in FY18). A substantial contributor to the growth in enrollment was our non-resident student population, underscoring the strength of Mines' reputation on a national level and overseas.*

*Going forward, as part of our strategic plan visioning, while growth in undergraduate students is expected to be modest, we are projecting significant growth in our graduate student population as we expand offerings and diversify delivery of our professionally-oriented post-graduate education and grow the scale and impact of our research. Furthermore, in response to the growing demand for online learning options, Mines has recently launched an online degree program (Space Resources) and has plans to launch several more. As of fall 2018, we had 27 students enrolled in the Space Resources program. We anticipate that number to increase to 900 for all programs by Fall 2023.*

12. How do on-line classes, dual enrollment, and work-based learning/apprenticeships fit into your current educational offerings? Your vision of the future?

### University of Colorado System

*The Board of Regents and CU leadership have allocated significant funds to dramatically increase and enhance the online offerings across all campuses to be implemented by 2024. Efforts include:*

- *The launch of a three-year online-only, multiple campus interdisciplinary studies BA degree. This involves courses from CU Denver, CU Boulder and UCCS and includes a set of common courses and a high degree of customization to support student interest.*
- *The design of at least two fully online degrees at a cost of \$15,000 for a student. A Master's degree at CU Boulder that will focus on teacher education and target working teachers around the state and a Bachelor's degree at CU Denver that includes a GTPathways compliant general education component.*
- *Enhancing 3 Masters courses at both UCCS and CU Denver campuses with the goal of doubling the number of online-only enrollments by 2023.*



- *Enhancing 3 Bachelors courses both UCCS and CU Denver with the goal of doubling the number of online-only enrollments by 2023.*
- *A partnership between CU Denver and UCCS to develop 30 credit hours of dual enrollment, GTPathways compliant, online courses available at every high school in Colorado by Fall 2024.*
- *A significant (\$10 million) commitment to upgrading the technology capabilities and business systems support for CU online courses system-wide.*

*CU has been a strong participant with Coursera in the development and launch of a number of MOOC certificates. CU has two contracts with Coursera, one for the CU Boulder campus, and a separate contract for CU Denver|CU Anschutz and UCCS.*

- *The CU Boulder campus has developed and will soon launch a MS in Electrical Engineering on the Coursera Platform. This degree program has a number of key features: it is less expensive than the on-campus degree; it is offered with multiple start times per year; it is asynchronous supporting nontraditional students; it is focused on areas of high value to industry; it uses the many affordances of the Coursera platform. Unique to this degree program is a competency-based admission process. Students will demonstrate, through completion of the initial modules, that they are prepared for graduate work in Electrical Engineering, if so, they will be admitted into the degree program regardless of the undergraduate degree.*
- *The other campuses in the CU system have developed a variety of MOOC programs leading to certificates and preparation for professional exams. These include game programming, cybersecurity, palliative care, newborn care, school health for children and adolescents, clinical and data sciences, and emergency medicine, among many others.*
- *Through MOOCs CU has offered 132 courses in 26 specializations, enrolled more than 2 million learners, and reached students in 194 countries.*

*Online is a priority for CU. Each campus is continuing to explore both traditional and non-traditional online offerings.*

### **Colorado State University System**

#### ***CSU-Fort Collins***

*All courses, including online courses, must go through the full faculty curricular review process. Departments are required to submit course materials to the University Curriculum Committee for all formats including face to face, online, and mixed face-to-face (hybrid) formats. For each requested format, the department must indicate the methods used for the following:*

- *Evaluating students*
- *Communicating with students*
- *The student experience (for example, will the course be lecture-based, involve team projects, etc.)*
- *Teaching modalities (for example, lecture capture, lab demonstrations, group discussions, student directed discussions, faculty guided research project, etc.)*

*We now have more than 1,400 courses approved to be offered online. In Fall 2018, CSU and CSU Online offered roughly 750 sections in an online format, and in Spring 2019 there are currently 769 sections scheduled in an online format.*

#### ***CSU-Pueblo***

CSU-Pueblo recognizes that expanding on-line classes is appropriate to meet the needs of non-traditional students, as well as traditional students whose circumstances require they balance multiple jobs and family responsibilities. CSU-Pueblo has taken steps to strengthen its relationships with high schools and community colleges throughout Southern Colorado. Dual enrollment has increasingly been made available to high school students in Pueblo County and other communities in Southern Colorado. The new University Tracks Centers that CSU-Pueblo opened in local high schools serve to better connect students with dual-enrollment opportunities, as well as to help prepare them for admission and enrollment at this or another four-year institution. There is a need to create a college-going culture among some student groups in the region; dual-enrollment programs create a cost-effective pathway for prospective students to learn more about college and allow them to significantly reduce their time to completion of a college degree after high school. CSU-Pueblo recognizes that internships and opportunities to work in jobs related to their intended field during college provides tremendous value to our students, as does their work experience prior to entering college (e.g., military service). Options to expand work-based learning are being evaluated as a part of the 2028 Visioning process.

### **CSU-Global**

CSU-Global offers 100% of its classes online and currently has dual enrollment opportunities available through partnerships with Colorado K-12 school districts. Students enrolled at CSU-Global also have the option of enrolling in internships and practica to develop applied work-based skills as part of their degree programs. CSU-Global will continue to develop relationships with outside organizations to collaborate for enhanced educational offerings to students. The University is also an active collaborator with CareerWise for programs for high school students who earn college credit while learning workplace skills through apprenticeships and higher education courses.

### **University of Northern Colorado**

UNC has supported online education for many years and is committed to implementing best practices for the design of online and hybrid courses. We systematically build and evaluate our courses based on rigorous, research-based standards of the Quality Matters rubric<sup>1</sup>, which has been adopted by colleges and universities nationwide. UNC recognizes that Quality Matters standards promote learner engagement and provide students with the tools and information they need to be successful learners. Nearly 300 courses have been designed to meet these standards.

Dual enrollment remains a high priority for UNC. The number of high school student participants has increased steadily over the past three years from 399 to 536. Additionally, UNC actively seeks high school partners, adding five new schools over the past year. Current outreach includes rural schools in Limon, Strasburg, and Burlington plus the new high school in Severance. The primary limitation has been the qualifications of high school teachers to meet requirements by our accrediting body, the Higher Learning Commission.

### **Colorado School of Mines**

Online courses and programs are a central part of the Mines strategic plan. Accordingly, Mines has worked diligently to develop and fund the needed technological infrastructure, curriculum and instructional design, staffing and faculty support, student support, and evaluation and assessment processes. Mines has recently been granted approval by the Higher Learning Commission to offer distance education courses and one online program. The first program is Space Resources which focuses on developing core knowledge and gaining design practices in systems for responsible exploration, extraction, and use of resources in the Solar System. As previously noted, we anticipate the number of online students to grow to 900 for all programs by Fall 2023.

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<sup>1</sup> Quality Matters rubric, <https://www.qualitymatters.org/qa-resources/rubric-standards>

*In addition to hands-on design and engineering projects accomplished in normal coursework, Mines students are encouraged to pursue internships, co-operative education, and research experiences to gain irreplaceable relevant work-based experiences. Data on such experiences is provided by students on a voluntary basis. In the most recent year, the percentage of documented relevant technical experience for undergraduate students prior to graduation was 83%. Mines Career Center proactively works with students and industry and government partners to provide these experiences to Mines students.*

*Mines does not currently offer dual enrollment experiences.*

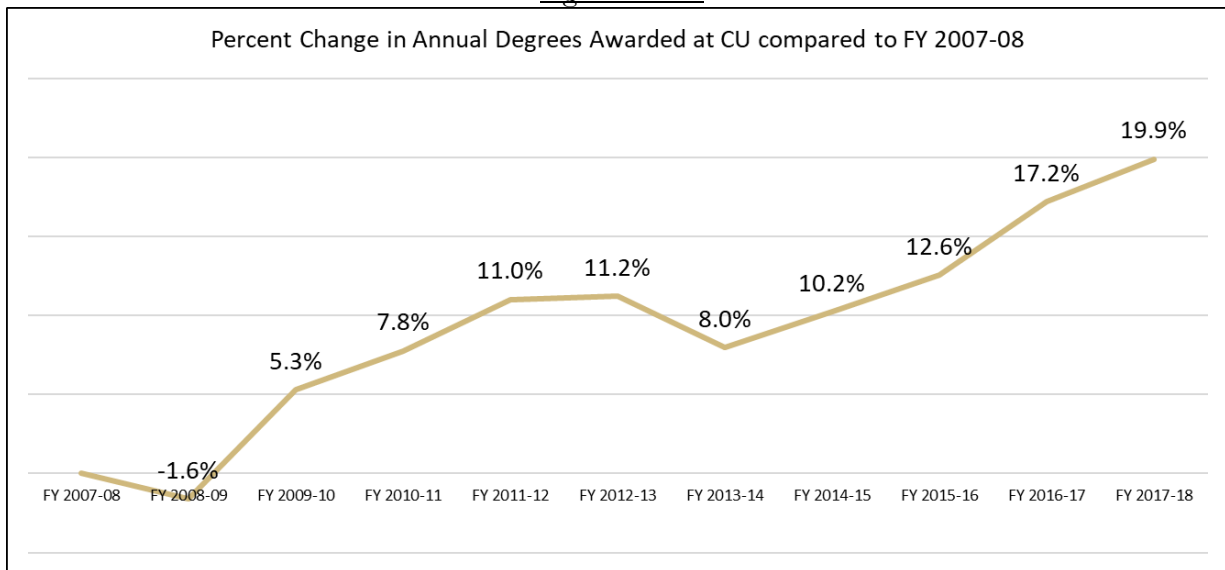
13. The State Higher Education Master Plan focuses on increasing completions and closing the achievement gap. How much progress have you made on these issues? What steps are you taking, and do you recommend the State take, to move that vision forward?

**University of Colorado System**

*The CCHE Master Plan goals of increasing completions and improving student outcomes to reduce the attainment gap mirror the goals adopted by the CU Board of Regents. CU has made progress in these areas over time and seeks to make progress in both areas.*

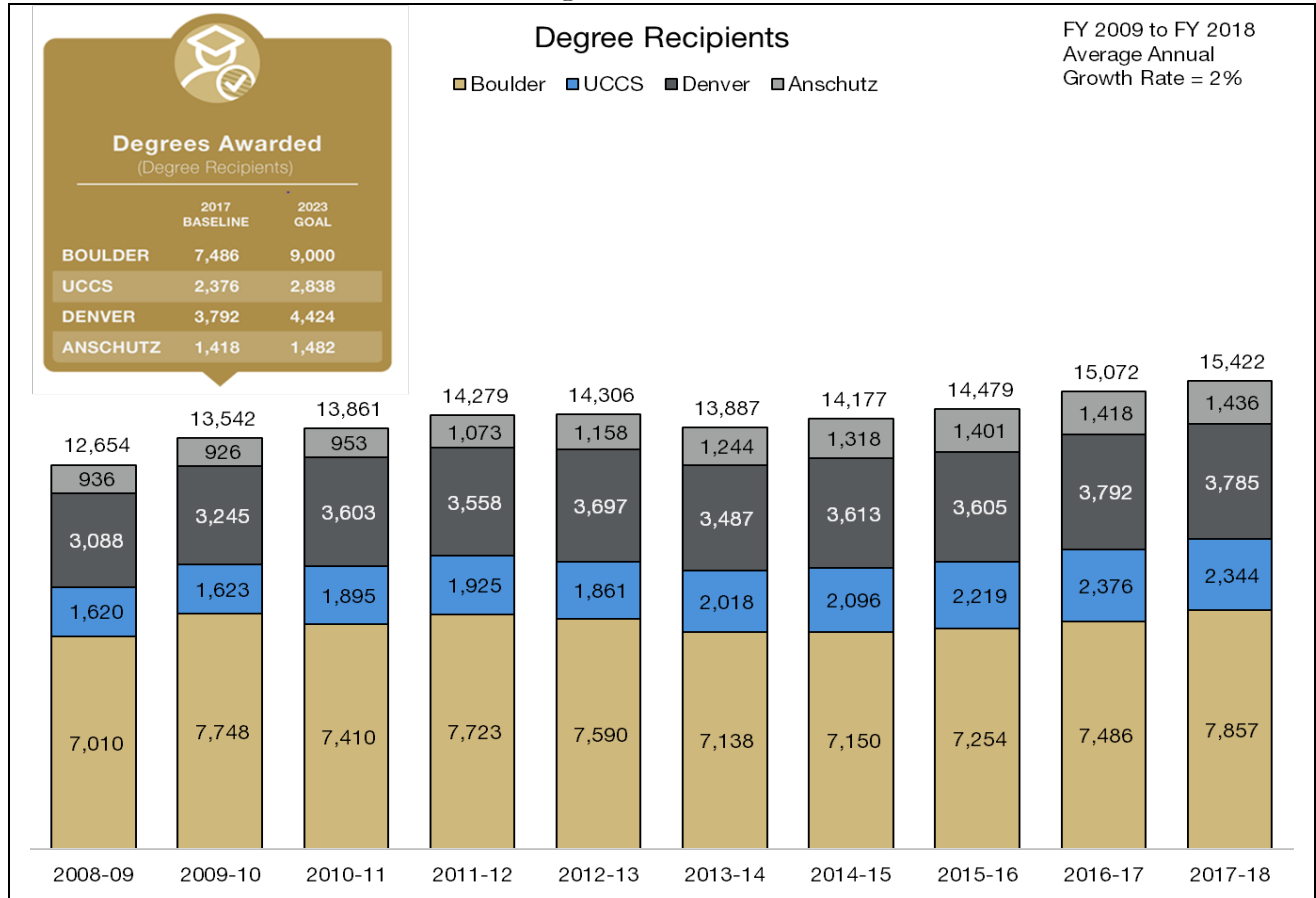
*Over the past decade, CU has increased its annual degrees awarded from 12,861 in FY 2007-08 to 15,323 in FY 2017-18. This represents a 19.9 percent increase in degree production over this time frame. This is illustrated below in Figure Sixteen.*

Figure Sixteen:



The degrees awarded by CU campus is further illustrated in the following Figure Seventeen. Figure Seventeen also identifies the increases each campus's 2023 goal as adopted by University leadership through the CU Metrics. More information on CU Metrics can be found at: <https://www.cu.edu/cu-metrics>

Figure Seventeen:



In terms of the Attainment gap, CU continued to increase both its system wide enrollments and degrees produced for minority students. This information is illustrated in the following Figure Eighteen (degrees awarded) and Figure Nineteen (enrollment). Additional interactive tableau data on diversity across the CU system can be found at <https://www.cu.edu/diversity-report-interactive-data>

Figure Eighteen:

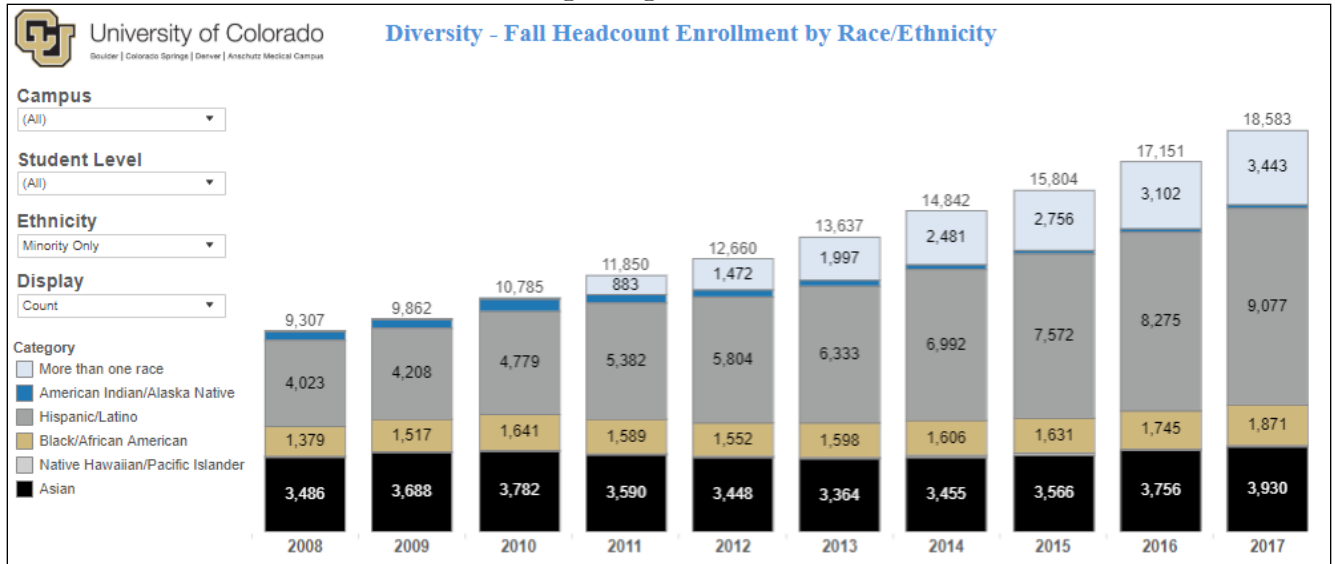
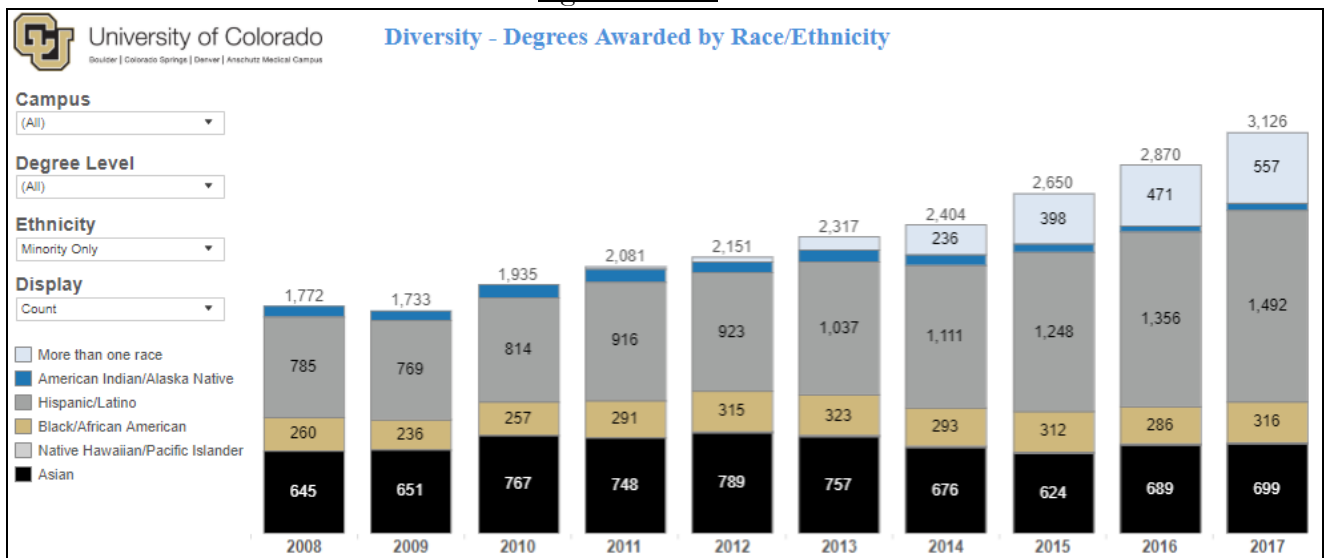
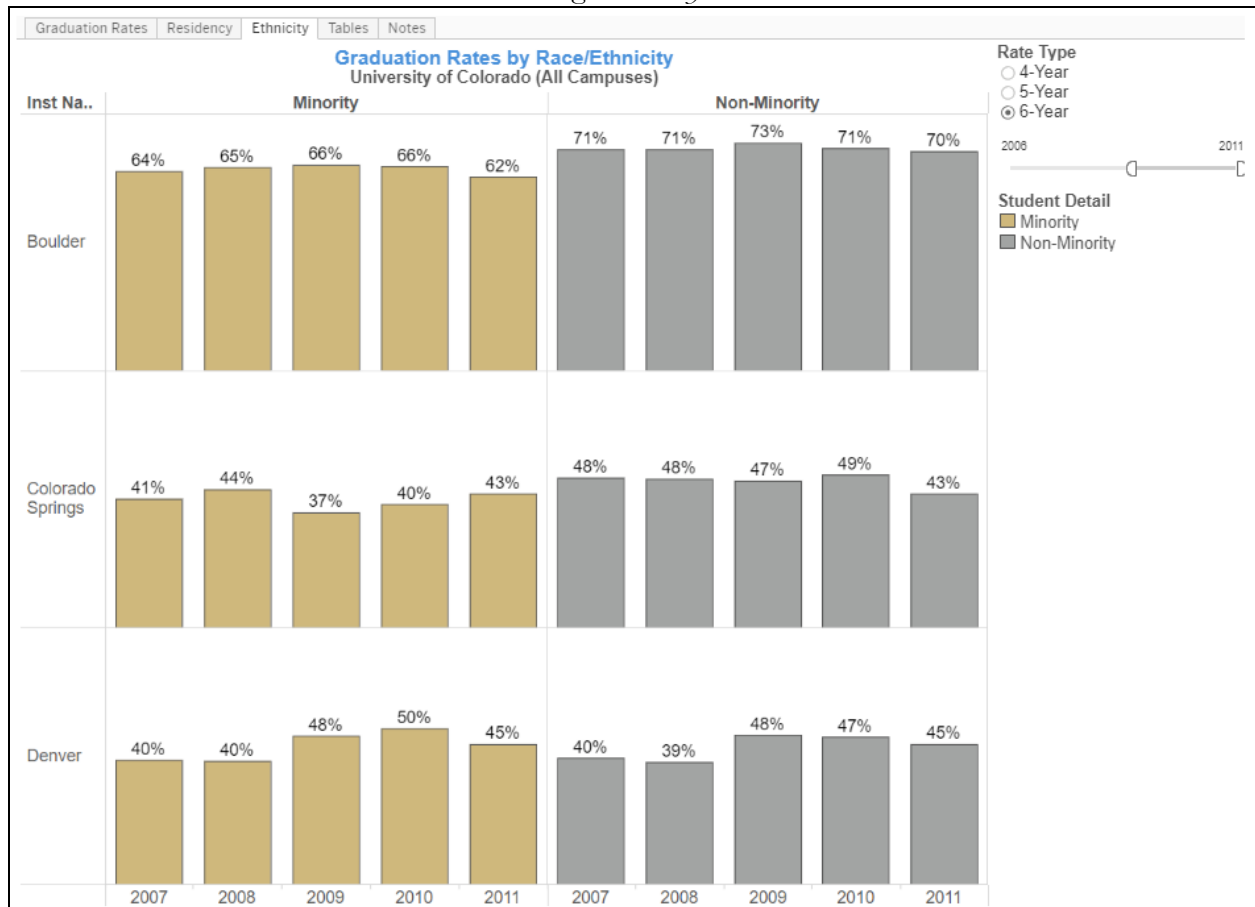


Figure Nineteen:



One area where CU has room for improvement is graduation rates of both minority and non-minority students. Figure Twenty shows graduation rates for both cohorts over time and by campus. Improvement in this area is critical as we look at future workforce needs and demographic changes in the state.

