

DEPARTMENT OF HIGHER EDUCATION
FY 2021-22 JOINT BUDGET COMMITTEE HEARING AGENDA
(DAY 3 OF 3)

Thursday, January 21, 2021
1:30 pm – 5:00 pm

1:30-2:45 PANEL 3: ADAMS STATE UNIVERSITY, WESTERN COLORADO UNIVERSITY, FORT LEWIS COLLEGE

Main Presenters:

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

Supporting Presenters:

- Heather Heersink, Chief Financial Officer, Adams State University
- Brad Baca, Executive Vice President, Western Colorado University
- Shelby Olson, Student, Western Colorado University
- Ryan Barnhouse, Student, Western Colorado University
- Dyllon Mills, Student, Fort Lewis College
- Adams State University Video Presentation: <https://youtu.be/3Cjii7CTZyk>

Topics:

- Introduction and Opening Comments
- Operational Changes and Budget Balancing in the Time of COVID-19: Page 1, Questions 1-6 in the packet, Slides 3-4
- Funding Model For FY 2021-22 Page 12, Questions 7-8 in the packet, Slide 13
- Request R2 - Tuition Increases: Page 13, Question 9 in the packet
- Request R3 - Cybercoding Cryptology: Page 13, Questions 10-12 in the packet
- Higher Education Capital Construction: Page 15, Questions 13-15 in the packet
- Funding Provided For Students With Federal HEERF Funds: Page 18, Question 16 in the packet
- Educator Preparation - Reading Instruction: Page 19, Question 17 in the packet
- Fort Lewis College Native American Tuition Waiver: Page 22, Questions 18-20 in the packet

2:45-3:00 BREAK

3:00-5:00 PANEL 4: UNIVERSITY OF COLORADO SYSTEM, COLORADO STATE UNIVERSITY SYSTEM, COLORADO SCHOOL OF MINES, UNIVERSITY OF NORTHERN COLORADO

Main Presenters:

- Mark Kennedy, President, University of Colorado System

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

Supporting Presenters:

- Isaiah Chavous, Student Body President CU Boulder and Presidential Chair of the ICSF
 - Henry Sobanet, Executive Vice Chancellor, Colorado State University System
 - Michelle Quinn, Senior Vice President for Finance & Administration, University of Northern Colorado
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- Introduction and Opening Comments
 - Operational Changes and Budget Balancing in the Time of COVID-19: Page 1, Questions 1-6 in the packet
 - Funding Model For FY 2021-22 Page 42, Questions 7-8 in the packet
 - Request R2 - Tuition Increases: Page 43, Question 9 in the packet
 - Request R3 - Cybercoding Cryptology: Page 44, Questions 10-12 in the packet
 - Higher Education Capital Construction: Page 48, Questions 13-15 in the packet
 - Funding Provided For Students With Federal HEERF Funds: Page 53, Question 16 in the packet
 - Educator Preparation - Reading Instruction: Page 55, Question 17 in the packet
 - Institute of Cannabis Research: Page 60, Question 18 in the packet

DEPARTMENT OF HIGHER EDUCATION - HEARING DAY 3 OF 3
FY 2021-22 JOINT BUDGET COMMITTEE HEARING AGENDA

Thursday, January 21, 2021
1:30 pm –2:45 pm (Panel 3)

PANEL 3: ADAMS STATE UNIVERSITY, WESTERN COLORADO
UNIVERSITY, FORT LEWIS COLLEGE

OPERATIONAL CHANGES AND BUDGET BALANCING IN THE TIME OF COVID-19

OPERATIONAL CHANGES

- 1 [Common Question] Please discuss the operational changes implemented at your institution in response to the COVID-19 pandemic.
 - a) Address the extent to which you moved classes on-line and procedures adopted to keep students, faculty, and staff safe.

Adams State University

In March we moved all instruction to Blackboard only, our campus learning management platform tool. We made the decision first to have all classes on Blackboard for only the two weeks after spring break. During our spring break, we provided additional training for faculty in mitigating virus spread in the classroom and training for faculty in best practices for teaching remote and face-to-face students at the same time with a special emphasis on keeping remote students engaged during the semester. After spring break we realized the two weeks of remote learning needed to be expanded throughout the remainder of the spring semester. Thus in early April we made the decision to have the remainder of the semester only on Blackboard.