*Figure Twenty:*



Steps the CU is taking to improve enrollment and outcomes for students can be found in our scholarship efforts. CU has increased its investments in institutional scholarships at every campus. These are identified by campus in the following section.

CU Boulder:

CU Boulder students are automatically considered for these scholarships at the time of their application.

Esteemed Scholars Program

The CU Boulder Esteemed Scholars Program is part of CU Boulder's commitment to Colorado and recognizes top Colorado students for their excellent academic achievements. Named for CU Boulder's first presidents, the scholarships include the President Joseph A. Sewall Award, the President Horace M. Hale Award, and the President James H. Baker Award. Awards are based on high school GPA and ACT or SAT test scores.

### Impact Scholarship

The CU Boulder Impact Scholarship is awarded to a select group of Colorado resident students entering CU Boulder as first-time freshmen. This scholarship is based on a holistic review of each resident student's admissions application, considering many factors (examples include: ACT/SAT scores, high schools grade point average, extraordinary academic achievements relative to the community, etc.). No single element in a student's application is a determining factor.

### Arts & Humanities Merit Scholarship

The Arts & Humanities Merit Scholarship is awarded to incoming resident and nonresident freshmen who applied and were admitted with a declared A&H major (from the list of eligible majors).

### Regent Scholarship

The Regent scholarship is available to entering freshmen who graduate from Colorado high schools. One \$1,000 Regent scholarship is awarded each year per Colorado high school based on high academic achievement as measured by GPA, rank in class, level of course work, and test scores.

For more information on CU Boulder scholarships please visit: <https://www.colorado.edu/scholarships/auto-consider/freshmen>

### UCCS:

The Colorado Springs campus has invested into a chancellor's scholarship to create incentives for on-time completions by encouraging full time enrollment and mandatory academic advising.

### UCCS Chancellor's Scholarship

This merit scholarship is available for incoming freshman and transfer students.

Students must meet the following terms and conditions to qualify:

- First-time freshmen enrolled full-time in a degree seeking program
- Colorado resident
- Citizen or permanent resident of the US
- Cumulative high school GPA of 3.0 or higher
- ACT of 23 or higher or SAT 1130 or higher

As of fall 2018, there are 1,423 receiving this award. The award is \$2,500/year and renewable for up to four years. To be renewed, the student needs to complete 30 credits (between fall/ spring/ summer) and maintain a cumulative GPA of 3.0 and students are required to meet with an academic advisor each term.

In 2017-18, UCCS discovered that the academic advising mandate for the Chancellor's scholarship was so effective in retention that in fall of 2018 it is required of all students.

### CU Denver:

CU Denver and Anschutz Financial Aid office is uniquely positioned to help close the need gap for our students. At both campus locations the Financial Aid & Scholarships team awards federal, state, and institutional aid based on the students EFC.

At the Downtown Campus the aid policy has been set up in a stepped approach funneling larger grants to students with the most need, attempting to eliminate the direct costs as a barrier to higher education. At the Anschutz Campus students need is determined using a similar approach but also incorporates a student's undergraduate historical need to

ensure that we are able to differentiate between true need and an artificial need created by graduate status. New this year, CU Denver created a new grant program which reaches beyond the traditional Pell eligible population, providing grant support for the neediest students who do not receive much of the federal and state need based awards. Also, CU Denver has created a Junior/Senior grant program using Colorado Student Grant funds to ensure those students are receiving increased awards as they approach graduation

#### CU Anschutz:

Anschutz in partnership with the President's office created a student success scholarship in the school of Dentistry.

Student Success Initiative Scholarships are a grouping of three types of scholarships that are combination-funded through the CU School of Dental Medicine and the CU President's Office. The scholarships are awarded to incoming students who meet admittance criteria and have excelled in their undergraduate studies and life experiences. This program began in AY 2015-16. The scholarship types are "President's Excellence" (\$25,000/yr.), "Chancellor's Academic Excellence" (\$10,000/yr.) and "Dean" (\$5,000/yr.). As long as the student remains in good academic standing, the scholarship is awarded each of the four years of the program.

In terms of things the state should be doing, CU believes the state should increase its investment in concurrent enrollment to help ramp the number of student that are bringing credits to college. Growing the program could have impact in the following ways:

- Create incentives for students to earn college credit that will apply to a degree to those who may not otherwise attend
- Improve FAFSA completion in the state.
- Reduce the costs of college for students
- Increase the number certifications students attain prior to high school completion.
- Bolsters the education pipeline

Another thing the state can do is work to protect and reinvest in higher education funding. State funding helps keep tuition in check and provides institutions with the resources to invest in student support services that can help improve student retention and graduation rates.

Increasing need based financial aid is another area the state can continue to invest in. The state has grown its investment in need-based aid for the last several years and this investment helps cover the cost of education for low income students and improves their likelihood of enrollment, retention and graduation by keeping expenses down.

### Colorado State University System

#### CSU-Fort Collins

Increasing completion rates and closing the achievement gap have been priorities for CSU for nearly two decades, and state funding keeps the support for these goals in place. Our ability to retain and graduate students provides significant return on the state's investment. Under our first Student Success Initiative launched in 2006, we set out to raise the 6-year graduation rate to 70% and eliminate the racial achievement gap when controlling for prior preparation – both goals were accomplished, and more than 10,000 students have been retained as a result of this focused approach. Our institutional investment in these efforts was roughly \$13M-\$17M, and the net revenue derived from improved retention and graduation is roughly \$30M-\$32M. Our second-phase Student Success Initiative launched this year, with a goal of achieving an 80% 6-year graduation rate and eliminating achievement gaps based on first-generation status, race, and income. Across all three of these groups, without controlling for prior academic preparation, we see graduation gaps that are persistent and substantial. Our progress is notable – 83.1% of the Fall 2017 cohort persisted to Fall 2018, and



*students are graduating faster than five years ago, which saves them tuition dollars and allows them to enter the workforce sooner. But we will not reach our 80% graduation rate goal unless we can close these gaps, and that requires some investment. To do so, we have consulted with national experts, conducted intensive data and trend analyses, and developed a focused set of strategies for deployment over the next five years. While we have considerable work to do, CSU has been a national leader in developing data-driven approaches to effectively move the needle on improving graduation and achievement gaps. Our Student Success Initiative II is intended to re-direct resources toward all of these issues, focusing on a wrap-around-support model for our most at-risk students, an attention to student learning as a guiding principle for evolving our programs, and continued investments in financial aid for all students with as-yet unmet need. As home to the national Reinvention Collaborative, a national consortium focused on innovation and excellence in undergraduate education at research universities, we have been able to work collaboratively with universities across the country on common and urgent student success goals.*

*Additional financial aid for students is critical to the success of this effort, and the resources to direct more attention to student support (both academic via more investments in faculty and TAs, and co-curricular with advising/tutoring/learning communities) is critical. Colorado State's student success metrics (retention rates, persistence rates, graduation rates, time-to-degree metrics, and debt-load statistics) are good, and through our Student Success Initiatives, we have a variety of programs that will help us make them even better in the next 5-10 years. But state support is essential.*

### **CSU-Pueblo**

*As a Hispanic Serving Institution that is essential to educating the fastest-growing minority population in this state, CSU-Pueblo is committed to closing the achievement gap for students of color in Colorado. CSU-Pueblo's student population is significantly more diverse than other campuses, with 48% of undergraduates identifying as minority, including 35% who self-identify as Hispanic. Because of this commitment, we were selected by the CDHE to work as part of the TIE initiative with the Lumina Foundation that focuses on this exact issue. Recent analysis has shown that key success indicators, such as new-freshmen cohort retention and six-year graduation rates, demonstrate that our Hispanic students are now outperforming non-minority students. Likewise, examination of transfer cohort success shows that our first-generation and Pell-eligible transfer students are graduating at higher rates than their counterparts. CSU-Pueblo's preliminary freshman retention rate increased in Fall 2018 from 63% to 68%, with freshman retention highest among Colorado residents (71% vs. 59% for non-residents), women (76% vs. 61% for men), Hispanic students (71% vs. 68% white/non-minority), non-Pell recipients (71% vs. 65% for Pell recipients), and students with CCHE Index scores of 115 or higher.*

*Investments that focus on student support through intensive advising and success coaching, peer mentoring, development and promotion of clear academic pathways, and extensive early alert and intervention systems are part of the formula for continued success. Additional state support for any of these activities, as well as need-based aid, retention-aid programs, or support for enhanced-study campus work opportunities is likely to have additional impact as well.*

### **University of Northern Colorado**

*Student success is a primary focus under the direction of President Feinstein. UNC has seen modest improvements in the past several years and will be building on these results under our new leadership.*

- *From 2016-17 to 2017-18, UNC saw a 3.7-percent increase in total undergraduate credentials awarded. The number of undergraduate completions by Black or African-American students increased by 4.8 percent, and the number of undergraduate completions by Hispanic/Latinx students increased by 5.5 percent. Completions by Pell-eligible students increased by 6.6 percent.*
- *Key student success metrics for 2018 include:*

- Fall-to-fall retention of first-time full-time undergraduates at 71.5 percent;
- Four-year graduation rate for first-time, full-time undergraduates at 32.8 percent ;
- Six-year graduation rate for first-time, full-time undergraduates at 47.3 percent.

Both the fall-to-fall retention and four-year graduation rates have improved by six percentage points since 2013. We expect to see the related improvement in six-year graduation rates in the next couple of years.

*Additional work is underway to focus on existing and new initiatives that have the greatest impact on improving retention and four- and six-year graduation rates, as well as closing the achievement gap. A key outcome of a Fall 2018 student success task force was the development of an analytical process to identify a new set of peer and aspirant institutions to benchmark strategies and programs that are effective in increasing student success so that we invest our efforts and resources where we have the most return.*

*Another step we are taking to foster student achievement leverages UNC's long history of providing work-based learning opportunities for students through internships, clinicals, and student teaching. Because active learning is highly regarded as a priority for all students, an Active Learning task force convened during Fall 2018. The final recommendation from that task force states, "All UNC students will graduate with active learning experiences from their academic programs and co-curricular opportunities that enhance their learning, professional development, and future as engaged members of a just democratic society." The recommendations from the task force are currently under review. Decisions for moving forward will be made Spring 2019.*

### **Colorado School of Mines**

*In the last 10 years (2009-2018), enrollment of resident Hispanic undergraduates has increased from 196 to 323 students, an increase of 65%. Data on other groups are little less clear because of the multi-racial classification. Our entire resident undergraduate underrepresented ethnic and racial minority enrollment has increased from 426 to 713 students, an increase of 67%. Graduation rates for Hispanic students has remained relatively steady over the years at 72%. While very high, this rate falls short of the entire population of 81%.*

*Colorado School of Mines runs multiple programs to increase under-represented enrollment and student success at Mines. Here is a sampling:*

#### **SUMMET**

- *This 2-week residential program provides an enriched academic experience for high school students typically under-represented in engineering fields. The program is offered free to participants.*
- *Mines grew this program from 60 to 90 students in Summer 2018 thanks to funding from SB-262. While many participants are from the Denver metro area, the program enrolled students from Grand Junction, Carbondale, Montrose, Gypsum, Telluride, Crested Butte, Colorado Springs, and Pueblo.*
- *SUMMET has been a successful recruiting tool to encourage students to pursue science and engineering degree programs and to consider Mines. Sixteen students from the 2017 summer program enrolled at Mines in Fall 2018.*

#### **MEET Me @MINES**

- *Meet Me@Mines is a personalized recruitment program for under-represented students who have been admitted to Colorado School of Mines. During this daylong program, students and their families meet with faculty, student services staff, and financial aid staff to get a more in-depth perspective of being a student at Mines. This summer, Mines hosted 79 Colorado students and 74% of those students enrolled at Mines for Fall 2018.*

## MULTI-CULTURAL ENGINEERING PROGRAM

- *This student success program works closely with students from under-represented populations to help them succeed at Mines. Programs include professional development and academic advising. MEP also helps provide cultural affiliation and camaraderie that are key to building community for students.*

## **ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED. PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.**

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

### University of Colorado System

*CU has and will continue to implement all legislation that is enacted.*

### Colorado State University System

*All legislation has been implemented.*

### University of Northern Colorado

*UNC is not aware of any legislation that the governing board has not implemented.*

### Colorado School of Mines

NONE

2. Does the Department/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, 2018 (link below)? What is the Department doing to resolve the HIGH PRIORITY OUTSTANDING recommendations? [Please indicate where in the Department'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-30-2018)

<http://leg.colorado.gov/audits/annual-report-status-outstanding-audit-recommendations-june-30-2018>

### University of Colorado System

*The OSA's June 30, 2018 Annual Report: Status of Outstanding Audit Recommendations, states:*

*“From July 1, 2012, through June 30, 2017, the University of Colorado System (System) agreed to implement six audit recommendations—all were from financial audits. Based on the OSA’s follow-up audit process, as of June 30, 2018, the System has no outstanding audit recommendations.”*

**Colorado State University System**

*None – not applicable.*

**University of Northern Colorado**

*UNC does not have any High Priority Outstanding recommendations.*

**Colorado School of Mines**

*NONE*

3. If the Department/governing board receives federal funds of any type, please respond to the following:
  - a. Are you expecting any changes in federal funding with the passage of the FFY 2018-19 or 2019-20 federal budget? If yes, in which programs, and what is the match requirement for each program? [NOTE: governing boards do not need to provide information on specific research or other grants]

**University of Colorado System**

*Federal funding for FY 2018-19 remains in flux at the time of this response (December 2018). While a number of federal agencies have been funded for the remainder of the current fiscal year, several of the key federal agencies that are important to CU’s federal research enterprise are currently operating under a Continuing Resolution (CR). Because a CR is a short term funding mechanism, it is difficult to forecast how much federal funding CU will receive for the remainder of FY 2018-19. However, despite efforts to cut federal spending in many areas, research funding continues to have bipartisan support in congress. So far, congressional appropriators have protected federal research funds and education programs important to CU students and faculty. We are working with our delegation and our national higher education colleagues to ensure federal research funds remain protected.*

**Colorado State University System**

*Financial Aid:*

*The Federal Perkins Loan Program was terminated in FY19. CSU has awarded approximately \$3.5M in Perkins loans on an annual basis with a focus on low-income student retention. As a campus-based loan program, the flexibility in awarding funds allowed the University to focus on students who were near graduation but facing financial challenges due to a loss in Federal Pell Grant eligibility, being at their Direct Loan aggregate limit, or at their limit for the University’s tuition assistance grant. Using 2014-2015 Perkins Loan recipients as an example, they had a median Expected Family Contribution (EFC) of 20 (very low-income); 77% have graduated; and those still enrolled have a potential graduation rate of 86%. Loss of the Federal Perkins Loan Program puts this most-vulnerable population at risk of stopping out or pushes them to private lenders that may or may not lend and if so, with significantly less-favorable terms.*

*Research*

*We routinely monitor the federal agencies budgets from which we currently and historically have received funds, given that approximately 70% of our total research expenditures come from federal agencies. These include HHS, DOE, DOD,*

NSF, EPA, USDA, NOAA, USGS, and others. The federal budgets of FY2018-19 did not see significant cuts in most areas other than USDA and EPA funding. Last fiscal year, we lost funding for a \$1M USDA climate hub in the Warner College of Natural Resources, and a \$26M EPA proposal for remediation of western lands has been held up in the agency without resolution. Overall, our research expenditures were up 10.8% this fiscal year at \$375M, and our federal awards were up 3.8% to \$257M. The federal budgets for 2019-2020 are still in final resolution. The farm bill has just been signed, and we are evaluating any changes that might result in its final implementation. The budget process does not have predictable stability, and we will continue to monitor changes in federal administrative priorities. Our regional and state economies are supported by critical research infrastructure, and we participate in federally supported coalitions such as the Colorado Energy Collaboratory. The Collaboratory is also subsidized by cost-matching from the state, and it will be seeking reauthorization under state statute in the next fiscal year.

National professional organizations such as the AAAS are projecting modest growth in future Federal R&D spending at institutions of higher education for FFY 2019. According to the latest estimates, both the House and Senate could provide moderate increases (2.0% to 5.5%) to Federal R&D overall in FFY 2019. Based on CSU history and current activity, CSU conservatively projects federal obligation activity to increase from \$257M to \$263M (increasing approximately 2.4%), largely driven by CEMML. Two “minibus” appropriation bills covering Energy, Water Development, Military Construction, VA, and Defense, HHS, Labor, Education were signed into law in September 2018. According to an AAAS report released on 09/20/2018, “Following the Senate’s lead, conferees provided NIH with a \$2 billion increase: the fourth year in a row NIH will receive at least that much. The agency overall receives a better than five percent boost, with every individual institute increased by at least 2.6 percent. Several funding areas in the final agreement matched the proposals originally put forth in the Senate. NIH will also reach its highest funding point since FY 2007 as it continues to close the gap with its all-time FY 2003 peak. FY 2019 funding will end up approximately nine percent below that peak.”

CSU’s other primary Federal funders (USDA, NSF) are currently operating under a continuing resolution. Appropriation bills have been approved by full committees of both houses of Congress for these agencies. According to AAAS, House and Senate committees have proposed modest increases for NSF (5.2%, 3.9% respectively) and flat increases or slight decreases for USDA research units ARS, NIFA and AFRI (3.8%, -3.2%, 2.8%, 1.1%, and 3.8%, 1.3% respectively.) CSU research programs are competitive in all of these funding arenas and should remain funded consistent with their historical levels.

### **University of Northern Colorado**

We are not aware of any federal sanctions, actual or potential, for FY 2018-19 or 2019-20, nor are we aware of any specific programs that will be cut in the 2019-20 federal budget. Should federal funding for programs be eliminated, UNC would evaluate the specific outcomes of those programs to determine whether using institutional funds is appropriate.

### **Colorado School of Mines**

Funding allocations to specific federal agencies continues to evolve as the FY19 Federal Budget is negotiated by Congress. Mines is monitoring the updates; particularly, the news regarding the government shutdown and any proposed budget amounts of the National Science Foundation (NSF), one of our largest federal funders. If the government shuts down for an extended period of time, or NSF receives significant budget cuts, Mines will see an impact on future research funding. It is not anticipated that cuts in the FY19 budget will impact funding currently allocated to Mines from previous federal fiscal year budgets. The President signed a minibus of bills on September 21, 2018 that funded the Department of Energy (DOE), our largest federal sponsor, which increased DOE’s federal budget for FY19.

The National Science Foundation, as well as various other federal agencies, have programs that include matching requirements. To meet the matching requirements, Mines uses a combination of faculty effort and cash sources. Cash

*sources have come from:*

- *Mines operating budgets*
- *State entities, including, but not limited to:*
  - *Colorado Higher Education Competitive Research Authority*
  - *Colorado Energy Research Collaboratory*
  - *Colorado Office of Economic Development and International Trade*
- *Third parties:*
  - *Industry partners*
  - *Non-profit entities*
  - *Other institutions of Higher Education*

*Currently funded federal projects with matching requirements have their matching allocations already agreed upon and should have already been reserved in budget forecasts. Matching requirements for future projects will be managed through the normal budgeting process.*

*On September 28, 2018, the President signed into law the Department of Energy Research and Innovation Act which exempted institutions of higher education from the cost-sharing requirements of the Energy Policy Act of 2005 for two years. As such, Mines will see a decrease in cost sharing for DOE funded programs.*

b. Does the Department have a contingency plan if federal funds are eliminated?

### **University of Colorado System**

*Public institutions of higher education have a limited number of funding sources. The primary funding sources for CU are: tuition and fees, research grants, cooperative agreements and contracts, philanthropy, endowment income, and state appropriations. An elimination of federal funding would mean:*

- *CU would no longer be able to conduct research on behalf of federal agencies and support the infrastructure for research activities including personnel and facilities.*
- *The elimination of federal financial aid and student loans would have serious impact on CU students. This could result in decreased enrollments, retention, and completion as students that rely on this type of funding can no longer afford a post-secondary education.*

### **Colorado State University System**

*Financial Aid:*

*While the Office of Financial Aid has been approved to implement an institutional loan program, only very limited funding is available to implement the program.*

## Research

*Historically, we have received mandated cuts in federal funding that ranged from 5-10%. These cuts were met with adjustments in the research expenditure of the project to accommodate the reduction in funds. Larger cuts could jeopardize research outcomes and not provide critical mass of resources required to drive the ideation or innovation process forward. Largely fueled by federal funds, our research enterprise consists of faculty, students, and staff who support the infrastructure and implementation of the projects competitively awarded. Deep cuts to federal funds would cripple our mission and degrade critical training opportunities for undergraduate and graduate students, limit recruitment of new faculty and talent into the region, and could require job reductions to staff.*

*The University continues efforts to diversify sources supporting its funding portfolio for research. In addition to its federal efforts, CSU maintains a robust infrastructure to aid faculty in finding sponsors at corporate, foundation, NGO, and non-profit entities. These efforts encompass national and international organizations. The University also engages in strategic planning exercises to identify its research strengths and match those strengths against scientific trends to maintain competitiveness in research funding from all sources.*

### **University of Northern Colorado**

*Please refer to the response given above.*

### **Colorado School of Mines**

*While a significant decrease in federal funding would have a negative impact on our research volume, Mines maintains a diverse research portfolio that can help mitigate a reduction in federal funding. On average 30% of Mines' research revenue comes from non-federal sources including private industry. With the continued recovery of the oil and gas industry, Mines could see additional funding from those industrial partners. In addition, Mines research faculty continue to broaden their research endeavors and explore new federal funding opportunities.*

- c. Please provide a detailed description of any federal sanctions or potential sanctions for state activities of which the Department is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the Department by the federal government during FFY 2018-19 or 2019-20.

### **University of Colorado System**

*CU Boulder is not aware of any potential federal sanctions. CU Boulder has an outstanding Clery Act finding from 2011 that the campus believes has met the requirements of and will seek resolution from the US Department of Education in 2019.*

*In 2015 CU Denver|Anschutz self-disclosed a single misreported crime statistic under the Clery Act to the U.S. Department of Education (DOE) which occurred at the Auraria Higher Education Center. The DOE has not*

responded to this self-report. In similar circumstances for other institutions of higher education, some have been fined (up to \$37,500) while others have not received any sanction at all.

UCCS are not aware of any potential federal sanctions.

### Colorado State University System

None – Not applicable

### University of Northern Colorado

Please refer to the response given above.

### Colorado School of Mines

NONE

4. Is the Department/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 Department is working with other state or federal departments to coordinate the campaign? *Governing boards are requested to provide information on the size of their advertising/PR budgets.*

### University of Colorado System

#### CU System

CU System office spends \$4 million annually from earnings on CU investments (not state funds or tuition revenue is diverted to the project) on public awareness and promotion. Three of the four million pays for its All Four: Colorado marketing campaign. It is delivered largely through paid media. The multimedia campaign uses TV, radio, print, social media, digital media, search engine marketing and billboards. CU also pursues non-paid communications strategies including the President's Electronic Newsletter that is distributed monthly to nearly half a million people, as well as the CU Advocates program that identifies and engages supporters throughout Colorado and beyond.

The goals of the marketing campaign are to:

- Promote the value and contributions of the University of Colorado to targeted segments of key constituents;
- Leverage campus-based marketing efforts and provide connective tissue among them;
- Lay the groundwork for fundraising.

Effectiveness is assessed by annual research surveys to a geographically diverse and statistically significant number of Coloradans. Additionally, survey work done on campus-specific campaigns query the effectiveness of the All Four campaign.

The CU System also has a contract with RTD for the University of Colorado A line from Union Station to Denver International Airport for \$1 million per year for five years (it will hit the three-year mark in April). CU does not work with other state or federal departments to coordinate the campaign.

#### CU Boulder:



*The CU Boulder campus launched an integrated reputation campaign that demonstrates CU Boulder is a bold, innovative community of scholars and learners who accelerate human potential to solve the humanitarian, social and technological challenges of our time. The campaign is directed to national and state audiences: peer institutions, government, elected officials, industry, general public, alums and employees. This is a multi-channel effort utilizing Facebook and earned media, and is in addition to our overall recruitment paid media efforts. The campus anticipates spending an annual budget of \$250,000 in FY 2018-19 on its reputation campaign.*

#### CU Denver:

*The CU Denver campus spends just over \$1 million for advertising and public awareness. This includes approximately \$374,000 in production and \$746,000 in paid media (ad buys) in support of the CU in the City advertising campaign. The goal of the campaign is to build overall awareness of the Denver campus, to establish our foothold as the only public research university in the heart of downtown, and to educate the Front Range community on our academic quality and variety of degree programs. Success is measured via an annual tracking study that measures advertising recall, overall image and awareness and likelihood to recommend CU Denver to others. Click traffic is also measured through online as well as pre-roll video completion online.*

#### CU Anschutz:

*In the fall of 2018, CU Anschutz engaged the Denver-based advertising firm Karsh/Hagan to develop and execute a national public awareness campaign designed to elevate the reputation of the Anschutz Medical Campus as a world-class medical destination, and amplify the recruitment and retention of the unparalleled talent that powers this campus and positions us at the forefront of life-changing medicine, science and healthcare. This multi-market, regional and national campaign will launch in the fall of 2019 and will include detailed tracking to measure metrics and effectiveness. Additionally, in the fall of 2018, CU Anschutz established a dedicated marketing team to further the Anschutz Medical Campus brand by proactively promoting our research, education, innovation and patient care in the media and across a spectrum of marketing channels and touchpoints.*

#### UCCS:

*The goal of our UCCS fuels SUCCESS marketing campaign is brand awareness. Market research revealed that UCCS was not a well-recognized brand outside of the Southern Colorado region, which is crucial to attracting students. As such, we developed a media campaign tied to print, out of home, broadcast, digital television, social media and digital display advertising. This campaign is designed to broaden awareness in Colorado as a whole, especially the Denver area, and improve perceptions and awareness of the UCCS brand.*

*The campaign conveys the excellence that is UCCS as part of the CU system, with degrees that stand out from the crowd, highly-engaged professors, nationally-ranked programs, community connections and an accessible platform for higher education. This led us to the pillars of the campaign, which are: Affordability, Location, Career-focused Education, Small Class Sizes and Innovative Degrees.*

*Our original media budget for Fiscal Year '19 was set to be \$394,038. Please note, we have added on several very small efforts outside of the scope of the campaign.*

*We will measure success during the campaign through data analysis where we assess the success of our digital efforts as compared to industry benchmarks, as well as after the campaign through a deep-dive Awareness and Perceptions Survey. Our benchmark for that post-campaign survey is an identical survey we did ahead of our brand awareness campaign. An additional metric of success is an increase in interest from highly qualified students.*

*UCCS is planning coordination meetings between contracted firm Karsh Hagan and CU system advertising agency Greenhouse Partners to align on marketing strategy.*

Because of CU's unique IT needs required to support research, such as high-performance computing, advance data informatics, and archival of research data, CU's cybersecurity program continues to adapt to support advanced technology. Typical enterprise cybersecurity solutions designed to meet the collaboration and scalability requirements for research are only affordable to the largest public-sector companies. As such CU will continue to partner with other top research universities on security appropriate solutions. For example, CU has collaborated with teams from the International Computer Science Institute (in Berkeley, CA) and the National Center for Supercomputing Applications in (Urbana-Champaign, IL) to run one of the largest intrusion detection clusters of its type in the nation.

### **Colorado State University System**

The CSU System and governing board are not engaged in any public awareness campaigns at this time. The public information and awareness activities of the System and the Board center largely on sharing the actions of the Board of Governors and the decisions of the board as they relate to the three institutions in the System. These activities take place primarily through media relations activities and a twice-per-year magazine that highlights impact and outcomes around the state. For efficiency, staff from the flagship institution in Fort Collins serve in communications support roles for the Board and the System as part of their normal duties. All campuses are engaged in marketing efforts and strategic partnerships. Any funding used for brand awareness at the campus level in terms of public relations, community engagement, and sponsorships are reviewed and approved based on mission and strategic objectives for increasing access and opportunity for higher education in Colorado and beyond.

Colorado State University in Fort Collins focuses its public awareness activities on key areas critical to university success, including communications/marketing activities in support of: student recruitment; alumni and donor communications; the institution's statewide engagement and extension role; promotion of the contributions of its faculty, staff and students as a nationally leading research university; and to promote accountability and transparency of the university to the general public. These efforts are intended to accumulate into an effective brand identity for the university that allows it to recruit and retain the best students, faculty and staff possible, to fulfill its missions as the state's land-grant university and to promote the world-class education, service to society, and research driven by the university.

As part of this effort this year, CSU launched a "Proud To Be" marketing campaign designed to reach alumni, donors, prospective students, and the general public. This campaign was developed in-house, launched this past fall, and to date the University has spent about \$70,000 on it, including events, video, and print advertising.

While the university's colleges and other key units engage in public relations and promotional activities, the primary leadership for these communications efforts is housed in the Division of External Relations, which has units responsible for: social media, web communications, internal communications, media and public relations, graphic design, brand strategy. University faculty, staff and students are regularly featured prominently in earned media. Promoting these people and activities through media relations falls to the Public Relations team primarily, which has an annual operations budget of \$42,000. Here's a brief synopsis of the resulting Colorado State University media coverage so far in 2018:

National:

- 72, 261 total mentions
- 3.7 million shares on social media
- 60 billion aggregate readership (online news, blogs and broadcast)
- \$136 million total advertising equivalency

### **University of Northern Colorado**

Examples include UNC's participation in statewide higher ed initiatives, such as College in Colorado's Free Application Day, College Friday, and FAFSA workshops. The university campaigns focused on raising awareness of the opportunities for current and prospective students and their families primarily through earned and social media.

*While there was minimal cost sharing the information, there was loss of university revenue associated with waiving application fees.*

*UNC, through its Integrated Recruitment and Marketing Team and University Relations office, leverages paid media (advertising) and earned media (PR) to grow awareness of the university and its undergraduate, graduate and extended campus programs within the State of Colorado. These integrated paid and earned media efforts have a budget of just over \$350,000 for 2018-19. Additional resources within the recruitment and marketing areas of the university are also applied in support of enrollment and recruitment goals within the state, across the country and around the world.*

### **Colorado School of Mines**

*Colorado School of Mines sponsors CBS4's Future Leaders program. Future Leaders recognizes a high school scholar who has achieved excellence academically and in the community. Mines' sponsorship includes paid advertisement. The total program cost is \$127,000. Mines also purchases ad space at the Denver International Airport at a cost of \$87,000 per year.*

5. **DHE ONLY:** Based on the Department's most recent available record, what is the FTE vacancy and turnover rate by department and by division? To what does the Department attribute this turnover/vacancy? Do the statewide compensation policies administered by the Department of Personnel help or hinder in addressing vacancy or turnover issues?
  
6. **DHE ONLY:** Please identify how many rules you have promulgated in the past two years (FYs 2016-17 and 2017-18). With respect to these rules, have you done any cost-benefit analyses pursuant to Section 24-4-103 (2.5), C.R.S., regulatory analyses pursuant to Section 24-4-103 (4.5), C.R.S., or any other similar analysis? Have you conducted a cost-benefit analysis of the Department's rules as a whole? If so, please provide an overview of each analysis.
  
7. What are the major cost drivers impacting the Department/governing board? Is there a difference between the price inflation the Department/governing board is experiencing compared to the general CPI? Please describe any specific cost escalations.

### **University of Colorado System**

*Higher Education is a service business and it takes people to educate people. The November request for CU is around \$30 million which is a 1.95% increase from CU's FY 2018-19 operating budget. While CU is incredibly grateful, the proposed \$30 million it does not cover the anticipated total compensation costs in FY 2019-20 (see table below).*

Operating Change in Budget on a Per Student Basis (Headcount)			
	FY 2017-18	FY 2018-19	Percent Change
Total Operating Budget (E&G) <1>	\$1,486,626,911	\$1,537,875,129	3.4%
Fall Headcount <2>	65,325	67,002	2.6%
Operating Per Student	\$22,757	\$22,953	0.9%
Operating Per Student (adjusted for CPI)	\$23,531	\$22,953	-2.5%

<1> Budget Data Books; <2> Fall Census; CY 2017 CPI = 3.4%

While some of the costs at CU do grow faster than inflation, CU is revenue constrained by available state funding as well as tuition revenues that are a result of tuition rate and student enrollment changes. This means that CU has to make hard choices amidst offering high cost, in demand workforce relevant degree programs. CU continues to review its operations to look on going efficiencies and over the last three years along has identified over \$120 million I cost savings to the university or its students.

### Colorado State University System

#### 1) Changing demographics of the student body

- a) More diverse
- b) More first-generation students
- c) More students falling right above Pell eligibility – impacts Institutional Aid
- d) More students coming with varied preparation (dual/ concurrent enrollment)
- e) More students exhibiting mental health issues
- f) More students who have a variety of other ‘risk factors’ for retention/persistence/completion

All of these are putting pressure on our student success/ student support budgets, over and above normal growth

#### 2) Increasing competition for faculty/ staff

- a) CSU’s reputation continues to grow, and our faculty are being constantly recruited by other institutions nationally.
- b) Salary competition in specific areas (most notably Business and Computer Science, where the cost of faculty greatly outstrips regular inflation).

In some cases, these challenges apply to staff, as well, especially in more technical areas (HR, accounting, IT)

#### 3) Housing costs in Fort Collins are driving up costs, and attracting faculty and staff requires higher salaries as a result.

#### 4) Federal and other regulatory compliance issues are becoming more costly to address and administer.

### University of Northern Colorado

Personnel—including both salary/wages and fringe benefits—accounts for about 70% of UNC’s operating expenditures. Over the past five years UNC has increased salaries and wages by a total of 16% (including increases in minimum wage for student wages) and yet faculty and staff salaries are still significantly below the median of our

peers. This makes recruiting and retaining faculty and staff challenging. In addition, fringe benefit costs have increased 35%, due primarily to increases in PERA and health insurances costs.

In non-personnel expenses, technology and library expenses both exceed the general rate of inflation. Software maintenance costs have increased 68% over the past five years due to both price increases and the student demand and business need for increased digitalization. Library materials have increased 23% in the past five years.

### **Colorado School of Mines**

Although budget projections at Mines are still in development, the following are high level estimates using basic assumptions:

Any anticipated increase in revenue over CPI is due to moderate enrollment growth, the corresponding resources to support that growth, and investment in new academic programs. The major cost drivers include:

- A potential 3% salary increase for classified staff and exempt faculty as well as increased benefit costs
- Capital infrastructure, debt, and operational costs of academic space
- Expansion of student support services due to student need
- Additional teaching need due to the increased enrollment
- New investments in technology and classroom infrastructure to diversify revenue streams (e.g. on-line programs) and develop innovative learning facilities.

57% of our net general fund increases (including the proposed increase in state support and net of financial aid and graduate support) will fund total salary and fringe increases, of which \$1.1 million is for classified staff.

Mines tuition spending authority is included in the Long Bill for informational purposes only. Based on our market and enrollment strategy and within the spirit of the Governor's intent, Mines will explore all options to minimize and eliminate net tuition increases for in-state students.

8. How is the Department's/governing board caseload [student population] changing and how does it impact the Department/governing board's budget? Are there specific population changes or service needs (e.g. aging population) that are different from general population growth?

### **University of Colorado System**

Enrollment has a large impact on CU's budget. CU has been able to increase enrollment at all four of its campuses over the last five years. From Fall 2014 to Fall 2018 CU has seen the following percent increases in students, by campus:

- CU Boulder = 15.2% increase
- UCCS = 13.0% increase
- CU Anschutz = 10.9% increase
- CU Denver = 6.0% increase

*The increase in enrollment results in more revenue but also additional costs for students. There is greater cost associated with students that are increasingly enrolling in high cost STEM programs at CU as well as a higher cost to provide the appropriate support services for students that are first generation, Pell and/ or underrepresented. These trends are likely to continue as the pipeline of students from K-12 is continuing to be comprised of a larger and larger low income population and as the labor market continues to demand more high skill STEM workers.*

*Both of these challenges will require colleges and universities to continue to find more cost effective ways in serving students so they can graduate and participate in the labor market.*

### **Colorado State University System**

#### **CSU-Fort Collins**

- (1) From FY 17 to FY18, CSU experienced a 5.8% increase in New Undergraduates Students*
- (2) From FY 17 to FY18, CSU experienced a 4.2% increase in Transfer Undergraduate Students*
- (3) Growth in student majors has concentrated in areas where the cost to education are much higher, Engineering, Business, Biomedical Sciences, and Natural Sciences/Resources*
- (4) Increasing number of student veterans*
- (5) As noted in #7, more students presenting with mental health issues*

#### **University of Northern Colorado**

*The makeup of UNC's undergraduate population reflects a higher percentage of Pell-eligible students than any other public research institution in Colorado. Further, UNC's undergraduate population has a higher percentage of underrepresented minority students than all Colorado public research institutions other than CU-Denver.*

*Our Fall 2018 undergraduate population is 40 percent first-generation; this rate has been increasing since Fall 2015. Preliminary reports from CDHE indicate that this rate is higher than the other Colorado public research institutions.*

#### **Colorado School of Mines**

*Although the level and composition of Mines' student population has remained fairly stable, the demand for student-support resources has risen due to the evolving needs of the college-going population. Mines is experiencing a higher level of need and an expanding set of expectations for services surrounding student wellness, Title IX, and disability support. Mines remains committed to meeting these needs and expectations through continued and expanded investments in the following areas: substance abuse prevention programming; suicide prevention and mental health awareness; veteran support services; counseling services; crisis assessment, response, and education; Title IX investigation support; sexual and domestic violence prevention programming; and disability support services and accommodations.*

9. Please provide an overview of the Department/governing board's current and future strategies for the use of outward facing technology (e.g. websites, apps) and the role of these technologies in the Department's interactions with the public.

## University of Colorado System

Each campus has specific strategies for the use of outward facing technologies. These are mentioned below. Also see the response to question #12 regarding online efforts.

### CU Boulder:

CU Boulder provides a rich continuum of outward facing digital information. This begins with the [www.colorado.edu](http://www.colorado.edu) homepage and accompanying deep underlying content that extends the university's strategic imperatives of shaping tomorrow's leaders, being the top university for innovation and positively impacting humanity. This content is augmented and reinforced by closely coordinated social and email communication campaigns. In coordination with the colorado.edu domain is an array of academic (instructional and research) and enterprise-administrative web-based information. These websites are also the primary launching points for various ways for the public to interact with CU Boulder.

The use of such resources to provide instruction, augmented by the appropriate use of technology, is offered and accomplished in a myriad of ways. CU Boulder offers fully online asynchronous courses and programs, synchronous distance, and MOOC offerings. CU Boulder is expanding its online strategy and investing in the growth of massively open online course (MOOC) offerings.

CU Denver | Anschutz digital strategy guides the University's use of digital assets such as websites, apps, and online resources. The digital strategy focuses the use of these technologies on the personalized needs of university constituents. Further, it underscores the need to fully understand the business processes of the university as well as the strategic outcomes in the implementation of existing and emerging technologies.

The digital strategy consists of four primary components; service, data, insights, and adaptive technology.

- Service refers to providing personalized, ubiquitous services to university constituents through optimized business processes that are represented leveraging new and innovative technologies.
- Data refers to the collection, storage, management, curation, and definition of student, research, clinical, and many other types of data that are used in the operation of the University.
- Insights refers to the knowledge gleaned through the analysis of data collected throughout the operation of the university. These insights provide incredible opportunity in the optimization of ongoing operational activities at the University of Colorado Denver | Anschutz Medical Campus.
- Adaptive technology refers to the technology that realizes the insights gleaned through the analysis of data collected to provide personalized, ubiquitous services to university constituents.

The role of CU Denver | Anschutz outward facing technologies is many. They include:

### CU Denver:

- Promote student admissions, and enrollment.
- Provide resources to current students and ensure retention.
- Provide parents with information to support prospective and current students.
- Support transfer students in their admissions and enrollment activities.
- Promote opportunities for partnerships with the university, information and services for Alumni as well as potential donors.