In mid April we created the Adams State University Safe to Return Taskforce comprised of over 50 campus individuals who represented key campus stakeholders to begin the process of how to keep our campus safe to return to in person instruction and building our campus infrastructure to have students and employees back on campus.

Through summer, Adams State University implemented Hybrid Flexible (HyFlex) technology including cameras and microphones into roughly half of our Technology-enhanced classrooms. We thoroughly evaluated all instructional spaces on campus and established physical distancing protocols throughout. We also utilized large spaces not previously used for classroom instruction (e.g., performance spaces such as theater auditorium and ballroom locations), in order to accommodate larger class sizes safely.

We partnered closely with our Local Public Health Agency (LPHA) and the campus “Safe to Return” task force to ensure all operational, instructional, co-curricular, and athletics activities met or exceeded local, state, and national safety guidelines. We also installed large hand sanitizing/temperature taking stations in all buildings across campus, and asked all campus members to monitor their symptoms and stay home if ill. The task force continues to meet regularly as it has since May to prepare and respond to any COVID-related challenges, and also has a weekly collaboration meeting with our LPHA. Adams State has hosted several campus-wide and community-wide mass COVID testing events in September and November 2020, and January 2021.

Western Colorado University

At Western, as the state went to lockdown last March 13th, we moved to remote instruction for the remainder of the spring semester. The subsequent week was spring break on the academic calendar, which, with an added additional “reading week” for classes, gave faculty some opportunity to prepare for the shift from in-person classes at Western to the remote modality; subsequently, commencement and other campus activities were postponed or cancelled as only essential personnel were allowed on campus. Summer School courses were offered remotely/online as well. Simultaneously we facilitated procedures to allow students to either remain on campus or return home. For the students who remained at their on-campus residence, the University adopted County-approved cleaning and dining procedures to ensure their safety for the remainder of the semester. For students who chose to return home we facilitated a coordinated move-out process.

Following a summer filled with careful and meticulous campus planning, fall semester in-person classes began one week earlier than normal, beginning with a successful freshman orientation and a scheduled campus move-in that included a coordinated screening of all students and their parties. In the classroom, the semester was slightly compressed, so as to end in-person classes on Thanksgiving week and conduct finals online. The purpose was to minimize opportunities for students to leave campus during the semester and allow them to return home for the Thanksgiving holiday with no required return to campus.

While we experienced an outbreak in early November and made the decision to conclude in person instruction two weeks prior than originally planned, overall the semester was successful. Throughout the semester there was no evidence of spread of COVID-19 within our classroom settings. We attribute our success as a campus to a number of elements, including: a strong working partnership with Health and Human Services and Gunnison Valley Hospital; our Gunnison County approved COVID-19 Operations Plan for campus that convened all operational areas of campus in its drafting; a tailor-made COVID-19 Student Conduct Protocol grounded in our Student Handbook which clearly detailed student conduct expectations; and use of a mobile screening application that will be re-architected by our information technology (IT) department ahead of the Spring term. Throughout the Fall term we leveraged our COVID-19 brand, Western Strong, to relay public health guidelines and other important communications to students, parents, and campus. Other features of our Fall semester:

- *Faculty were asked to develop all courses as hybrid with online components and in-person components (to limit in-class section sizes), with the warning that the University might need to return to remote/online instruction in the event of an outbreak of COVID-19 on campus.*
- *Western hired two faculty experts in distance instruction to provide training and assistance to all other faculty in best practices for online and hybrid course delivery.*
- *We modified the capacities of our classrooms to provide for proper social distancing.*
- *Masks were required to enter any building on campus.*
- *Classrooms were cleaned daily, including desk wipe-downs at the beginning and end of each class meeting, and hand sanitizer provided in every classroom.*
- *Messaging was provided in academic buildings regarding COVID-19 safety protocols, including one-way directional traffic signs to enhance social distancing.*
- *We installed three large outdoor tents to host classes and meeting outdoors.*

For Spring semester 2021, the above safety measures remain in place with the return of in-person instruction on January 1st. The principal change to provide more safety is the implementation of a random testing protocol for the campus community that exceeds national standards for number of people tested, and cooperation with Gunnison County Health to expedite vaccinations for the campus community. Lastly, we will incorporate enhancements to the student conduct process in our aim to keep campus and all members healthy.

Fort Lewis College

Fort Lewis College launched a campaign around the Navajo principle of K'é--kinship, community, and mutual respect, inspired by FLC senior Ally Gee. The philosophy, sacred to the Navajo Nation, encompasses mutual respect among all living things, demonstrated by making decisions to benefit the greater community. This campaign helped create a culture of caring across campus.

In Fall 2020, Fort Lewis College restructured its academic experience in several ways to keep students, faculty, and staff safe:

- *Calendar Revision to Ensure Safety*
 - *The College started classes one week earlier than originally planned, on August 24, in order to end in-person classes at the Thanksgiving break and hold online instruction and exams after Thanksgiving break. This new calendar aimed to avoid travel of students on and off campus.*
- *Curriculum Restructuring to Increase Online Courses*
 - *Courses were restructured to include more online courses and create a new "remote access" zooming course format.*
 - *15% of our courses moved to a fully online format.*
 - *32% of our courses moved to a new "remote access" format that allowed courses to be held via zoom.*
 - *Fifty-five new zoom-enabled classrooms were created to allow for new "remote access" zoom teaching.*
- *Classroom Space Restructuring to Ensure Social Distancing*
 - *Approximately 70% of our in-person courses were reassigned to larger classroom spaces to allow for physically distanced classes.*
 - *Six large tents were rented to allow for outdoor instruction; students enjoyed the outdoor instruction experience.*
- *Classroom Safety Protocols to Ensure Safe Teaching*
 - *Strict protocols were implemented to ensure classroom safety.*
 - *Students and faculty were required to remain masked at all times.*
 - *Students and faculty were required to perform a daily symptom check using a phone-based Fort Lewis App.*
 - *All classroom desks and chairs were rearranged for physical distancing.*
 - *All classrooms followed a surface cleaning protocol with desks cleaned before each class.*
 - *Students were required to scan a QR code for each class, allowing for contact tracing.*
 - *All buildings used signage to direct traffic and classroom entering/exiting.*

Students reported that one of their largest concerns about COVID-19 was the lack of access to reliable technology and internet through a survey conducted in Spring 2020. As a response to this concern, the College implemented a Technology Bundle Rental Program to provide students with a laptop and hotspot devices, at significantly reduced prices.

In addition to the academic changes described here, the following health safeguards were incorporated into campus life:

- *The College procured 132 hotel rooms in downtown Durango to house resident students to accommodate all students requesting a single and help ensure physical distancing and a sense of safety.*

- *Ample, Free COVID-19 Testing on Campus*
 - *The College partnered with COVID Check CO to offer COVID-19 testing on campus. Turnaround times for test results were approximately 48 hours, which helped the campus manage potential outbreaks.*
 - *All on-campus students were required to be tested before the semester started. Symptomatic students were not allowed to move in to the residence halls. These procedures helped to identify asymptomatic carriers at a positivity rate of about 2% and initial round of testing potentially saved the campus from outbreaks.*
 - *Beginning in week eight, a random selection of students and employees were required to participate in mandatory COVID testing that helped identify additional asymptomatic carriers.*
 - *FLC conducted over 9,000 COVID-19 tests during the Fall Semester.*
- *Symptom Tracking*
 - *All FLC community members were asked to track symptoms daily and verify their health status by using the Fort Lewis App. Once someone was identified as symptomatic, they were unable to return to on-campus engagement until receiving a negative test result. Keeping symptomatic students and employees off campus was critical to reducing viral spread.*
- *Pillars of Mitigation*
 - *Mandatory mask wearing while on campus, physical distancing of 6' or more, symptom tracking, and good hygiene were emphasized in all communications. All community members were held to the same standard and the College had great compliance overall. As a result of adherence to our mitigation strategies, FLC did not identify a classroom exposure.*
- *Personal Protective Equipment (PPE)*
 - *Fort Lewis College purchased ample PPE that allowed campus community members to feel safe while studying, working, and residing on campus.*
- *Messaging*
 - *Public Health students led a marketing campaign creating messaging that emphasized a "community of caring" strategy versus a compliance strategy. This messaging seemed to resonate with our students. Student Advocates roamed campus and gave kudos to those that were following protocols and reminding those that were not.*

b) Discuss the effectiveness of these policies in preventing and containing outbreaks and how you expect the spring semester may look different.

Adams State University

Through our ongoing partnership with our LPHA, Adams State has had strong success in preventing and containing the spread of the virus. We have tracked the number of weekly positive cases on our campus since March, and never exceeded five cases in one week until November, with only one case being the average for several weeks. This is largely credited to the campus's willingness to follow our COVID health and safety protocols, as well as our strong collaboration with our LPHA. Our Student Affairs Office did a tremendous job in staying in constant contact with public health, and taking immediate action to quarantine students as appropriate, and following up with students who tested positive to ensure they were able to comfortably complete their isolation period and remain engaged with their classroom activities remotely.