### CU Anschutz:

- *Provide resources to current students and ensure retention.*
- *Promote student admissions, and enrollment*
- *Priority for the ability to find a doctor and medical services and facilitate easy connections to our health care affiliates and clinical partners.*
- *Provide easy access to research activities and information.*
- *Promote opportunities for partnerships with the university, information and services for Alumni as well as potential donors.*

### UCCS:

*UCCS is dedicated to the availability of online education support for high school and college age students in Colorado. The University offers seven fully online undergraduate degrees and 12 fully online graduate degrees supported by 472 online courses. These courses support 1600 fully online students and provide options for students who take courses both on-line and on-campus with over 14,339 enrollments in the past two terms.*

*The University continues to invest in this area as a priority and is in the first year of a newly funded program to expand our online effort. This program will increase current offerings by six new fully online degrees in the next three years. And, will improve our existing infrastructure for better support of online instruction using proactive advising tools driven by predictive analytics, a new virtual lab that students can access from anywhere with an internet connection, and 24/7 call support to serve all students.*

### Colorado State University System

*CSU has literally thousands of outward-facing, web-based technology sites in its highly distributed Information Technology (IT) environment. These web sites serve a variety of purposes, including:*

- *Matriculation, from student prospects, to applicants, to admits, to enrollees*
- *Academic program descriptions, including courses, majors and degree*
- *Academics, including enrollment, pre-registration, registration, add/drop, and all other functions dealing with participating in courses*
- *General information, usually intended for external audiences*
- *Information for potential donors to CSU*
- *Events and calendar information for CSU-sponsored activities, many available to the public*
- *Services delivery, generally for students, faculty, and staff at CSU, including:*
  - *Administrative system access to the Student Management system, the Human Resources Management system, the Financial Management System, the Research Management System, the Business Analytics system, and other, smaller systems*
  - *Course sites, using the Canvas Learning Management System, mostly for faculty and students*
  - *Collaboration and communication tools*
- *Evidentiary information, including access to reporting information and statistics*
- *Access as allowed by individual students to allow their parents and others they designate to see any or all of their grades, unofficial transcript, course schedule, and student accounts (e.g. tuition payments due)*
- *Access to Library systems, services, and content*
- *And many more*



*Our philosophy in the deployment of such systems is to provide: 1) easy, web-based access to all of our systems that we possibly can (as opposed to a client-server access, we prefer web-based access as easier to deploy, maintain, and support for our users); 2) secure methodologies for access, including very strong passwords, and two-factor authentication in front of critical systems; and 3) accessibility in accordance with ADA accessibility requirements for all outward-facing sites.*

*As our IT environment is highly distributed, significant effort is devoted to coordinating among all units to ensure that sites are coherent and consistent. For example, we have a Web Standards Committee that establishes and enforces standards for web pages, and a Web Accessibility Subcommittee that is responsible for establishing and maintaining standards for accessibility. Constant vigilance is required.*

*We strive to keep the sites up to date insofar as possible, reduce / eliminate duplication between and among sites, and provide excellent, easy-to-use user interfaces wherever practicable.*

### **University of Northern Colorado**

*All UNC official web assets are unified under one Content Management System. These properties are being continually refined and developed to facilitate the recruitment of students, support the institution's fundraising goals, direct current students and employees to necessary assets and tools, communicate important alerts and news, and to promote campus and community events. The university also has both a new Customer Relationship Management (CRM) tool that it uses to recruit and retain students, as well as an institutional marketing and communications system that is utilized across offices and organizations to communicate effectively with the general public, ticket holders, alumni and supporters, and so on. All these tools, as well as the university's social media accounts (main accounts plus branded office accounts), together form a curated web of tools and channels that the university uses in its work to enrich its community, support its academic mission (and students, faculty and staff) and address enrollment, development and growth goals.*

### **Colorado School of Mines**

#### **Online**

*In response to the growing demand for online learning options, Mines has recently launched an online degree program in Space Resources and is seeking HLC approval to launch two more (Mines Engineering & Management and Advanced Manufacturing). The programs aim to meet the following goals:*

- *Reach students who might otherwise not be able to take our graduate courses due to location and proximity (i.e., students who are working and living elsewhere in the world)*
- *Provide more options for our students who pursue a BS+MS degree (including new degree and certificate programs).*
- *Develop online learning skills in our residential students*
- *Provide opportunities for alumni and other high-tech workers to retool, enhance, and advance their disciplinary skill set.*
- *Expand the reach of our brand, promote faculty & programs, and increase awareness of expertise at Mines*
- *Grow partnerships with industry*

*As of fall 2018, we had 27 students enrolled in the Space Resources program. We anticipate that number to increase to 900 for all programs by fall 2023.*

#### Mines Web Presence

*Mines is currently undergoing a complete renovation of all institutional websites to ensure they are maximally effective in providing the information and resources needed by Mines stakeholders as well as the general public. In addition to providing the latest information and resources, the renovation will ensure accessibility to all populations and via all mobile devices. The Mines web presence provides a robust directory of resources, many of which can be accessed online. It is the primary platform through which information and resources are made available to the general public as well as potential students, employees, and other external partners. It is a key recruitment tool, providing information on academic resources, research areas, and student engagement opportunities. It is also the primary mechanism for application to the university for students, as well as for employment opportunities.*

#### Learning and Work-related Resources

*An increasing number of resources are being made available to students and faculty/staff through outward-facing technologies. For students, this includes access to the learning management system, specific applications used in coursework, as well as a variety of resources to support academic success. Providing access to such resources to all students regardless of location is key in ensuring the success of an increasingly diverse and digitally-native population. For employees, this includes new and improved service offerings (such as a new travel and expense management system) via mobile technologies to support work-related tasks and increased efficiencies*

#### **CSU System Only**

Please describe the Department's wildfire mitigation and prevention activities, including the types of mitigation activities and how much the Department spent on mitigation activities in FYs 2016-17, 2017-18, and 2018-19 (estimate). Please also provide an overview of outstanding mitigation needs, including scope/scale, cost, and the savings that could be expected with additional mitigation.

*The Colorado State Forest Service (CSFS), an agency of Colorado State University, is the lead agency legislatively mandated to lead hazard fuels mitigation and risk-reduction planning on state and private lands in Colorado. Mitigation generally refers to the reduction of trees, shrubs and other vegetation to reduce the impact of wildfire and improve forest resiliency.*

#### **CSFS Wildfire Mitigation and Prevention Activities:**

*CSFS mitigation activities include:*

- *Implement forest management/fuels reduction projects*
- *Support development of and approval of Community Wildfire Protection Plans*
- *Focus on development of collaborative efforts to treat priority acres to reduce impacts of wildfire*
- *Serve as technical experts to develop and implement fuel reduction plans for a broad range of constituents including individuals, communities, homeowners associations, water providers and other landowners*
- *Provide a comprehensive assessment of risk through the Colorado Wildfire Risk Assessment developed and managed by the CSFS*
- *Provide technical expertise and training in the application of fuels reduction treatments and in the application and use of the Colorado Wildfire Risk Assessment Portal (CO-WRAP) to enhance local planning*

- Facilitate training with fire protection districts on Home Ignition Zone Concepts
- Ensure the latest research and applicable science is used by the CSFS and available to the public
- Administer Firewise USA recognition program

**Colorado State Forest Service funds spent on mitigation activities by fiscal year:**

<b>Fiscal Year</b>	<b>State</b>	<b>Federal</b>	<b>Other</b>
<b>2016-17</b>	\$1,779,900	\$3,669, 962	\$1,773,763
<b>2017-18</b>	\$2,347,726	\$3,350,649	\$973,425
<b>2018-19(expenses to date)</b>	\$981,972	\$1,753,352	\$93,156

Federal funds are subject to annual appropriation, and we have experienced declines in funding over the last several years. CSFS also receives funds through SB17-050, funded through Severance Tax. In two of the last three years, Severance Tax Funds were not available, and the program was funded by general fund budget appropriations.

**Scope and Scale of Mitigation Needs in Colorado**

Colorado has 24.4 million acres of forests and woodlands. Of this total forested acreage, 12.7 million acres are at moderate to high risk of wildfire. According to data from our Colorado Wildfire Risk Assessment, there are 3.3 million acres of wildland-urban interface (WUI) in Colorado, and 2.9 million people live in these WUI acres. Nearly 1/3 of the 2.9 million people living in the WUI are in areas that are at moderate to high risk of wildfire. Costs per acre for forest management/wildfire mitigation treatments are more than \$1,500/acre.

Currently the WUI in Colorado is less than 25% developed. The Colorado Association of Realtors website states: “With continued development throughout the state’s Wildland Urban Interface (WUI) areas estimated to grow by 300 percent in the next 15 years, the wildfire threat is real and it is not going away.”

While progress has been made in reducing wildfire risks to individual, communities, and watersheds more work needs to be done. Forest stand conditions throughout Colorado, combined with warming temperatures and an increase in human population, mean we are facing forests that are largely unhealthy, overly dense, and prone to intense wildfire. Forest management, wildfire mitigation, wood product utilization, and education and outreach will continue to be necessary to protect Colorado communities and water supplies, and conserve and enhance the resiliency of those landscapes.

**Increasing the Effectiveness of Wildfire Mitigation Efforts in Colorado**

Providing funding for the CSFS Forest Restoration and Wildfire Risk grant program and CSFS program support through Healthy Forests and Vibrant Communities from the general fund would allow for the CSFS to engage in short and long term planning efforts based on a consistent amount of funding.

With increased capacity, the CSFS will expand strategic approaches for wildfire risk-reduction activities throughout Colorado including:

- Expanding landowner and community engagement
- Increasing our ability to support and enhance the number of acres treated for forest management/fuels reduction
- Facilitating CWPP revisions and providing cost-share opportunities for revisions
- Facilitating training of cooperators in use of CO-WRAP and Home Ignition Zone concepts

- *Increasing our ability to develop and maintain cutting edge GIS and forest risk-analysis tools, such as the Colorado Wildfire Risk Assessment, to provide spatial information on fire risk and forest information*
- *Supporting forest-products businesses with technical assistance and business loans*

*CSFS has identified the need for 10 FTE to increase our capacity to meet this demand.*

*Current Healthy Forest and Vibrant Communities Funding SB17-050*

- *\$2.35 million funded from Tier 2 Severance Tax*
  - *\$1.3 million – for programmatic actions including GIS, addressing risk of wildfire in Colorado, development and implementation of Community Wildfire Protection Plans, and actions that support the capacity necessary to increase the amount of acres treated annually in Colorado to reduce fire risk and improve forest resiliency*
  - *\$1.050 million –Forest Restoration and Wildfire Risk Mitigation Grants*

*Funding needs to address forest fuels risk reduction and improve forest resiliency*

- *\$5.990 million in general funds that includes the existing SB17-050 funds above*
  - *\$4 million for Forest Restoration and Wildfire Risk Mitigation Grants*
  - *\$1.990 million for implementation of Healthy Forests Vibrant Communities*

***Savings with Additional Mitigation***

*Proactive forest management and fuels-reduction treatments are the best way to reduce the impacts of wildfire, along with education on the use of proper building materials that afford additional protection during wildfire.*

*The impacts of wildfire vary widely based on location and resource values impacted. Experience in Colorado shows there are significant long-term costs associated with wildfire. Recent examples of impacts in Colorado include loss of life, property, and critical infrastructure including extensive costs associated with restoration and rehabilitation of watersheds, roads, and infrastructure from flooding following wildfires. Associated costs include loss of tax revenue through reduction in property values and impacts to local economics through closures during wildfires and from resource values that are impacted by wildfire.*

*Estimates show that every dollar spent on mitigation saves society an average of 4 dollars in avoided future losses. The CSFS continues to work to provide the best technical expertise and application of forest management/fuels reduction to reduce the negative impacts of wildfire.*

***State Wildfire Suppression Costs:***

*The following is a summary of Executive Order Encumbrances in Colorado:*

<i>1980-1989</i>	<i>\$0,</i>	<i>1 *large wildfire</i>
<i>1990-1999</i>	<i>\$623,751</i>	<i>15 large fires</i>
<i>2000-2009</i>	<i>\$37,954,811</i>	<i>67 large fires</i>
<i>2010-2015</i>	<i>\$77,595,000</i>	<i>40 large fires (note this only covers a 6 year period)</i>

*\*"Large wildfires" refers to wildfires that exceed local capacity for management and suppression.*

*In 2018 the largest 10 wildfires in Colorado burned 406,465 acres, and there were over \$40 million in Executive Orders for wildfire suppression. The Executive Orders do not account for other agencies and local government expenses.*

*Forest management/fuels-reduction treatments performed prior to 2018 positively impacted firefighters' ability and afforded protection of homes on several wildfires in Colorado in 2018. This experience in Colorado is also supported in other areas. Fuel treatments also have been tested by wildfire and proved to reduce severity (Pollet and Omi 2002, Dailey et al. 2008, Wimberly et al. 2009, Prichard et al. 2010, Cochrane et al. 2012, Safford et al. 2012, Stevens-Rumann et al. 2013), even under extreme conditions (Prichard and Kennedy 2013).*

*A report issued by Headwaters Economics Institute states that local communities bear almost one-half of the full costs of wildfire. Many of these costs are due to long-term damages to community and environmental services.*

DEPARTMENT OF HIGHER EDUCATION  
 FY 2019-20 JOINT BUDGET COMMITTEE HEARING AGENDA (3 OF 3)

Friday, January 11, 2019  
 1:30 pm – 5:00 pm

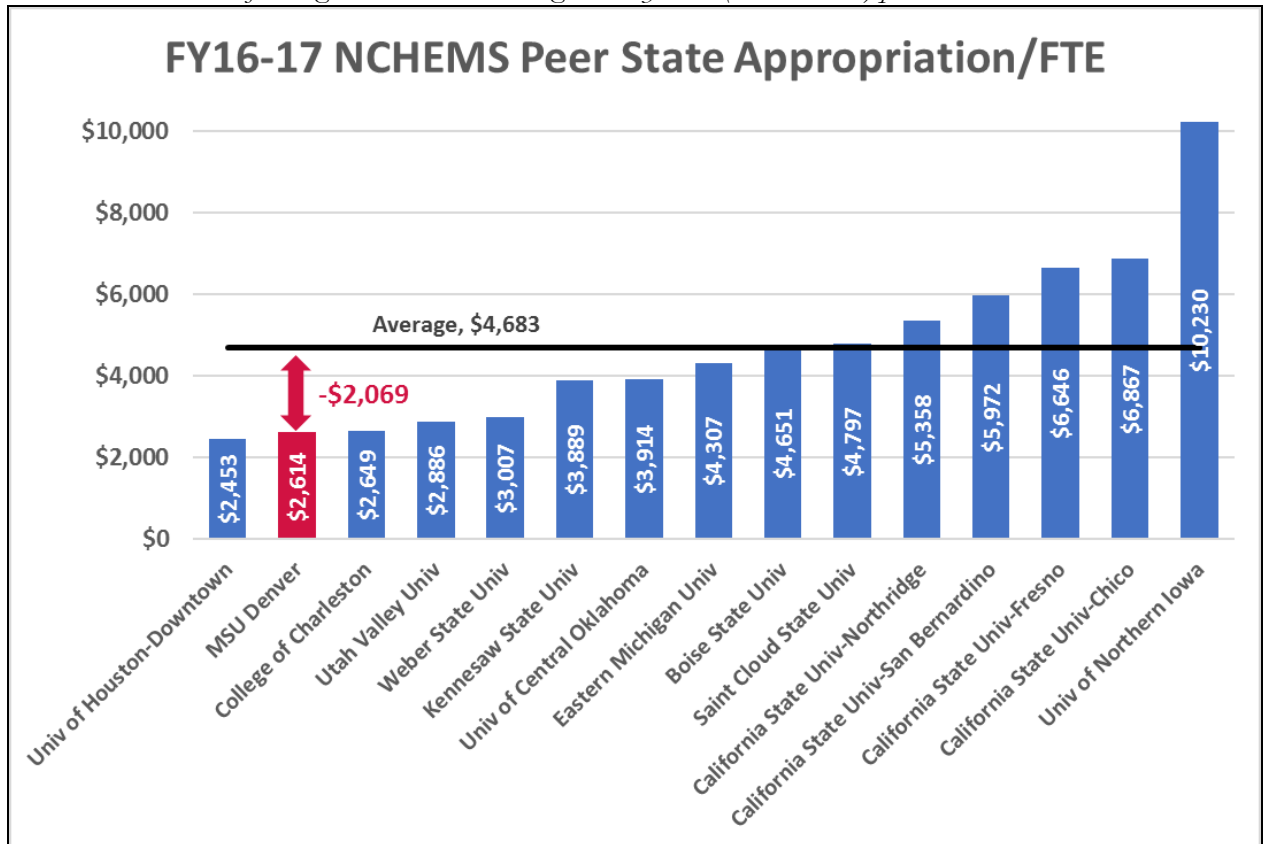
3:45-5:00 PM PANEL: METROPOLITAN STATE UNIVERSITY OF DENVER  
 AND COLORADO MESA UNIVERSITY

***R1 AND R2/AFFORDABILITY***

1. Do you support the request as submitted? How would this funding affect the affordability of your institution(s)? Is tuition reduction an option? What kinds of quality improvements, if any, would you hope to fund with this level of increase? What would you do with more? With less?

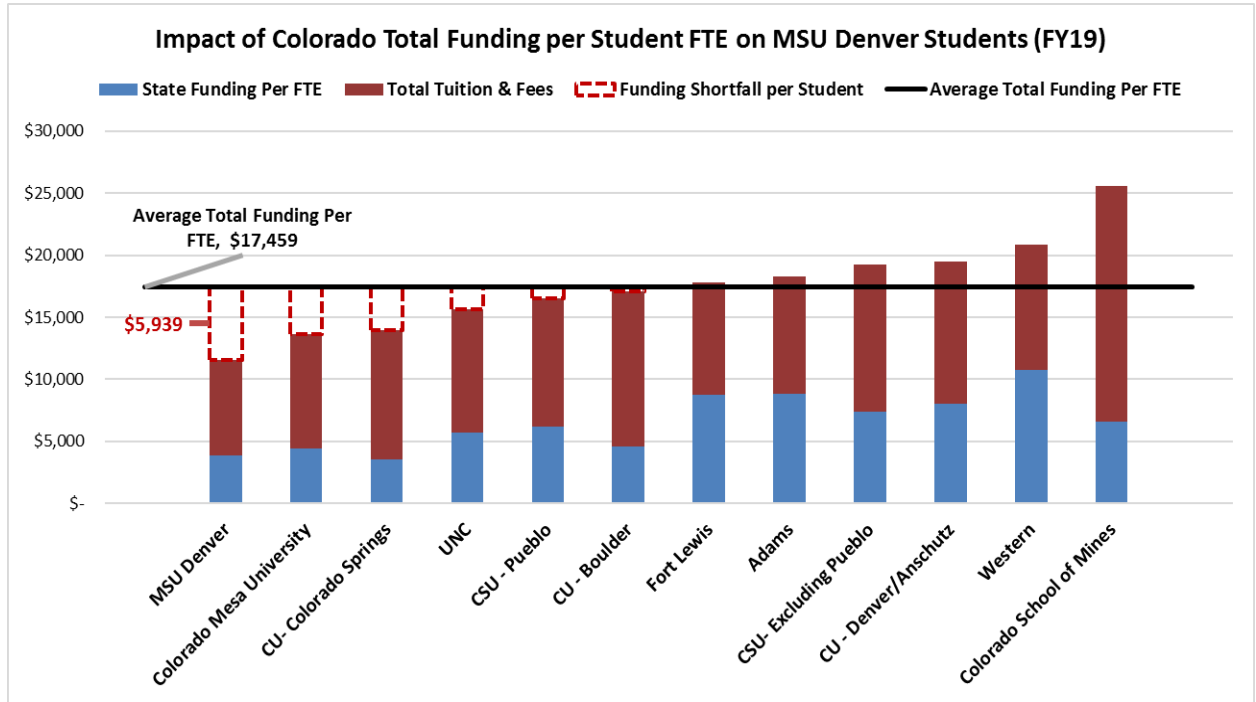
**Metropolitan State University of Denver**

*MSU Denver appreciates this level of proposed increase in state support for Higher Education. However, the MSU Denver's level of state support per student FTE not only has been lower than other institutions in Colorado, but also lower than our peer institutions nationally. The next graph is a comparison that shows MSU Denver state support per FTE and our National Center for Higher Education Management Systems (NCHEMS) peers:*



*Information for the above graph is from IPEDS*

**Affordability-** The next graph shows the ratio of state support vs. student cost (tuition + fees) for Colorado institutions. Year over year, MSU Denver educates students for the lowest overall cost. It is state support that has allowed MSU Denver to offer the lowest tuition and fees in Colorado. Without this support, students would be required to shoulder a far higher portion of the cost through tuition and fees.



Information for the above graph are from FY 2018-19 Budget Data Book; State Support includes SB 18-262.

**Tuition reduction-** A tuition reduction is not an option for MSU Denver. The 13% increase in state support is very important to MSU Denver; but since state support is only 25% of our budget, this increase only amounts to a 3% increase to the University's total operating budget. Thus, the 13% increase will force us to potentially raise tuition in order to cover our mandatory costs, which include investing in our personnel in FY 2019-20. Several years of little to no salary adjustments is having a negative impact on the retention of our faculty and professional staff. Because national studies show that attracting and supporting quality faculty and staff is a critical factor in student retention and completion rates, correcting these salary discrepancies must be a top priority for MSU Denver.

**Quality improvement-** The proposed increase only covers part of our mandatory cost increases. As explained in common question number 7, MSU Denver needs \$8.8 million to cover its FY 2019-20 mandatory increases, which includes salary adjustments for faculty and professional staff. In addition, MSU Denver is planning to strategically invest in more wrap-around student services and career-based learning initiatives (Classroom to Career Hub). These new initiatives will have a direct impact on student retention, graduation, and job placement, but require additional funding above inflation rates.

**Where we need to invest and why:** Due to MSU Denver's mission and admission standards, we admit students who have more academic challenges to overcome and who may not have another four-year alternative. Educating these students, many of whom are first-generation and low income, is costly because of the resources needed to support them from the time of application to graduation. However, even with our limited resources, we have created student support services such as peer mentoring, expanded orientation offerings, training on diversity and inclusion, financial literacy

training, and several other student support programs. At MSU Denver, most departments operate at a significantly reduced staffing level and resources are stretched thin. With expanded funds we will continue to improve our advisor to student ratio, which includes our peer mentoring program. These services provide students not only the knowledge they need to be successful in college, but they also build community and a sense of belonging. MSU Denver will continue to focus on the retention of students to ensure fewer students dropout prior to earning a degree.

### **Colorado Mesa University**

Governor Hickenlooper's 2019-20 budget proposal includes an increase of \$3.2M in state funding for CMU. As this is significant, we are supportive and committed to keeping in state tuition flat.

At the same time, it is important to note that while we are very appreciative of the recommended increase, it is helpful to put the increase into the context of the overall CMU budget. First, a \$3.2M budget increase represents less than a 2% increase in CMU's total budget. Secondly, the proposal suggests a resident tuition freeze, of which we are supportive. We believe student affordability is critical to our mission, which is demonstrated by having the third lowest tuition and fee rates in CO, see table below.