Unfortunately, due to rising cases in the San Luis Valley, and our LPHA's inability to keep up with the contact tracing requirements, Adams State had to pivot to remote learning on November 11th, roughly only ten days before we had planned to move to remote final exams after the Thanksgiving break.

With regard to Spring 2021, Adams State University is beginning our semester by hosting two mass COVID testing events on our campus. We are requiring all staff, faculty, and students to be tested before returning to the classroom or workplace, so we can begin the semester as safely as possible. We also will follow a weekly “surveillance” testing of a small subset of our population to help monitor and identify any infections throughout the semester. In addition, we will enhance our contact tracing process with students working with our LPHA. We will continue to test our student athletes in accordance with RMAC and NCAA guidelines, and will continue to follow all of our safety protocols and guidelines outlined in question 1.a.

Western Colorado University

See response to 1a.

Fort Lewis College

Fort Lewis College stayed in person through November 2020, one week shorter than originally planned. The rate of spread on campus was below that experienced in Durango. No outbreaks in Durango were associated with Fort Lewis College classroom teaching. The College will continue with all efforts into the Spring Semester with a few changes:

- *Testing efforts will be increased. All employees and students will be required to test at the beginning of the semester. The intent of universal testing is the identification of asymptomatic carriers at the start of the semester, which will provide an opportunity to head-off potential outbreaks.*
- *More resources will be dedicated to contact tracing, which will increase the ability to inform close contacts of exposure risk and limit interactions with others.*
- *The College has negotiated a contract with a local hotel which will increase capacity for isolation and quarantine student spaces.*
- *Public Health students will begin educating our campus community on the validity and benefit of the COVID-19 vaccine.*

- c) [Rep. Ransom] How are students doing in response to these changes? Are they learning? What is the level of satisfaction (or not) with FY 2020-21 operations?

Adams State University

We decided early in the remote only learning phase of last Spring 2020 to reach out to each of our students directly. Over 1000 calls were made from faculty and staff who volunteered to make these calls. Of the calls, approximately one third were first year students, about a quarter were second year students, and about another third were third year students. We sought feedback on their overall well-being and found that over two thirds were doing well considering. When we asked them if they had the tools to be successful with remote courses (technology and equipment) more than a third said they did not have adequate technology to remain regularly connected to each class. We gathered laptops and hotspots to make available to any student who needed them and worked with them closely to make sure technology did not interfere with their studies.

After spring semester and this past Fall semester we examined our student success to identify how they did, specifically in response to fall 2020. Most students are doing well despite some difficulties adjusting to hybrid or remote models of learning. There is some evidence many of our students are struggling with remote only type learning. They are also missing the social interaction and engagement aspect that come with the college experience. There is an aspect of classroom interaction that is missing as well where students may work in small groups and socialize with their peers before, during, and after class. Anecdotal evidence from faculty suggests upper class students were handling the changes in teaching format and the pandemic better than the first- and second-year students. Analysis of GPAs for fall 2019 compared to Fall 2020 revealed a small reduction in average

cumulative GPAs overall in Fall 2020 compared to 2019. Adams State University recently completed a NSSE pulse survey and students responded to the following questions regarding COVID:

- *Health and Safety During Pandemic: To what extent has the institution kept students safe and healthy during the current year? 35% responded Very much, 38% responded Quite a bit, 13% responded some and 1% responded not at all.*
- *Pandemic Concerns: How concerned have you been about the following:*
 - *Complying with health policies (mask wearing, washing hands, etc) 25 % responded Very Much, 21% responded Quite a bit, 14% responded Some, 19% responded Very Little, 22% responded Not At All*

The survey also reports that on average students are satisfied with the interactions they are receiving from Faculty and Staff and that 51% would evaluate their entire experience as Good.

Western Colorado University

See response to 1a.

Fort Lewis College

While the Fall semester was certainly different, many aspects of cultural and campus life carried on uninterrupted as student organizations continued to have speakers and events. The administration was in close contact with student government throughout the semester, whose members were pleased with the level of campus activity. One of the College's social distancing strategies during the fall semester was the creation of outdoor learning classrooms using tents. Students appreciated the use of tents and requested that outdoor learning be continued post COVID.