<b>Institution</b>	<b>2017-18 Base Tuition and Fee Rate</b>
School of Mines	\$18,386
CU-Boulder	\$12,086
CSU	\$11,519
CU-Denver	\$11,258
CU-Colorado Springs	\$10,201
CSU-Pueblo	\$10,090
Western	\$9,802
UNC	\$9,537
Adams	\$9,440
<b>CMU</b>	<b>\$8,972</b>
Fort Lewis	\$8,609
Metro State	\$7,352

Source: DHE Tuition and Fee Report. Based on 30 semester hours; does not reflect program specific rates.

While institutions have the flexibility in the budget proposal to adjust non-resident rates, given CMU is largely a resident-serving institution (85% resident students), any non-resident rate increase will not generate significant new dollars for CMU. Currently, CMU is projecting E&G cost increases of over \$4+ million in 2019-20. This \$4.0+ million includes increases for compensation to address retention; mandated minimum wage increases which are particularly significant when the number of student employees is considered; state mandated PERA employer contributions; new academic programs to meet CO workforce needs such as the physician assistant program; health care cost increases which are traditionally higher on the West Slope; nominal increases for program improvements (e.g. IT sustainability funds for added student computer labs, new student coordinators under the Diversity and Health division, electronic library resources, faculty development, added custodian for new building space); inflationary cost increases passed on by third party service providers such as contracted campus security; and utility cost increases.

The deficit between expected cost increases and proposed funding increases is further exacerbated by the fact that CMU receives \$4,567 per COF FTE, whereas the statewide average is \$6,817. Operating at 67% of the average state funding per COF FTE is especially challenging and further complicated by the fact that CMU serves amongst the highest PELL and First Generation student population.



CMU has pointed out the need to reduce the tuition rate at its two year community college, Western Colorado Community College (WCCC) to the community college system rate. Because WCCC is a division of CMU, the university currently charges one flat tuition rate of \$278.10 per credit hour for all certificate, associates and bachelor's degree programs, compared to the Community College System rate of \$148.90.

As western Colorado's regional education provider, CMU has a unique role and mission which includes direction from the Colorado General Assembly to: "...maintain a community college role and mission, including career and technical education programs..." in addition to its statutory requirement to provide two-year, four-year and graduate degree programs. For decades, CMU has embraced this charge from the Capitol and has effectively eliminated administrative duplication and developed strategic partnerships with industry, K-12 institutions and numerous private foundations to sustain its community college division known as WCCC. On the flip side, CMU is tasked with the maintenance of two separate physical campuses with very differing missions. Unfortunately, the existing HB-1319 higher ed funding formula (specifically the Mission Differentiation category) does not recognize the unique career and technical education offerings of WCCC.

As campus leaders have engaged with legislators, the Colorado Commission on Higher Education (CCHE) and various legislative staffers, an idea has emerged to recognize the unique role and mission of CMU and WCCC by treating it as a small community college within the Mission Differentiation category along with other community colleges of similar size.

The background for this conversation centers on the anemic economic condition of western Colorado in general and Mesa County in particular. CMU/WCCC has taken a very proactive approach to working with local economic development partners to launch unique programs like Rural Jumpstart (SB15-282) and new academic programs designed to meet specific needs of manufacturers, energy producers, and the like. Further, Mesa County continues to lag behind the statewide (56%) and nationwide (68%) averages with respect to college going rates among high school graduates. With only 48% of high school graduates going on to pursue any postsecondary training after graduation, the community – and region – has a major problem on its hands. In order to address this problem, CMU/WCCC has invested over \$300,000 a year to embed college and career advisors in six area high schools to connect students who otherwise wouldn't pursue college after graduation with options including career and technical education programs at WCCC. Making these programs more affordable for low and middle income students will dramatically impact both of the aforementioned problems in Mesa County and the region.

Given the recent action taken by CCHE to reclassify Fort Lewis College within the HB-1319 funding model based on enrollment, CMU should receive equal treatment for its community college division, WCCC. If funded at the same level as other similar sized community colleges (CNCC, LCC, MCC, NJC, Otero, etc.), this \$1.6M funding adjustment for CMU/WCCC would be utilized to reduce WCCC's tuition rate for career and technical education programs to be commensurate with what other Colorado community colleges charge to deliver similar career and technical programs. The reduction in tuition rate would result in an annual revenue loss of approximately \$2.0M. (Figure 1). CMU will make up the net lost tuition revenue of approximately \$400,000 (\$2.0M revenue loss from rate reduction offset by \$1.6M small community addition in HB1319 model) through its internal budget.

		Tuition Only				
CIP	2016-17 WCCC CTE Programs	18-19 CCCS Tuition per Credit Hour	17-18 WCCC Program Credit Hours*	Revenue Estimate at CCCS Rate	Revenue Estimate at CMU Rate \$278.10	CMU Revenue Impact
520204	APPLIED BUSINESS	148.90	046	90,467	100,209	(\$93,722)
490101	AVIATION	148.90	157	23,377	43,662	(\$20,284)
480501	COMPUTER AIDED DESIGN	148.90	197	29,333	54,786	(\$25,452)
460302	CONSTRUCTION ELECTRICIAN	148.90	324	48,244	90,104	(\$41,861)
460000	CONSTRUCTION TECHNOLOGY	148.90	764	113,760	212,468	(\$98,709)
120500	CULINARY ARTS	148.90	1,408	209,651	391,565	(\$181,914)
190709	EARLY CHILDHOOD EDUCATION	148.90	1,135	169,002	315,644	(\$146,642)
460303	ELECTRIC LINEMAN	148.90	1,589	236,602	441,901	(\$205,299)
510904	EMERGENCY MEDICAL SERVICES	148.90	1076	160,216	299,236	(\$139,019)
	KINESIOLOGY (POST)	148.90	20	2,978	5,562	(\$2,584)
151102	LAND SURVEYING & GEOMATICS	148.90	77	11,465	21,414	(\$9,948)
430107	LAW ENFORCEMENT ACADEMY (POST)	148.90	1,180	175,702	328,158	(\$152,456)
480503	MACHINING TECHNOLOGY (MAMT)	148.90	969	144,284	269,479	(\$125,195)
	MATH (TECHNICAL)	148.90	598	89,042	166,304	(\$77,262)
510801	MEDICAL OFFICE TECHNOLOGY	148.90	1026	152,771	285,331	(\$132,559)
513902	NURSE AIDE	224.00	312	69,888	86,767	(\$16,879)
513902	OFFICE ADMINISTRATION	148.90	74	11,019	20,579	(\$9,561)
010101	SUSTAINABLE AGRICULTURE	148.90	918	92,020	171,800	(\$79,840)
110901	TECHNOLOGY INTEGRATION	148.90	377	56,135	104,844	(\$48,708)
470604	TRANSPORTATION SERVICES	148.90	741	110,335	206,072	(\$95,737)
100304	VISUAL COMMUNICATIONS	148.90	339	50,477	94,276	(\$43,799)
010309	VITICULTURE & ENOLOGY		incl in AGAS			
150506	WATER QUALITY MANAGEMENT	148.90	133	19,804	36,987	(\$17,184)
480508	WELDING TECHNOLOGY (MAMT)	148.90	596	88,744	165,748	(\$77,003)
430206	WILDLAND FIREFIGHTER	148.90	292	43,479	81,205	(\$37,726)
Subtotal				2,204,816	4,074,165	(\$1,869,349)
<b>Health Sciences Programs (CMU)</b>						
511004	MEDICAL LAB TECHNOLOGY	148.90	334	49,733	92,885	(\$43,153)
513901	PRACTICAL NURSING	224.00	960	215,040	266,976	(\$51,936)
	SURGICAL TECHNOLOGY	224.00	169	37,856	46,999	(\$9,143)
Subtotal				302,629	406,860	(\$104,232)
TOTAL				2,507,445	4,481,025	(\$1,973,581)

Figure 1

While making this change will result in a net revenue loss to CMU/WCCC, the institution is willing to pursue the change in order to make career and technical education programs more accessible to students in the region, thereby investing in access, affordability and increasing the number of credentials in the state. Further, making this change provides a unique opportunity for the institution – and CCHE – to engage with regional businesses and community leaders about workforce development and economic development issues at both the micro and macro levels.

2. If the State has less money to allocate, are you comfortable with the Department's scale for determining an associated tuition increase? The Department's approach allows for the sum of resident tuition and General Fund to increase at a rate well above inflation. Why is that appropriate or necessary?

**Metropolitan State University of Denver**

The Department's scale for determining associated tuition increases does not consider the uniqueness of MSU Denver or that required increases for the higher education institutions are above the inflation rate. Without considering each institution's actual needs, the scale results in resource shortfalls. Some of MSU Denver's unique factors include:

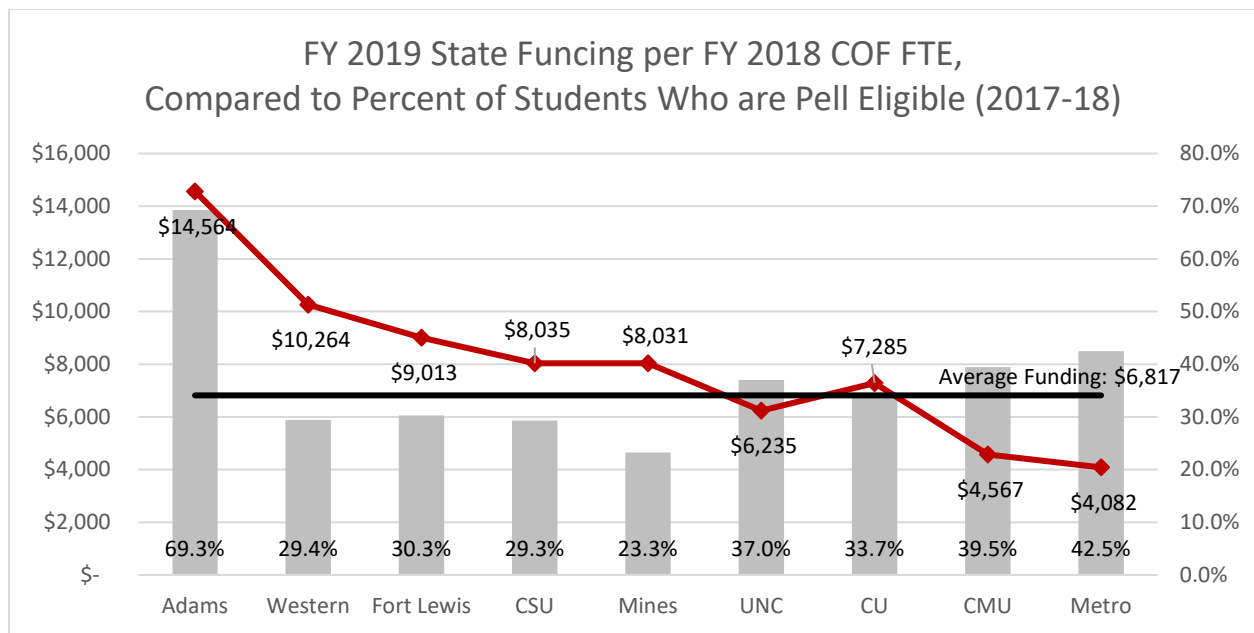
- MSU Denver receives the lowest state support per student FTE.

- *Additionally, MSU Denver offers the lowest tuition and fees in the state of Colorado. Therefore, any percentage-based increase in tuition rates brings much less funding for the University compared to other Colorado Institutions of Higher Education.*
- *Years of percentage-based increases – for state support and for tuition increases – has steadily widened this gap between MSU Denver and other Colorado institutions.*
- *The University has limited sources of other auxiliary revenue due to the AHEC structure.*
- *The higher cost of education (wrap around services) for Pell-eligible and First-Generation students.*

**Colorado Mesa University**

*As noted above, the proposed general fund increase for CMU will not cover the projected cost to continue operations. This is complicated further by the inherent per COF student funding inequities in the HB 1319 model where CMU receives \$0.67 on the dollar compared to the statewide four-year average funding for CO institutions, based on statewide appropriation per COF FTE student.*

State funding includes SEP, COF and FFS. Pell percentage based on HB 1319 Funding Model data from 2017-18 (COF CH and COF Pell CH). Source: FY 2019-20 Long Bill, DHE FTE Data, and Governor’s Request: HB 1319 Model.



State funding includes SEP, COF and FFS. Pell percentage based on HB 1319 Funding Model data from 2017-18 (COF CH and COF Pell CH). Source: FY 2019-20 Long Bill, Governor’s Request: HB 1319 Model.

*Hence, if the state reduces the level of proposed state funding in Governor Hickenlooper’s budget, resident tuition flexibility will be needed. Each one percent tuition increase is roughly equivalent to \$700k at CMU, so the proposed general fund increase of \$3.2 is equivalent to about a 5% tuition increase.*

*Also, is important to keep in mind that a 1% increase in tuition rates generates varying amounts of new revenues across the Colorado colleges and universities as demonstrated in the table below. This is driven by the fact that CMU has worked hard to hold down tuition rates in the past, thereby starting with a lower real base. And, while non-resident students help subsidize costs for resident students, CMU does not have a large proportion of non-residents to generate*

significant new revenues from only a non-resident tuition rate increase. Therefore, we ask that a one-size-fits all approach to tuition policy be avoided.

Institution	FY 2017-18 Resident Tuition (30 CHRS)	Added Annual Tuition Revenue Generated per FT Resident Student Based on 1% Rate Increase
Colorado School of Mines	\$ 16,170	\$ 162
University of Colorado - Boulder	\$ 10,248	\$ 102
University of Colorado - Denver	\$ 9,720	\$ 97
Colorado State University	\$ 9,152	\$ 92
University of Colorado - Colorado Springs	\$ 8,610	\$ 86
Colorado Mesa University	\$ 8,100	\$ 81
Colorado State University - Pueblo	\$ 7,705	\$ 77
University of Northern Colorado	\$ 7,374	\$ 74
Fort Lewis College	\$ 6,720	\$ 67
Western State Colorado University	\$ 6,624	\$ 66
Metropolitan State University of Denver	\$ 6,062	\$ 61
Adams State University	\$ 5,736	\$ 57

The traditional reference of Boulder-Denver-Greeley CPI is a general average that does not address specific cost increases, nor necessarily relate to costs on the Western Slope. Costs increases for such expenses as health insurance and construction do not follow traditional inflationary assumptions. Further, CMU has no control over mandated increases related to PERA, minimum wage and classified state employee pay increases that outpace standard inflationary assumptions.

Finally, as western Colorado's regional education provider CMU has made an effort to provide academic programs at every level and to identify and offer programs that meet critical regional and statewide workforce needs and prepare students for jobs that exist in the marketplace. By prioritizing academic program offerings and continually engaging employers across the region and state, CMU is a leader in developing unique partnerships that make the most of scarce resources while maintaining quality for students.

In response to feedback from employers throughout Colorado, CMU is in the process of adding the following high cost graduate programs in the coming months:

- Physician Assistant
- Occupational Therapy
- Physical Therapy

According to the United States Department of Labor data, each of the aforementioned programs have strong employment demand in Colorado and beyond over the next decade.

*Long Term Employment Projections for Physician Assistants in Colorado*

2015 Estimated Employment	2025 Projected Employment	Total 2015-2025 Employment Change	Annual Average Percent Change	Total Percent Change
2,429	3,621	1,192	4.07%	49.07%

*Long Term Employment Projections for Occupational Therapists in Colorado*

2015 Estimated Employment	2025 Projected Employment	Total 2015-2025 Employment Change	Annual Average Percent Change	Total Percent Change
2,776	3,948	1,172	3.58%	42.22%

*Long Term Employment Projections for Physical Therapists in Colorado*

2015 Estimated Employment	2025 Projected Employment	Total 2015-2025 Employment Change	Annual Average Percent Change	Total Percent Change
4,859	7,449	2,590	4.37%	53.30%

*These programs are high cost both due to the level of training and expertise needed in faculty and accreditation-mandated small class sizes. The costs of these programs and several other programs do not fit a traditional inflationary model. Inflation does not allow for added programs and does not take into account every component of a higher education budget. The Denver-Aurora-Lakewood inflation rate for 2020 is estimated to be 2.8% by OSPB and 2.9% by Leg Council. In comparison, the actual cost increases CMU is facing are as follows:*

- *Classified wages market and merit – 3.33%*
- *Service provider contracts (Grand Junction Police Department who carries out CMU security, IT contract) – 5%*
- *Utilities inflationary increase – 5%*
- *Worker’s compensation insurance increase 5%*
- *Minimum wage increase 8.8%*
- *PERA changes on top of minimum wage increases 0.25%*

*Inflation is an estimate, but is simply not the best indicator for how CMU’s actual costs will increase.*

3. Describe your student population. Are your programs affordable for the student population you serve? How big an obstacle is actual cost? How big a problem is perceived cost, i.e., that students overestimate what it will actually cost them to attend?

**Metropolitan State University of Denver**

*The MSU Denver student body consists of a wide array of self-identified diverse populations. The overwhelming majority of MSU Denver’s students are Colorado residents (95%). We serve Colorado. As a centralized urban university, our students come from every background and experience. The student population (Fall 2018) is 45% students of color. We have over 1000 veterans looking to re-establish themselves in the workforce, first-generation college students (49%) trying to do a little better than their parents and plenty of people who want to change directions in their careers. They may have*

*taken a zigzagging path to get to college, but they find their way to MSU Denver and leave as well-rounded, critical-thinking and career-ready graduates.*

*MSU Denver helps students achieve their goals by offering a unique learning model that blends the theoretical and practical, balancing human and technical skills to cultivate graduates who have the traits today's employer's want.*

*The majority of our student population pays in-state tuition and has access to state-supported educational opportunities such as COF, state grants and scholarship aid. As the most affordable university in Colorado, MSU Denver provides unique social and educational opportunities for students at a tri-institutional campus.*

*The percentage of students who have an Expected Family Contribution (EFC) of \$0 has decreased from 49% in 2016 to 34% in 2018. This needs analysis indicator comes with inferred positive and negative aspects. The increased family contribution amount potentially means that the average household contribution to support educational endeavors has increased, most likely due to a healthy economy and higher wages. However, the higher EFC does mean decreased eligibility for need based aid and could result in a higher burden on the family and the need for students to pay for direct and indirect costs of attending college. There has been an increase in students requiring support to help address indirect costs (housing, transportation, medical needs, childcare, etc.) while attending school. The programs at MSU Denver are affordable, but there is a need for increased efforts on financial literacy, budgeting and financial wellness. The increased cost of housing in Denver and surrounding areas continue to be a critical concern for MSU Denver students.*

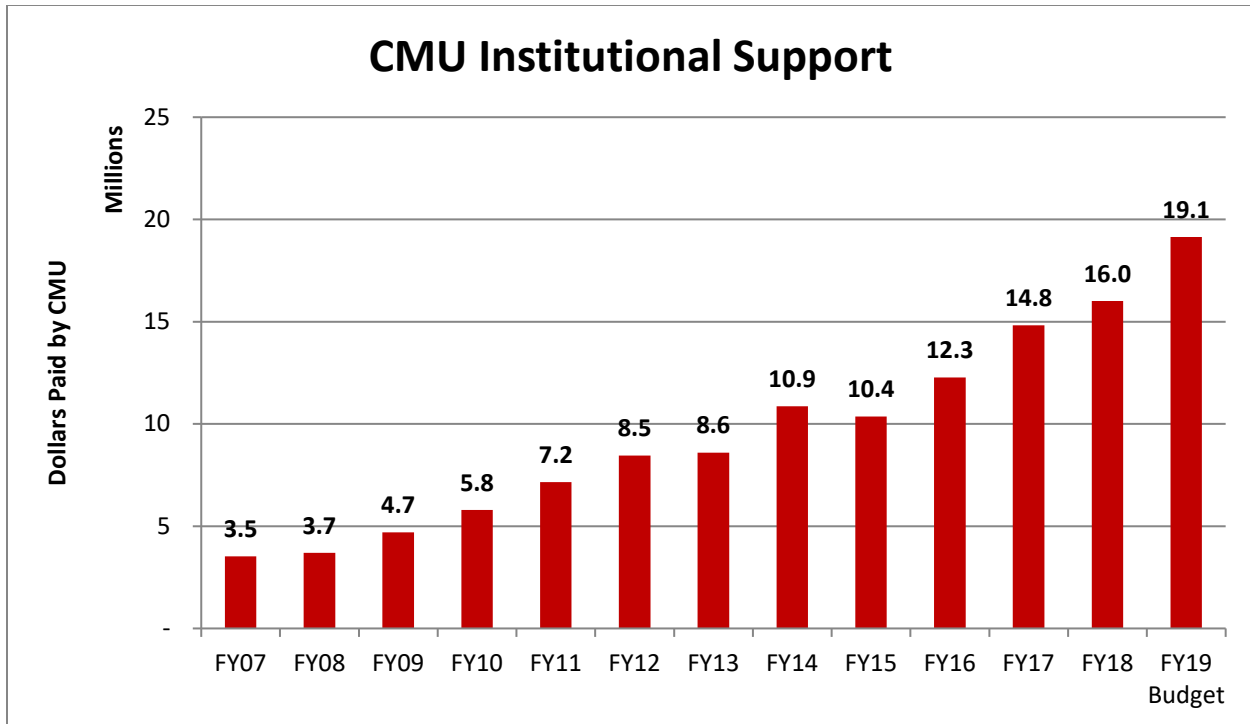
### **Colorado Mesa University**

*CMU serves a diverse student population with 60% either first-generation or Pell grant eligible, 44% identifying as first-generation college students and 35% receive Pell grants. Even though the average student is a traditionally aged in-state student, CMU serves non-traditional aged students wishing to complete a degree or utilize Associates and Certificates through the community college, Western Colorado Community College.*

*CMU is cognizant of the economic makeup of its student population and believes the programs offered are generally affordable for the student population that is being served. CMU's financial assistance is designed to assist the lowest income students as well as middle-income students that struggle to find assistance.*

*However, we recognize that many state and federal programs are targeted at the lowest income students, leaving middle-income students perhaps among the most financially challenged. Also, traditional state aid allocation models do not adequately support the increased support costs—especially during the first two years of college—around PELL and First Generation students.*

*The chart below points out that CMU invests significant institutional resources in student aid:*



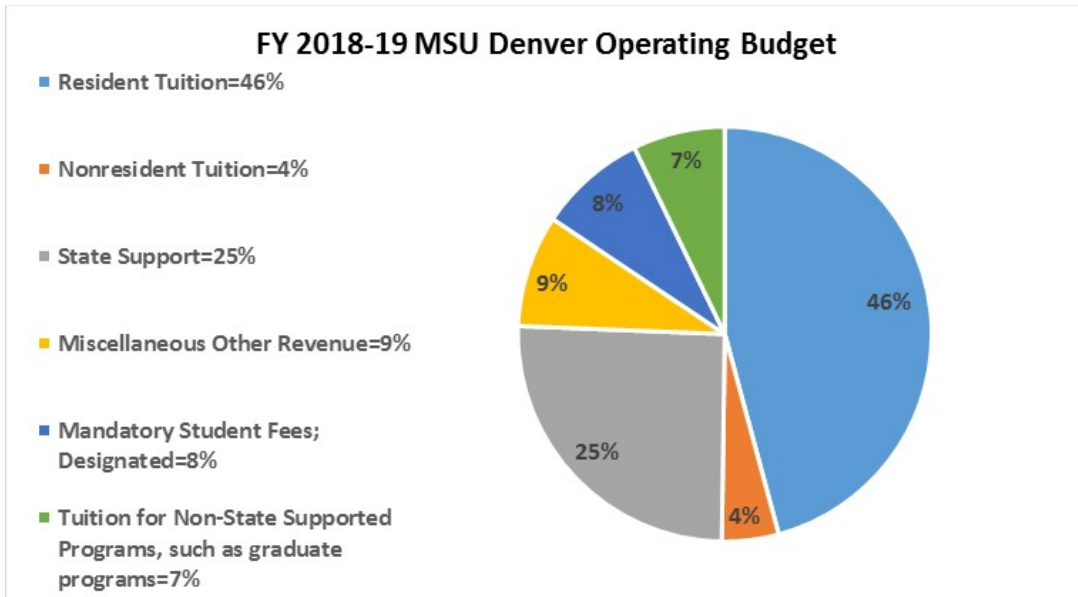
*Nonetheless, we recognize that cost is an obstacle for some students. CMU has worked diligently with local government entities such as the Cities of Grand Junction and Montrose as well as Mesa and Montrose Counties to garner community financial support for students. These local government entities provide in excess of \$400,000 per year to CMU student scholarships. In addition, Colorado Mesa University continues to utilize COSI funds to assist students with tuition and on-campus housing cost.*

*Perceived cost and the lack of knowledge of financial aid availability can cause a student to doubt they have the financial resources to attend college. CMU utilizes the normal means of information to inform students including financial aid presentations in the high school and web-based calculators. However, what CMU does differently is utilizing CMU paid positions in the area high schools--High School Advisors--to inform students of college opportunities including the cost of education and financial aid availability. These Advisors are placed in Grand Junction High School, Fruita-Monument High School, Central High School, Palisade High School, and Montrose High School. These advisors work with students to inform them of the process and means to go to college, whether that be at CMU or elsewhere.*

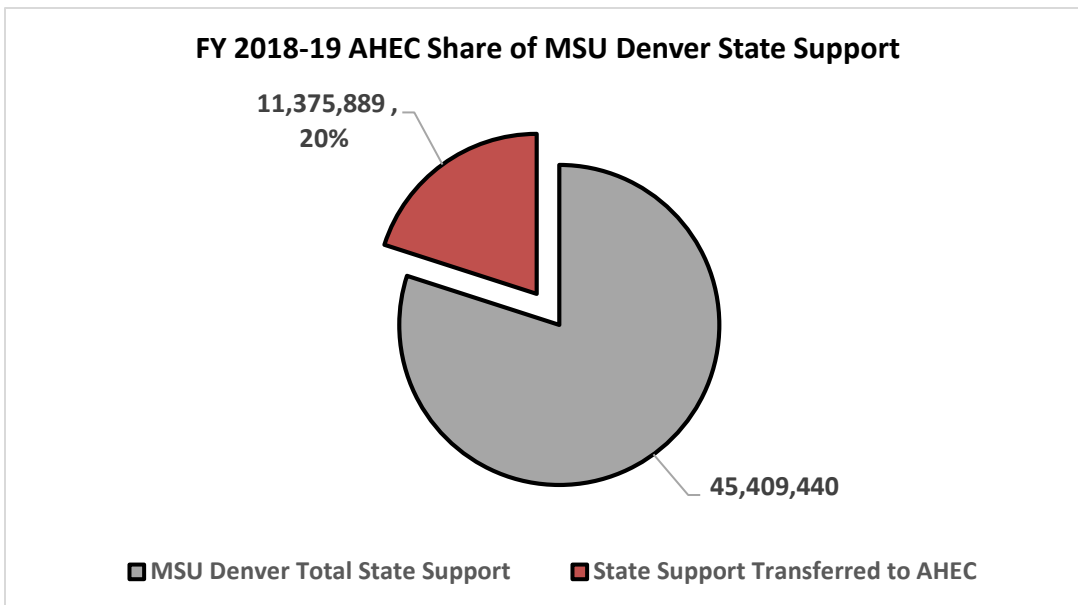
4. How much does your governing board rely on state funding? Resident tuition? Nonresident tuition? Other sources of support? Do nonresident enrollment and auxiliary/other revenues subsidize educational programs for resident students? Do they drive costs for resident students?

**Metropolitan State University of Denver**

*As shown in the next graph, 25% of the University's current total operating budget is from State Support, 46% of the revenue is from Resident tuition, and only 4% is from non-resident tuition.*



*Due to the special structure of the Auraria Campus, MSU Denver has limited ability to generate additional revenue through typical auxiliary activities, like parking and dining; it is also subject to uncontrolled cost increases through its mandatory support of AHEC, as shown in the next graph.*



### **Colorado Mesa University**

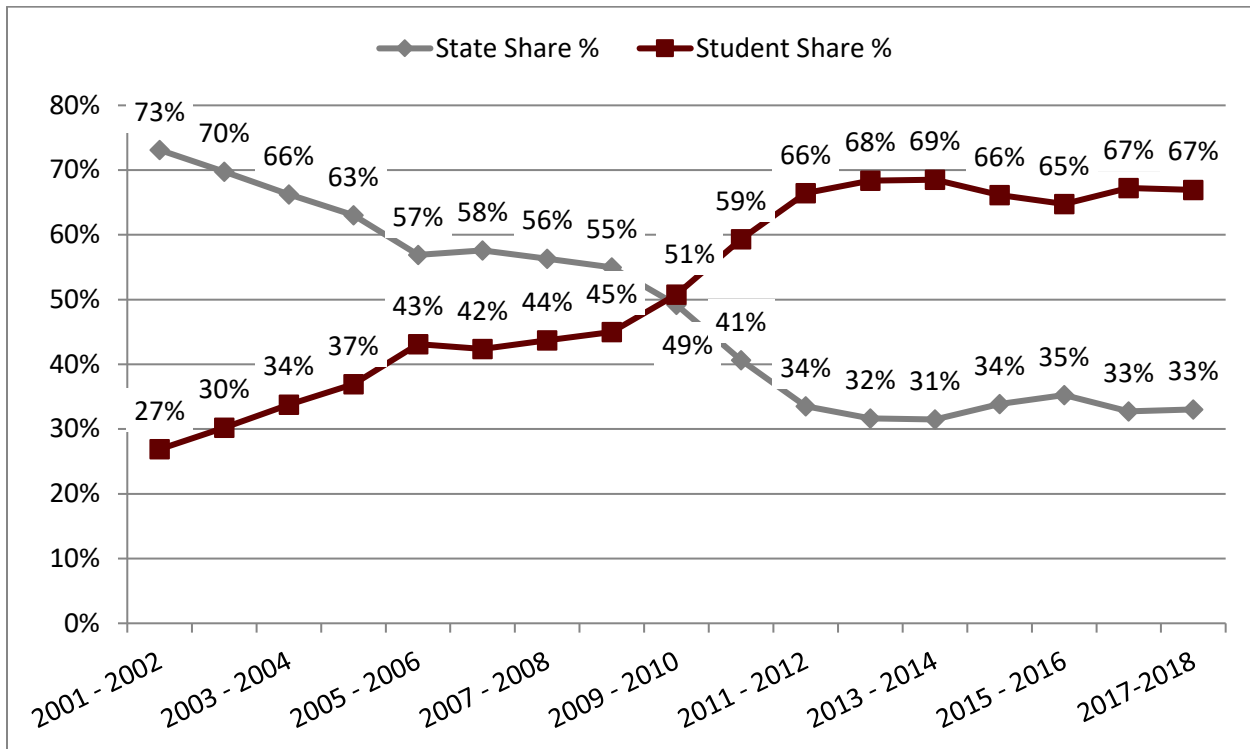
*State funding is critically important, just as the foundation is critically important to a well-built home. The state funding provides the foundation and part of the critical resources needed to help support the instructional function of the institution. However, like any good house, a foundation alone is not sufficient. CMU has had to be entrepreneurial in generating sufficient resources to build the “rest of the house”, including the wrap-around services that attract, retain and move students through completion. This has been accomplished through modest tuition increases, community financial support,*



private giving, and efficient operations. At the end of the day, total state support is less than twenty percent of the CMU budget, but is a foundational piece of the budget.

STATE FUNDING AMOUNTS AND PERCENTAGE OF TOTAL CMU REVENUES					
Fiscal Year	College Opportunity Fund	Fee for Service Contracts	ARRA Stimulus	Total State Funding	% of Total CMU Revenue
2010	\$6,900,238	\$5,199,060	\$11,906,309	\$24,005,607	22%
2011	10,155,481	10,711,935	718,987	21,586,403	22%
2012	11,462,642	7,037,933	-	18,500,575	18%
2013	11,902,450	6,989,868	-	18,892,318	17%
2014	12,426,618	7,407,193	-	19,833,811	15%
2015	13,706,155	8,321,096	-	22,027,251	17%
2016	14,609,398	9,855,958	-	24,465,356	17%
2017	13,706,155	10,574,574	-	24,280,729	15%
2018	14,646,059	11,305,102	-	25,951,161	18%

State vs. CMU Student Share of Tuition



CMU relies heavily on resident tuition with approximately 85% of the student population considered resident students. However, as noted earlier given CMU's large proportion of PELL and first gen students, it is also a population with significant resource challenges. In fact, CMU is so reliant on tuition and fee income that Moody's bond rating agency in

*a recent bond rating opinion cited the following as a CMU challenge: “Offsetting challenges include a heavy reliance on tuition and fees to fund operations (approximately 80%) and limited, albeit improving, operating support from the state.” Since CMU is not, and does not intend to become a research university, grant and contract revenue will be limited and thus will not add to revenue diversity long-term. While endowment giving is increasing, as a relatively young university, it will take many, many years for it to help shift the over-reliance on tuition and fee revenues. Added state funding to address inequities would be a meaningful demonstration to both internal and external audiences and most quickly change the composition of the CMU budget and address external reviewers concerns.*

*Auxiliary operations (e.g. resident halls, food service, parking, bookstore, etc.) are intended to be self-supporting operations. They are not intended to subsidize general educational costs. But, they are critically important to the overall student experience and success.*

*While CMU has made meaningful gains in attracting non-resident students, they still only comprise about 15% of the student population. Charged higher rates than resident students, they certainly help generate added revenues which helps to subsidize costs that otherwise would be borne solely by resident students; especially, given the non-resident students are generally most able to afford college and not dependent on large aid subsidies. Further, they add diversity to the educational experience.*

### ***HIGHER EDUCATION FUNDING MODEL***

5. The Department has expressed interest in studying the higher education funding model and proposing revisions. Does your governing board support this? How deep should such a review go, i.e., should the Department try to revamp the model or only change parts of it? What can be done by the time the next report on the model is due in July 2019?

### **Metropolitan State University of Denver**

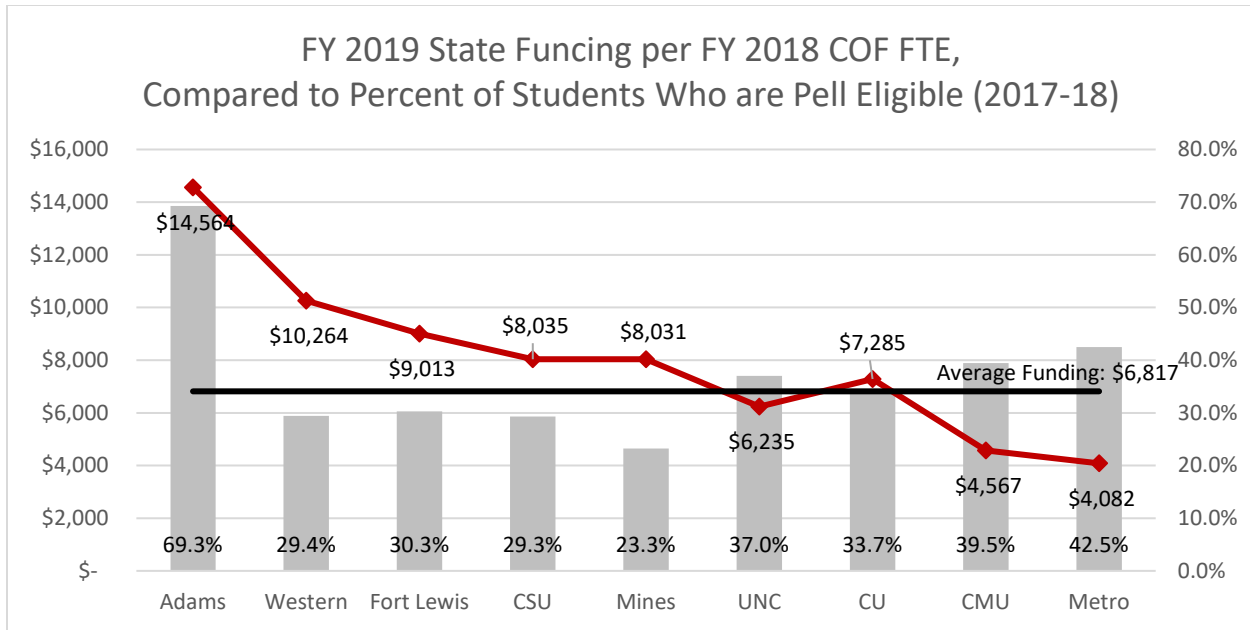
*The governing board of MSU Denver supports studying the higher education funding model to ensure equity, promote affordability, and promote the goals of the higher education Master Plan. Even limited adjustments to the current model, would better align State investment with the State’s goals for more equitable higher education credentialing and workforce development for the next generation economy. The Department should establish a collaborative process to review the model and ensure its alignment with the Colorado Higher Education Master Plan.*

### **Colorado Mesa University**

*CMU sees two options available to the legislature. The first option, and CMU’s preference, is to eliminate this overly complex model, which clearly does not appear to incent behavior. Instead, CMU suggests it be replaced with a model that provides an average dollar amount per COF credit hour, with appropriate recognition and weighting added for PELL and First Generation students or those least able to afford college and typically, the population most expensive to serve.*

*Clearly, the chart below points to the fact that the model since inception has done little to correct funding inequities. CMU receives \$4,567 per COF FTE, whereas the statewide average is \$6,817, thereby operating at 67% of the average four-year institution state funding. CMU, similar to Metro receives significantly less than the statewide average and yet these two campuses educate a higher percentage of low income and first generation students than nearly all four year schools and the community college system.*

State funding includes SEP, COF and FFS. Pell percentage based on HB 1319 Funding Model data from 2017-18 (COF CH and COF Pell CH). Source: FY 2019-20 Long Bill, DHE FTE Data, and Governor’s Request: HB 1319 Model.



State funding includes SEP, COF and FFS. Pell percentage based on HB 1319 Funding Model data from 2017-18 (COF CH and COF Pell CH). Source: FY 2019-20 Long Bill, Governor's Request: HB 1319 Model.

*Additionally, CMU recognizes and experiences similar fixed cost of operations and therefore, would support a reasonable fixed subsidy for the smallest campuses—on top of the per student amount. The legislature will ultimately need to determine what it deems to be a reasonable and a sustainable subsidy, keeping in mind that subsidies may minimize the need for meaningful change.*

*The second option would be to adjust the current 1319 model in real time during this budget cycle (prior to July 2019), for the following:*

- *Add CMU to the mix with Adams, Ft. Lewis, CMU Pueblo, and CCCS in the rural base adjustment in the mission differentiation component of the model. According to the US Census Bureau, estimated population in Mesa County in 2017 is 151,616 and in Pueblo County it is 166,475, such that if CSU Pueblo is rural so too is CMU.*
- *The current 1319 model does not adequately recognize the significant wrap-around services required to support underprepared students. If the goal is to increase the success of first generation, minority and low income students the support services need to be in place to first assist with getting them into college and keeping them in college, especially during their first two years of college. This can be accomplished by:*
  - *Increasing the PELL COF funding from 12.5 to 25% in the 1319 model; and*
  - *Add a component to the 1319 model to also recognize first generation students, similar to PELL students. Information is currently available from multiple sources to measure this student population at each campus.*
- *As mentioned in question #1, separately recognize WCCC as a community college in the model's mission differentiation component.*
- *CMU also suggests adding more state need-based financial aid and/or increased weighting for freshmen and sophomore students in the current allocation model, due to high cost to support PELL students in their first few years. Traditionally, the financial aid model has provided more funding for juniors and seniors with the goal of getting students to finish. While this is noble, CMU has noticed that juniors and seniors are more willing to fund their own education more when they are so close to the finish line. Where institutions need help*

*is in providing funding in the freshmen and sophomore years to encourage students to begin and stay their journey and the appropriate support services to help them get there.*

6. The General Assembly may consider adjusting the weights in the higher education funding model for FY 2019-20. JBC staff has suggested some possible changes, including increasing funding related to Pell-eligible students, increasing the weight on certificates, and adjusting support for small institutions. Do you have feedback?

### **Metropolitan State University of Denver**

*MSU Denver agrees with these changes specifically increasing funding related to Pell-eligible students. The University also is interested in adding factors for First Generation students. Both of these are aligned with the Colorado Higher Education Master Plan for closing the educational attainment gap. They provide higher funding for institutions to support students who need more resources to succeed.*

### **Colorado Mesa University**

*CMU agrees with the following JBC staff suggestions:*

- *Increase weight for Pell COF factor from 12.5% to 25.0%; and, increase PELL completion weights from 1.0 to 1.5. **SUPPORT***
  - *Reduce weighted credit hour funding from \$20M to \$4M to fund the Pell increase. **SUPPORT, but would suggest that new funding be added (instead of reallocated) to make the PELL adjustment noted above.***
  - *Increase weight on certificates from .25 to .3. **SUPPORT, but would recommend expanding the increased weighting factor to include associates degrees to help meet the Department's goal to increase credential completion.** According to a report released December 13 by The Conference Board, a nonprofit organization researching the American business climate, next year will be another banner year for blue-collar labor, as employees to have less than four years of college education are hard to find and are in hot demand.*
  - *Make further adjustments in mission funding. **SUPPORT** review and revision as noted earlier.*
  - *Consider adopting a new tool within the model, developed by legislative staff, that provides a counter-weight to the elements of the model that focus on size. **SUPPORT a new model based on average per COF funding, with a subsidy for the small colleges as noted earlier.***
7. Do you have suggestions for how the State should address funding for the State's smaller, low-enrollment institutions in the model for FY 2019-20? Should the State add a new "tool" to provide a counter-weight to enrollment-driven components of the model? Should small schools be treated differently if they are part of a larger board? Do mid-sized boards *also* need special consideration?

### **Metropolitan State University of Denver**

*It would be helpful to assign a committee of higher education financial and budget experts to work on this and bring back a report to the Legislature. Any changes in the funding model should be a collaborative process and include each institution's unique structure and mission. The funding model should also take into consideration the number of Pell eligible, first generation, Colorado students, and student veterans served.*

### **Colorado Mesa University**

*See response to question #5 and #6.*

*Colleges such as CMU and Metro are not provided the subsidies of campuses like Adams, Ft. Lewis, Pueblo, Western and UNC and do not have the revenue generation potential of campuses like CU and CSU as research universities. Nor, do CMU have the admission selectivity of the larger campuses. Thus, as the chart above demonstrates CMU and Metro end up serving the highest proportion of financially needy and first generation students, with the lowest funding levels in the state. This seems completely contrary to the master plan goals of access and affordability.*

### **HIGHER EDUCATION STRUCTURE**

8. Governing boards may largely direct their own program offerings. Do we have overlap or duplicate programs due to the decentralization? Does this create inefficiency?

### **Metropolitan State University of Denver**

*To address Colorado's workforce needs, multiple degree programs (such as nursing, criminal justice and teacher education) are required to support student interest. Each institution provides a slightly different focus for the degree program and geographical considerations also influence a need to offer a program at more than one institution.*

*Any post-secondary institution that wishes to launch a new degree-granting program must receive approval from the regional accreditation body for higher education, the Higher Learning Commission (HLC). As a part of this process, the institution must provide evidence that the program meets several criteria including an identified need for development of the new program. Data such as enrollment in the program, success in meeting established learning expectations, and student employment after completion are reviewed. Internally, program health is monitored annually via one or more of annual reports, assessment reports and alumni surveys.*

*Efficiency (or the converse, inefficiency) is multifaceted and incorporates more than simply the number of similar programs at multiple state institutions. Furthermore, multiple levels of oversight, both internal and external, exist to ensure and monitor academic program health and sustainability. So, while the current structure is decentralized, it operates from a perspective of institutional, state, and regional sustainability.*

### **Colorado Mesa University**

*Centralized governance would likely create inefficiencies for CMU primarily due to our types of majors. We offer little, if any, programming that serves extremely narrow audiences with high instructional cost. Rather, our Board of Trustees is provided information on enrollment projections in relation to costs during all programs' initial start-ups. Periodic (every six years) program reviews then visit the financial health of programs, as does our annual budget process. Local control allows us to adjust staffing and resources according to the needs of our region; as demand for a particular program at CMU declines, we can identify that fact and, further, locate where new needs have arisen.*

9. What are the strengths and weaknesses of Colorado’s higher education governance structure, from your perspective? Should the State explore higher education governance changes?

**Metropolitan State University of Denver**

*There are several strengths of the current higher education governance structure. The structure is fairly decentralized, with the Colorado Commission on Higher Education (CCHE) providing the central oversight and governing boards who are able to provide oversight and focus on the needs of individual institutions. This structure allows the individual universities and colleges more flexibility when establishing curriculum, academic and student support programs. This flexibility allows the institutions to react more quickly to changes in student needs, and to continue to meet the goals of the master plan. The structure also helps ensure institutions are more accountable to the students and communities that they serve.*

*A challenge with the current structure is related to funding. Colorado continues to struggle to fund higher education at levels that help reduce the pressure on institutions to increase tuition rates. The CCHE and Department struggle to divide the funding amongst the institutions, and often the pressure to keep the funding increases/ decreases similar for all schools. A stronger central authority can help strategically direct funds to institutions that more directly impact the state’s master plan and goals.*

*Overall, we do not believe major changes need to be made to higher education’s governance structure. We appreciate the flexibility and support of the current structure. If the state were to be able to significantly increase the funding to higher education, that would help alleviate some of the challenge of dividing the funding increases amongst the Colorado institutions.*

**Colorado Mesa University**

*Governance does not appear to be the issue. Governing boards with more than one institution are not more efficient than governing boards with only one institution. Rather, it is funding availability that drives efficiency. As CMU and Metro have traditionally been under-funded, compared to other institutions, they have needed to do more with less. Dollars drive behavior.*

Institution	Res Student FTE FY 2017-18	Staff FTE FY 2017-18	Res Student per Staff
Fort Lewis College	1,479	441.4	3.4
Colorado School of Mines	3,475	952.4	3.6
Colorado State University System	21,384	5,115.2	4.2
Adams State University	1,648	339.5	4.9
University of Colorado System	41,259	8,255.5	5.0
University of Northern Colorado	7,476	1,308.0	5.7
Western State Colorado University	1,528	250.2	6.1
Community Colleges of Colorado	46,747	5,848.6	8.0
Colorado Mesa University	6,493	728.3	8.9
Metropolitan State University of Denver	14,732	1,392.8	10.6

Source: Student FTE from Colorado Department of Education, FTE Student Enrollment Reports; Staff FTE from JBC Staff presentation.

## ***THE FUTURE OF HIGHER EDUCATION***

10. How do you expect larger trends in higher education enrollment (e.g., fewer students graduating from high school, concentration of population in urban areas) to affect your institution(s)?

### ***Metropolitan State University of Denver***

*MSU Denver is experiencing a shift in our incoming student population. Over the last several years, we have started to attract more traditional-age students who have just graduated from high school, while also seeing a decline in transfer students.*

*The increase in traditional-age students is partially due to our partnership with Royall and the additional marketing campaigns and outreach they have conducted for us as well as an increase in high-school graduates in Colorado. However, we are seeing a great deal more competition for Colorado students (high school graduates and transfers) as there are now over 40 recruiters stationed here from out-of-state schools recruiting our students to their institutions. We do expect to continue attracting more traditional-age students, but also expect to continue to see a decline in transfer students (due to declining enrollment at community colleges and increased competition amongst the four-year institutions). In addition, the cost of living in Denver is making it even more challenging to recruit students from other parts of the state and the country to attend MSU Denver, especially since we do not have student housing and very few scholarship dollars to provide to students to help offset the cost of tuition, room and board.*

*We have also struggled to recruit and enroll adult students due to the strong job market and extremely low unemployment rate. This will continue to be a significant challenge while the economy is strong.*

*MSU Denver will continue to be impacted by declining HS graduates, competition amongst out of state recruiters, competition to attract transfer students, a healthy and strong economy (when the economy is doing well, MSU Denver enrollment declines because our students opt into working rather than attend the university), and completion to attract adult learners who have some earned credit, but no credentials. With the current economy and increased concern regarding student loan debt efforts we will also need to be focused on ensuring students understand the return on investment and the benefits of earning a bachelor's degree. Students will continue to push for accessible education through various avenues such as; increased concurrent enrollment opportunities, flexible schedules, and degree programs that are fully online. The balance between knowledge and practical application will continue to be a theme as students select their college of choice as well as their career. MSU Denver will continue to transform in order to meet these demands and new trends as they evolve.*

*Like many other institutions, MSU Denver is also focused on increasing our retention rates. This effort will not only help the over enrollment but will also help the state reach its attainment goal.*

### ***Colorado Mesa University***

*CMU has been monitoring macro trends in prospective student populations (nationally, regionally, and statewide) for many years in order to make strategic recruiting decisions. The states and counties outside of our service area in which we recruit are, with few exceptions, expected to continue growing. Additionally, we expect that the university will become more of a destination for students throughout the western United States and suburban Denver/Front Range counties due to its ability to serve as an affordably-priced and moderately-sized alternative to larger R1 institutions, yet maintaining academic program quality and breadth. While the university is focused on growing its enrollments by increasing college-going rates throughout more rural western Colorado counties through efforts such as a partnership with local high schools to employ and support college and career advisors, we also expect that overall student enrollment growth will be appropriately weighted from out-of-area recruitment. Lastly, we have seen international student growth assist in enrollment goals over the past five years and expect to continue growing this student population. Taken as a whole, the*

CMU student population is expected to continue to grow with a diverse and balanced population of in-region, in-state, out-of-state, and international students.

11. How has your institution changed in the last five years? How do you see it changing in the next 10?

### **Metropolitan State University of Denver**

MSU Denver, under the leadership of President Janine Davidson, is embarking on a revolutionary pathway that will enhance our role as Colorado's premier provider of a stable, diverse workforce. From our School of Education to our Aerospace program to the Advanced Manufacturing Sciences Institute to our Nursing program, MSU Denver educates Coloradans for Colorado's growing economy's needs. In the next few years, we will launch a Health Institute to produce more health professionals and a Classroom to Career (C2) Hub that will connect students, faculty, and employers in deep partnerships. Given the expected decline in the number of high school graduates in Colorado in the next decade, MSU Denver's mission as an access institution where 56% of our students transfer in from another institution is crucial to sustaining Colorado's economy. MSU Denver is supremely poised to reach the 44% of Coloradans without a degree, but with some college credits completed, ensuring their careers can grow as the state's workforce needs evolve. MSU Denver's focus on connecting our diverse student population with an accessible education and concrete career pathways is directly tied to the needs our state faces in the next 10 years.

### **Colorado Mesa University**

Over the past five years Colorado Mesa University has continued to grow, mature and adapt in order to compete in a competitive marketplace. In fact, between Fall 2006 and 2016, CMU was the 5th fastest growing baccalaureate institution in the United States, with a 56.7% increase in student headcount. Over this period, the institution has made strategic investments in student success, coaching, mentoring and financial aid. With nearly half of students at CMU being the first in their families to attend college, these investments have paid dividends in the form of increased retention (74.7% first-year to second-year undergrad retention rate of first time undergrad degree-seeking students), and improved student outcomes. Of note, CMU has made dramatic progress with respect to closing the attainment gap between White and Hispanic students over this same time period. In fact, the most recent retention rate and average student GPA among White and Hispanic freshmen were nearly identical. Still, CMU has retained its core mission of providing quality and affordable undergraduate instruction. For example, CMU has developed integrative, interdisciplinary lower-division curriculum that should adapt well to a growing emphasis on internships and apprenticeships.

Over the next 10 years, CMU expects to continue innovating to meet the needs of our students and stakeholders. This innovation will come in the form of creative workforce development partnerships through our community college division known as Western Colorado Community College. It will come in the form of new academic programs that meet workforce needs and provide our students with job opportunities upon graduation. For example, CMU recently received approval from our accrediting body, the Higher Learning Commission, to begin admitting students in our Master of Physician Assistant Studies program. In addition to strong workforce demand for this program, regional communities are thrilled about the program given its potential to increase the number of primary care providers in areas of the state experiencing healthcare shortages and affordability challenges. Innovation at CMU will include continued strategic investments made possible by conservative budgeting and the development of more unique partnerships. Whether it is our decade-old partnership with CU-Boulder to bring engineering programs to western Colorado or our long-standing support from regional local governments to fund student scholarships each year, CMU will keep looking for creative ways to serve students, families and stakeholders across Colorado each and every year.



12. How do on-line classes, dual enrollment, and work-based learning/apprenticeships fit into your current educational offerings? Your vision of the future?

### **Metropolitan State University of Denver**

*Through the Applied Learning Center and Classroom to Career Hub, MSU Denver is focused on providing an opportunity for work-based learning to every student. Several programs, such as teacher education and social work, require fieldwork hours as part of their curriculum. By re-aligning and focusing additional resources, MSU Denver plans to engage 100% of its students in career-planning behaviors. This will be accomplished through curricular infusion of work-based learning, and via robust partnerships with employers, expanding internship offerings to include long-form apprenticeships, and increasing the volume of paid work-based learning opportunities.*

### **MSU Denver Online Education**

*Online course enrollments constitute 24% of the university's credit hour production with over 700 online courses and 1,700 sections taught per year. 47% of students take online courses with 14% growth in students taking only online classes, but only one fully online degree program exists. Through a renewed leadership focus on the importance of on-line programs, administrative and process improvements to support online programs and students are moving forward. We have established a task force to identify and rectify internal barriers to growth and are developing infrastructure to support online education, such as a new intellectual property policy, new online faculty training, more instructional designers, and the expansion of open educational resources. Our strategic focus is to add programs that fill gaps in Colorado's higher education landscape vs. simple duplication, with particular emphasis on innovative programs outside the traditional 4-year model. Examples of this focused expansion include:*

- *Human Development and Family Studies degree completion and minor – fall 2019 launch*
- *Instructional Technology Certificate – spring 2020 launch*
- *Petroleum Land Management noncredit certificate – spring 2019 launch*
- *Myths and Challenges surrounding DACA noncredit course – fall 2019 launch*

### **MSU Denver Concurrent Enrollment - Front Runners Program**

*In academic year 2017-2018, 509 students from all across Colorado participated in concurrent enrollment, over a 25% increase from the prior academic year, approximately 60% of students were Hispanic. Overall, 11% of concurrent enrollment students matriculated to MSU Denver.*

*There are four ways to obtain concurrent enrollment credits for high school students at MSU Denver:*

1. *Partner with high school districts and offer classes taught by qualified teachers at area high schools*
2. *ASCENT Program – 5<sup>th</sup> year of high school funded by the state for eligible participants on campus*
3. *Enroll directly on campus – may or may not be subsidized by high school district*
4. *SEE – home schoolers or private school students without an MoU with their district*

*Our strategy is to pursue differentiated concurrent enrollment niches consistent with important academic domains at MSU Denver, such as Spanish, Chicano studies, Aviation, Hospitality*

### **Initiatives underway:**

- *Investigate and pursue management software such as Slate and Dual Enroll to increase efficiency*
- *Establish new high school partners, expand Denver Public Schools partnership and include more classes*
- *Work towards National Alliance of Concurrent Enrollment Partnerships accreditation and enhance reporting and ensure sustainability*

### **Challenges:**

- *Funding is variable by high school district – we need a consistent state-wide funding model*
- *Cannibalization of traditional credit hour production at the University*
- *Hiring qualified teachers willing to teach high school students*

**Vision of the future:** *Consistent with the national growing trend and as a vehicle to provide low-cost, accessible early college credits, Front Runners will allow all high school students in Colorado the opportunity to succeed in top-notch college courses and provide an enticement to matriculate to MSU Denver.*

### **Colorado Mesa University**

*CMU has invested in a number of initiatives to help bring students who would not otherwise attend CMU to enroll in classes.*

- *High School Students:*
  - *Ascent - The ASCENT program permits eligible students to participate in a "5th year" of high school while enrolled in college courses. ASCENT program participants are counted as high school students for funding purposes, but take all classes at the participating college. Student tuition is then paid by the school district for the ASCENT year.*
  - *Tech Scholars - This program provides qualified students the opportunity to take WCCC career & technical education courses at WCCC. The courses are offered for both high school and college credit.*
  - *High School Scholars - This program provides qualified students the opportunity to take WCCC general education courses in their high school. The courses are offered for both high school and college credit.*
  - *Early Scholars – This program allows qualified students enroll in a WCCC course on a CMU campus while still enrolled in high school.*
- *Underprepared Students*
  - *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.*
  - *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.*

- 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.*
- *New last year – Informed by data showing abysmal college-going rates amongst local graduates, Colorado Mesa University has hired 5 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.*
- *Work-based Learning:*
  - *CMU requires internships for several of its degrees. However, it is difficult for small employers in Grand Junction to pay interns. CMU needs more resources to help support these programs and fewer red tape.*
  - *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.*
- *CMU also continues to work to expand its non-resident population. CMU just launched its Pacific Northwest Scholarship, which is available to students in Oregon and Washington, in order to bring their CMU tuition down to the level of in-state tuition at flagship institutions in Oregon and Washington. Through innovative thinking, CMU hopes to continue to expand its non-resident populations.*

*Lastly, it should be noted that the change in the number of projected high school graduates varies greatly by region across the US. According to Knocking at the College Door: Projections of High School Graduates December 2016: “The regional story line is growth in the South and West and decline in the Midwest and Northeast. In all regions, the overwhelming majority of projected increases in the number of high school graduates will be attributable to Hispanic students.” CMU attracts students predominantly from CO, where high school graduates are expected to continue to grow through 24-25, before leveling off and in Western states that likewise are projected to continue to grow for the next several years.*

13. The State Higher Education Master Plan focuses on increasing completions and closing the achievement gap. How much progress have you made on these issues? What steps are you taking, and do you recommend the State take, to move that vision forward?

**Metropolitan State University of Denver**

*MSU Denver is poised to close the achievement gap as we have:*

- Increased newly enrolled Hispanic students by 14%
- Maintained the number of newly enrolled African American and Native American students
- Had an average increase for Hispanic graduates of 13%
- Had an average increase for African American graduates of 11%.

*As MSU Denver continues to increase enrollment for students of color, increase the support of wrap-around services, which support retention rates, and continues to decrease the advisor to student ratio for all students, we are actively working to close the achievement gap and to make a college education accessible for everyone.*

*Resiliency is also a factor in viewing MSU Denver's enrollment patterns as they interact with state employment trends. Historically, we lose students when the state's economic engine is strong and unemployment rates are low. MSU Denver's enrollment as of Fall 2010 was almost 24,000 students and has been dropping year over year. During this span of time, students have been graduating in larger numbers each year. MSU Denver expects the credential counts for the next two or three years to be lower than they have been in the past few. The reason for this temporary decline in credentials production is because we've exhausted a robust pipeline of students accrued during higher unemployment periods. Additionally, our student pipeline has been impacted by the decline in Colorado's high school graduates and community college populations – both of which are critical sources of student applicants.*

*Our strategic response to rebounding credential production is through further increasing student wrap-around services to underserved and non-traditional students and increasing recruitment efforts across the full spectrum of our historic student body.*

*We recommend the State take a more inclusive approach to metrics for student success. Current measures are designed to suit traditional institutions and exclude many of the students MSU Denver is statutorily designed to serve. In relying on IPEDs definitions, for example, the state fails to count our part-time students, our transfer students, and our students that start in spring and summer semesters, in essence the majority of our students who have zig-zaggy lives.*

*As Colorado's only four-year modified open-access institution, the very students we were created to educate are excluded from state counts. We recommend that the state adopt metrics and goals that define student success by student need. Many current metrics force institutions to try to mold students to fulfill policy. We recommend policy should be driven by student patterns and needs. The **Higher Learning Commission recently stated that "measures used in the completion agenda do not address or capture the majority of students who enter their doors and that institutions are being held accountable for measures that do not align with their mission or their student population."** In the past two years we have sought to draw state attention to the zig-zag, non-linear pattern of life and achievement dominant within the MSU Denver student body. Colorado statute says our institution should be evaluated with mission and role considered. MSU Denver plays an important and unique mission-driven role within the state higher education ecosystem. Our transfer students (transfers in and out), our full-time working students, our students who stop-out and readmit in patterns supporting fiscal and family responsibilities – these students deserve their successes to be counted. We brag about our resilient students – we encourage the state to join us in acknowledging that resilience and grit is a critical part of Colorado's success.*

*One example of incremental progress made by the state is CDHE Data Advisory Group's recent acknowledgement in counting students who identify with two or more races. As recently as May 2018, the state followed IPEDS methodology in excluding students that identified with two-or-more races. We understand the state's definition has now been changed to acknowledge and count these students. We commend the state for updating to respond to the complexity of not only our student body, but the changing demographics across our nation, and we look forward to continuing to work together to further create metrics that matter.*

**Colorado Mesa University**

*CMU has made a great deal of progress on the state's strategic goals.*

STRATEGIC GOAL #1—Increase Credential Completion:	
	The first strategic goal demands we significantly increase the number of credentials that students earn over an eight-year period and credential completion in high-demand areas, such as STEM and teacher preparation.

OVERALL UNDERGRADUATE CREDENTIAL PRODUCTION INCREASED YEAR OVER YEAR BETWEEN ACADEMIC YEARS 2011-12 AND 2016-17.<sup>2</sup>

Academic Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>State-Wide</b>							
Credentials	39,015	41,956	46,023	48,643	49,816	51,477	56,019
1-Year Change		8%	10%	6%	2%	3%	9%
Certificates	10,361	11,567	13,589	15,741	15,373	16,217	20,069
1-Year Change		12%	17%	16%	-2%	5%	24%
<b>Colorado Mesa University</b>							
Credentials	809	903	927	1,071	1,220	1,269	1,381
1-Year Change		12%	3%	16%	14%	4%	9%
Certificates	224	213	250	332	419	491	446
1-Year Change		-5%	17%	33%	26%	17%	-9%

- Credential production increased between academic years 2010-11 and 2016-17, but to reach our goals, the state must maintain 4.5 percent growth *and* produce approximately 100,000 additional credentials between now and 2025. Though credential production is increasing, Colorado must accelerate trends to meet our goals.
- Colorado must increase certificate production to align with workforce demands. Between academic years 2012-13 and 2016-17, certificate production grew 45 percent, significantly contributing toward this goal.

<sup>2</sup> Credential counts in this report have been adjusted from the 2017 SMART Act report to remove post-bachelor's and master's certificates.

UNDERGRADUATE EDUCATOR PREPARATION CREDENTIALS INCREASED BETWEEN ACADEMIC YEAR 2015-16 AND 2016-17 AFTER MANY YEARS OF DECLINE; STEM CREDENTIALS INCREASED EACH ACADEMIC YEAR BETWEEN 2014-15 AND 2016-17.

Academic Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
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State-Wide

Ed. Credentials	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Ed. Credentials	3,274	3,078	2,858	2,704	2,563	2,472	2,674
1-Year Change		-6%	-7%	-5%	-5%	-4%	8%
STEM Credentials	NA	NA	NA	8,823	9,598	9,961	10,729
1-Year Change					9%	4%	8%

Colorado University

Mesa

Ed. Credentials	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Ed. Credentials	87	94	89	75	97	109	84
1-Year Change		8%	-5%	-16%	29%	12%	-23%
STEM Credentials	113	122	133	177	215	230	218
1-Year Change		8%	9%	33%	21%	7%	-5%

**STRATEGIC GOAL #2—Erase Equity Gaps:**

With our state’s changing demographics, the goal of 66 percent is unattainable if we do not make major progress on erasing equity gaps—the racial disparities in educational attainment by race. Of states with at least one million Latinxs, Colorado ranks the highest in terms of equity gaps<sup>3</sup>. *Colorado Rises* aims to raise African American, Hispanic and Native American students to 66 percent along with their white counterparts.

<sup>3</sup> Source: Rocky Mountain Divide: Lifting Latinos and Closing Equity Gaps in Colorado, Georgetown Center for Workforce and Education.

AFRICAN AMERICAN, HISPANIC AND NATIVE AMERICAN STUDENTS SAW INCREASED CREDENTIAL COMPLETION BETWEEN ACADEMIC YEARS 2010-11 AND 2016-17 BUT ARE NOT ON TRACK TO MEET MASTER PLAN GOALS; PELL STUDENT CREDENTIAL COMPLETION REMAINED STAGNANT IN MORE RECENT YEARS.<sup>4</sup>

Academic Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
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State-Wide

Race/Ethnicity

African American	1,299	1,453	1,449	1,741	1,844	1,809	1,942
1-Year Change		12%	0%	20%	6%	-2%	7%
Hispanic	4,775	5,438	5,761	7,096	7,755	8,307	9,402
1-Year Change		14%	6%	23%	9%	7%	13%
Native American	414	437	485	511	532	502	565
1-Year Change		6%	11%	5%	4%	-6%	13%

Income

Pell Eligible	11,881	13,015	14,280	15,310	15,291	15,268	15,452
1-Year Change		10%	10%	7%	0%	0%	1%

Colorado Mesa University

Race/Ethnicity

African American	12	15	11	15	18	17	24
1-Year Change		25%	-27%	36%	20%	-6%	41%
Hispanic	86	89	118	128	166	216	249
1-Year Change		3%	33%	8%	30%	30%	15%
Native American	11	11	12	15	13	15	15
1-Year Change		0%	9%	25%	-13%	15%	0%

Income

Pell Eligible	337	376	390	412	442	488	488
1-Year Change		12%	4%	6%	7%	10%	0%

- Colorado has significant work to do to improve outcomes for Coloradans of color. Current projections suggest that by 2025, only 48 percent of African American students, 35 percent of Hispanic students and 31 percent of Native American students will earn a postsecondary credential.<sup>5</sup>

**STRATEGIC GOAL #3—Improve Student Success:**

To graduate more students, Colorado must focus on promoting and improving successful student momentum.

<sup>4</sup> Credential counts in this report have been adjusted from the 2017 SMART Act report to remove post-bachelor's and master's certificates.

<sup>5</sup> Source: Colorado State Demographers Office projections using 2016 ACS estimates.

RETENTION RATES, THE NUMBER OF STUDENTS WHO START AT A COLLEGE ONE FALL AND ENROLL THE NEXT FALL, STAYED RELATIVELY CONSTANT BETWEEN THE FALL 2010 AND THE FALL 2016 COHORTS.

State-Wide

Cohort	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Fall to Fall Retention	69.5%	68.7%	70.4%	70.1%	72.0%	72.5%	71.7%
1-Year Change		-1%	2%	0%	3%	1%	-1%
Cohort	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
4-Year Grad Rate	29.0%	31.2%	31.8%	32.8%	32.9%	34.2%	34.5%
6-Year Grad Rate	57.5%	58.7%	59.3%	59.2%	60.2%	59.9%	59.3%

Colorado Mesa University

Cohort	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Fall to Fall Retention	64.4%	64.6%	65.2%	66.1%	70.4%	73.3%	72.8%
1-Year Change		0%	1%	1%	7%	4%	-1%
Cohort	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
4-Year Grad Rate	9.4%	13.2%	13.3%	15.9%	15.4%	14.0%	15.5%
6-Year Grad Rate	24.9%	28.8%	32.7%	32.0%	37.2%	35.8%	33.3%

- Retention and completion rates in Colorado stayed relatively consistent in the years reported; we must do more to student success if Colorado is to meet its master plan goals.



DEVELOPMENTAL EDUCATION COURSE ENROLLMENTS AND CREDIT HOURS  
ENROLLED HAVE DECLINED SIGNIFICANTLY SINCE COLORADO'S 2012  
DEVELOPMENTAL EDUCATION REFORM EFFORTS.<sup>6</sup>

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>State-Wide</b>						
Students Enrolled	44,813	41,366	32,464	25,947	23,395	22,972
1-Year Change		-8%	-22%	-20%	-10%	-2%
Credit Hours Enrolled	262,343	243,579	177,260	140,007	124,536	121,597
1-Year Change		-7%	-27%	-21%	-11%	-2%
<b>Colorado Mesa University</b>						
Students Enrolled	2,314	2,317	2,212	1,807	1,771	1,573
1-Year Change		0%	-5%	-18%	-2%	-11%
Credit Hours Enrolled	13,111	13,347	13,395	10,354	10,987	9,744
1-Year Change		2%	0%	-23%	6%	-11%

- The master plan outlines a goal of reducing remediation rates. The number of students who graduate from high school in Colorado needing remediation has hovered around 35 percent over the last four years.<sup>14</sup> However, since Colorado began redesigning remediation in 2012, replacing it with an alternative type of remediation called supplemental academic instruction, the number of remedial credits and enrollments declined dramatically.

<sup>6</sup> Source: Legislative Report on Developmental Education for the High School Class of 2016, Colorado Department of Higher Education, Table 7. Include all students enrolled in remedial education (not just recent high school graduates) and include only traditional remediation courses (not SAI).

## ENROLLMENT IN AND CREDENTIALS OBTAINED THROUGH CONCURRENT ENROLLMENT CONTINUE TO GROW.

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>State-Wide</b>						
<b>Enrollment</b>						
Students in Concurrent	13,928	17,873	20,488	23,127	25,534	28,290
1-Year Change		28%	15%	13%	10%	11%
Students in Any Dual Enrollment	24,079	26,935	31,092	35,713	38,519	41,857
1-Year Change		12%	15%	15%	8%	9%
<b>Outcomes</b>						
Credentials Produced	483	775	956	1,231	1,491	2,017
1-Year Change		60%	23%	29%	21%	35%
<b>Colorado Mesa University</b>						
<b>Enrollment</b>						
Students in Concurrent	687	956	945	698	712	932
1-Year Change		39%	-1%	-26%	2%	31%
Students in Any Dual Enrollment	969	1,155	1,174	818	810	966
1-Year Change		19%	2%	-30%	-1%	19%
<b>Outcomes</b>						
Credentials Produced	5	1	59	39	54	57
1-Year Change		-80%	5800%	-34%	38%	6%

- Dual enrollment<sup>7</sup> improves student retention and completion by allowing high school students to earn college credit that can reduce their time-to-degree. In the years reported Colorado has seen significant growth in both enrollment and completion of dual enrollment courses and programs.

*As you can see, over the last 5 years, CMU's retention amongst baccalaureate-seeking students has improved by approximately nine percent and our six-year graduation rates improved by about the same amount. By approaching attainment gap questions principally as issues of preparation and support, CMU has shown lower gaps in performance for minority students than is shown in the statewide data. This is the result of years of work that cut across academic departments, resulting in reformed developmental education practices, an early alert system, and faculty/staff that understand and embrace the importance of helping students succeed. CMU continues this work in the form of our campus-wide Retention Committee, which is currently examining the possible positive effects of changes to our advising and student engagement strategies.*

<sup>7</sup> In Colorado, dual enrollment refers to any program where high school students take college-level courses for credit while Concurrent Enrollment refers only to the statewide program detailed in the Concurrent Enrollment Programs Act (C.R.S. §22-35-101et seq.).

**ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED. PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.**

- 1 Provide a list of any legislation that the Department/governing board has: (a) not implemented, or (b) partially implemented. Explain why the Department has not implemented or has only partially implemented the legislation on this list. Please explain any problems the Department is having implementing any legislation and any suggestions you have to modify 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 Department/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, 2018 (link below)? What is the Department doing to resolve the HIGH PRIORITY OUTSTANDING recommendations? [Please indicate where in the Department'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-30-2018>

**Metropolitan State University of Denver**

*MSU Denver's FY17 annual report was free from any recommendations, and FY18 is still pending, which is consistent with the absence of recommendations at the link provided.*

**Colorado Mesa University**

*From July 1, 2011, through June 30, 2018, CMU received no audit recommendations.*

- 3 If the Department/governing board receives federal funds of any type, please respond to the following:
  - d. Are you expecting any changes in federal funding with the passage of the FFY 2018-19 or 2019-20 federal budget? If yes, in which programs, and what is the match requirement for each program? [NOTE: governing boards do not need to provide information on specific research or other grants]

**Metropolitan State University of Denver**

*No anticipated impact related to federal grants and contracts. At this time MSU Denver is not aware of any pending or possible sanctions.*

**Colorado Mesa University**

*It is simply far too early in the process to project.*

- e. Does the Department have a contingency plan if federal funds are eliminated?

**Metropolitan State University of Denver**

*Please refer to the response given above.*

**Colorado Mesa University**

*For financial aid, CMU has steadily increased institutional aid in grants, scholarships and work programs. In FY 2013, CMU awarded \$5.5 million in institutional grants/scholarships, which increased to \$12.3 million in FY 2018. During this time, the CMU foundation increased scholarships awarded from \$535 thousand to \$1.8 million. CMU has also developed an institutional work study program called MavWorks that provides work study funding for students where federal and state work study falls short; in all, CMU spends \$3.7 million to pay student workers above and beyond scholarship amounts. The City of Grand Junction, Mesa County, and the City and County of Montrose continue to financially support scholarships, at increasing levels. While CMU will continue to pursue these opportunities and partnerships there is a limit given the resources and demographics of the institution and the region. CMU*

*For Sponsored Programs (OSP), CMU follows the direction of the federal agencies that award the funds. Typically, funds already awarded are not affected, but in the event of a government shutdown, the Office of Sponsored Programs will seek immediate guidance from any of the agencies from whom CMU has current funding. In the event that federal funds would be eliminated, OSP would focus on non-federal funding opportunities.*

- f. Please provide a detailed description of any federal sanctions or potential sanctions for state activities of which the Department is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the Department by the federal government during FFY 2018-19 or 2019-20.

**Metropolitan State University of Denver**

*Please refer to the response given above.*

**Colorado Mesa University**

*For financial aid and sponsored programs, there are no current or potential sanctions for federal or state activities.*

- 4 Is the Department/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 Department is working with other state or federal departments to coordinate the campaign? *Governing boards are requested to provide information on the size of their advertising/PR budgets.*

**Metropolitan State University of Denver**

*The University is not spending money on public awareness campaigns.*

**Colorado Mesa University**

*CMU has a planned investment of \$847,000 in FY 2019, 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. A variety of metrics are used to evaluate effectiveness, including growth in website traffic, new site users and site sessions due to campaign activity, inquiries from prospective students and applications for admission. Additionally, an annual survey of Colorado high school seniors is used to gauge effectiveness and overall shifts in awareness and perception.*

- 5 **DHE ONLY:** Based on the Department's most recent available record, what is the FTE vacancy and turnover rate by department and by division? To what does the Department attribute this turnover/vacancy? Do the statewide compensation policies administered by the Department of Personnel help or hinder in addressing vacancy or turnover issues?
  
- 6 **DHE ONLY:** Please identify how many rules you have promulgated in the past two years (FYs 2016-17 and 2017-18). With respect to these rules, have you done any cost-benefit analyses pursuant to Section 24-4-103 (2.5), C.R.S., regulatory analyses pursuant to Section 24-4-103 (4.5), C.R.S., or any other similar analysis? Have you conducted a cost-benefit analysis of the Department's rules as a whole? If so, please provide an overview of each analysis.
  
- 7 What are the major cost drivers impacting the Department/governing board? Is there a difference between the price inflation the Department/governing board is experiencing compared to the general CPI? Please describe any specific cost escalations.

### **Metropolitan State University of Denver**

*Four main factors make Higher Education Institutions and MSU Denver's core costs to rise higher than general CPI:*

1. *Higher Education is a service industry and in general, personal service industries do not have the same opportunities to create efficiencies or technological progresses that help reduce costs like manufacturing industries do. Therefore, CPI is not the best factor to project increasing costs for Higher Education.*
2. *Higher Education workforce is highly educated; therefore, the personnel costs are higher including health insurance and pension that are directly related to increased costs related to our core mission which is teaching students.*
3. *MSU Denver, because of its student population, has invested in its wrap-around student services to ensure a rising standard for educational experience and student services that lead to student success.*
4. *MSU Denver has maintained the lowest tuition and fees in the state of Colorado while receiving lower than average state support, despite facing the same pressures as other institutions in the state. Ultimately, the University has been compelled to increase tuition to remain competitive. However, a percentage increase to MSU Denver's tuition has a lower dollar impact to the student than other institutions.*

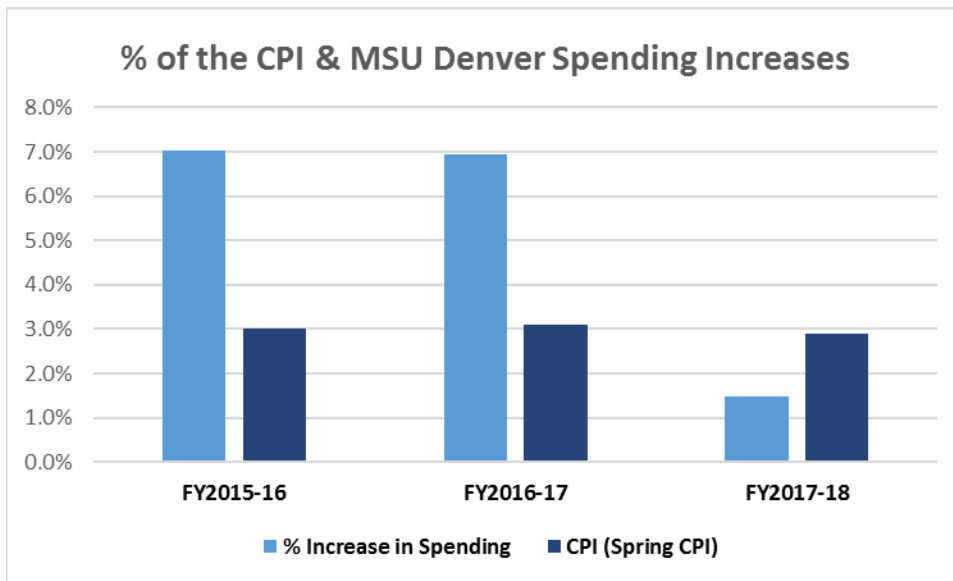
*For the University, the main mandatory cost increases have been larger than CPI, which has made it challenging to help our faculty and staff. For example, for Fiscal Year 2019-20, our initial estimates show that our mandatory*

costs add up to \$3.2 million. We offered no annual increases to Faculty and Professional Staff in Fiscal Year 2018-19, because after mandatory expenses were funded, there simply wasn't funding available. The main mandatory costs include faculty promotions, tenure, and post tenure reviews; health insurance and PERA; AHEC and Library annual cost increases; and on-going contracts including technical contract annual increases.

Additionally, for FY 2017-18, after mandatory expenses were funded, MSU Denver offered only 1% ATB salary increases to its Faculty and Professional Staff. This helped maintain the spending at a very low level.

The graph presented below, shows actual percentage spending increases for MSU Denver in comparison to general CPI increases for the past three fiscal years.

The higher spending trends in FY2015-16 and FY 2016-17 were due to the University investing in adding academic and financial advisors, lab assistants, and STEM career specialist positions to address student needs. In FY2017-18, the state support increase for MSU Denver was only \$212K.



### **Colorado Mesa University**

At this time, CMU is projecting costs increases of over \$4+ million in 2019-20. However, departmental budget requests are not due until after the first of the year. This \$4.0+ million includes increases for compensation to address retention; mandated minimum wage increases which are particularly significant when the number of student employees is considered; mandated PERA employer contributions; new academic programs to meet CO workforce needs such as the physician assistant program; health care cost increases which are traditionally higher on the west slope; nominal increases for program improvements (e.g. IT sustainability funds for added student computer labs, new student coordinators under the Diversity and Health division, electronic library resources, faculty development, new custodian for added buildings); inflationary cost increases passed on by third party service providers such as security; and utilities increases.

The traditional reference of Boulder-Denver-Greeley CPI is a general average that does not address specific cost increases, nor necessarily relate to costs on the Western Slope. The proposed \$3 million general fund increase for CMU coupled with a tuition freeze will not be sufficient to cover the estimated increase in expenses of \$4.0+ million.

*This is further exacerbated by the fact that CMU receives \$1,201 less in state funding per student than other four-year CO institutions, based on statewide appropriation per FTE student.*

- 8 How is the Department's/governing board caseload [student population] changing and how does it impact the Department/governing board's budget? Are there specific population changes or service needs (e.g. aging population) that are different from general population growth?

### **Metropolitan State University of Denver**

*MSU Denver is experiencing a shift in our incoming student population. Over the last several years, we have started to attract more traditionally-aged students who have just graduated from high school, while also seeing a decline in transfer students. We expect to continue attracting more traditional-age students and continue to see a decline in transfer students (due to declining enrollment at community colleges and increased competition amongst the four-year institutions). Nearly 50% of our students are first generation, 1/3 are PELL recipients, and 45% of our student population are students of color. Our Hispanic students make up 2/3 of our students of color and is a population that has been growing and we anticipate continued growth. We also continue to see higher demands for online and hybrid courses as students want more options that accommodate their busy schedules since 87% of our students are working an average of 33 hours a week. Due to our mission and admission standards, MSU Denver admits students who have more academic challenges to overcome and who may not have another four-year alternative. Educating these students, many of whom are first-generation and low income, is costly because of the resources needed to support them from time of application to graduation. However, even with our limited resources, we have created student support services such as peer mentoring, expanded orientation offerings, training on diversity and inclusion, financial literacy training, and several other student support programs. At MSU Denver, most departments operate at a significantly reduced staffing level and resources are stretched thin. With expanded funds we would continue to improve our advisor to student ratio, which includes our peer mentoring program. These services provide students not only the knowledge they need to be successful in college, but they also build community and a sense of belonging.*

*According to one of the preeminent scholars on student success, "factors that tend to be negatively related to higher [retention and graduation] rates are nontraditional student characteristics (older, part-time), minority status (especially Black and Hispanic), lower income, and first-generation college attendance" (Ewell, 2006: 24-25)." Of course, he has defined the "post-traditional" student body MSU Denver is proud to serve (as described above), as well as the impending college demographic that will enter our universities for years to come (WICHE, 2012). As Colorado aims to close the state attainment gap for minority and low-income students, the increased support these students require will need to be reflected in budget allocations.*

*Information from MSU Denver's Office of Institutional Research provides the following profiles of our students:*

- *Age: The average age of an MSU Denver undergrad in Fall 2018 was 25+.*
- *Full-Time and Transfer Students: Our full-time students were 65.8%. Transfer students were 56% of our population; most of our transfer students come to us from Colorado institutions of higher education – both four- and two-year; however many come to us after having attended 5 or more IHEs across the country.*
- *Minority Status: The percentage of students of color MSU Denver serves continues to increase, from 24.7% in Fall 2008 to 44.7% in Fall 2018.*

- *Low Income: The number of students receiving Federal Pell Grants is a typical measure used by IHEs to determine the number of low-income students served. At MSU Denver, 31.5% of our students received Pell Grants in Fall Semester 2018.9.*
- *First Generation Students: During Fall 2018, 49.1% of MSU Denver students are the first in their family to attend any kind of post-secondary educational institution.*

*We can demonstrate that, in those programs where we are able to – or required to because of funding parameters – provide significantly more wrap around student support services, student retain and graduate at higher rates. These programs include undergraduate research (where students work with faculty to co-discover or create knowledge and/or artistic products), certain scholarship programs, peer mentoring, and tutoring. Students have indicated that they have benefited from these programs and would like to see them expanded to include more specialized tutoring distributed to different disciplines as needed; they have also observed that they benefit more from full-time faculty teaching and would like to have more full-time faculty at the University.*

### **Colorado Mesa University**

*CMU works with students who come from different backgrounds with different behaviors than those at some of our sister institutions. 62% of CMU students received Pell and/or reported that they were first generation. Many of these CMU undergraduates demonstrate the following:*

- *Lack financial resources*
- *Lack fiscal sophistication and do not know how to navigate financial aid. That includes not understanding how to navigate the FAFSA / financial aid process, 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*
- *Lack of academic preparedness*
- *Often need to financially support their families*

*In order to support their 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*
- *Utilizing individual tutoring services and the writing center*
- *Mentoring and advocacy services*
- *Diversity and inclusion services*
- *Access to integrated medical health care services including emotional/mental health/behavioral (averaging approximately four visits per year semester for behavioral services). Other services include suicide prevention efforts, drug & alcohol prevention, eating disorder awareness and prevention, and peer mentoring programs.*
- *Career services counseling*



*In FY 2019, the average state funding for four-year Higher Education institutions is \$5,580 per resident FTE student. Comparatively, CMU receives \$0.78 on the dollar (\$4,379). CMU is among the highest Pell serving institutions in Colorado. Additional state funding of \$7.8 million for CMU is requested to address this long-standing funding inequity.*

- 9 Please provide an overview of the Department/governing board's current and future strategies for the use of outward facing technology (e.g. websites, apps) and the role of these technologies in the Department's interactions with the public.

### **Metropolitan State University of Denver**

*Metropolitan State University of Denver firmly believes in our integrated and strategically aligned plan for technology services campus wide. With our focus on engagement and support, technology is vital to our operation and an academic tool for our students.*

*Information technology systems and services must not only provide efficiency and automation, but also integrate with and support the entire institution. This requires systems, services, resources and personnel to work proactively. We have created the Information Technology Strategic Planning task force that includes faculty, staff, students and administrators to develop recommendations to improve our infrastructure. They focused on*

- *Academic Technology – Working on communication, collaboration and coordination specifically related to the teaching and learning environment. In particular, they worked on the learning environment that includes, learning management systems, classrooms and computer labs.*
- *Enterprise Systems – Advised on functionality, operation and configuration of the enterprise technology systems including enrollment, human resources and finance.*
- *Information and Instructional Technology Policy – Developed policy related to new IT policies, access controls, data classification, data access and security.*

### **Colorado Mesa University**

*CMU has adopted a mobile-first strategy for delivering applications and web services to meet current and future demands of both prospective and enrolled students. The same would be true for public websites and services such as ticket sales. CMU has recently revamped a portion of its website, an effort that is ongoing. With every software and cloud-service purchase, the campus evaluates the vendor's delivery of mobile responsive webpages and/or apps to streamline tasks and processes. With respect to websites or applications accessible by the public, the University prefers to the approach of responsive website design to ensure a full user experience, support for older mobile devices and interoperability across operating systems.*