Although there were many positive aspects to the COVID response, students experienced difficulty navigating a semester that included more online forms of learning and that required them to isolate (disrupting class attendance) when they had COVID symptoms. The College saw approximately 20% more individual course withdrawals compared to prior years, while complete semester withdrawals remained the stable.

ENROLLMENT CHANGES

- 2 [Rep. McCluskie] Please expand on the enrollment change data you provided that is summarized on p. 45 of the staff budget briefing and highlight the changes that are most significant for your institution. To the extent you have data available, discuss how enrollment changes have differed for: low-income/Pell-eligible students, underrepresented minority students, first-generation students, and any other subcategory you feel is notable (e.g., international versus other nonresident domestic students; part-time versus full-time students; traditional age versus older students).

Adams State University

For Fall 2020, we saw an increase in our percentage of Hispanic students and other students of color, indicating a more diverse student body in Fall 2020 compared to prior years. We also saw a significant increase of first-generation students, from 31% of our student population in Fall 2019 to 41% in Fall 2020. Of our percentage of Pell eligible students 70% of these students are Colorado residents and our overall percentage of students eligible for Pell remained high at 44% in Fall 2020 (46% in Fall 2019). We expect our Pell percentage to increase in the next few years due to family employment hardships related to the pandemic.

Our undergraduate female headcount had a reduction of only 1% (10 students), though our male undergraduates in Fall 2020 had a reduction of 10% (100 students). A higher percentage of our students are enrolled full time. We experienced all of these increases in targeted populations though over all we had slightly fewer total undergraduates compared to Fall 2019. Like almost every other Colorado institution there were declines in the first-time undergraduate enrollments.

As expected during times of economic downturn or uncertainty experienced during the pandemic, we saw growth with graduate students and graduate students of color, with a more diverse graduate student body. We anticipate this increase in graduate student numbers to continue over 2021 as there is still a great deal of unemployment and limited workforce opportunities.

Western Colorado University

The COVID-19 pandemic has caused significant disruption to the higher education sector. In November 2020, the National Clearinghouse Research Center reported a 4.4% decline among undergraduate enrollment nationwide. All sectors of higher education experienced a year-over-year (YOY) enrollment decline as did most student segments. The largest decline among student segments belongs to first-time freshman (FTF) which were down 13% nationally, and down 11% at four-year publics (Western FTF were down 8% YOY).

Enrollment at four-year rural publics experienced nearly a 5% YOY enrollment decline. There are bright spots revealed in this data—professional programs, such as post-baccalaureate certificates and master's programs, both of which allow for workforce re-skilling and up-skilling, experienced 5% and 3.5% YOY growth, respectively. Western has a growing portfolio of graduate programs that have fared well during the pandemic.

Western specific enrollment data from Fall 2019 vs. Fall 2020 reveals the following:

- *Total URM enrollment increased 0.2%*
- *First generation enrollment increased 13.5%*
- *International student enrollment decreased 30.8%*
- *Full-time student enrollment decreased 5%*
- *Part-time student enrollment decreased 8.8%*

While the COVID pandemic will eventually subside, the enrollment challenges facing rural institutions will continue to persist. Disruptions are being created by both new entrants to the higher education market as well as existing providers who possess the resources to rapidly accelerate innovations. For example, tech giants such as Google and Amazon announced intentions to offer educational services that will undoubtedly continue the disruption of the postsecondary industry. The same tech giants are also developing industry-specific partnerships with existing institutions, while the same existing institutions transform and update their offerings. Western and other rural institutions must continue to find ways to compete for students within this ever-changing environment.

Fort Lewis College

Fort Lewis College experienced an overall 3.7% increase in Fall 2020 undergraduate headcount. Within the categories of first generation, Pell eligible and minority students, enrollment increased by 14%, 9% and 12%, respectively.

- 3 [Staff] What are your preliminary expectations for enrollment in FY 2021-22? Are you expecting enrollment to rebound? Increase above FY 2019-20 levels?

Adams State University

We expect FY 2021-22 enrollment to increase at both the undergraduate and graduate levels from FY 2019-20. Segments of projected growth are undergraduate transfer and non-traditional students, incarcerated students as well as high school concurrent. Significant growth of 5-10% in graduate programs is also projected.

Western Colorado University

While Western hopes that enrollment will rebound and that the market effects from COVID-19 will soften, there are still many uncertainties facing college campuses. The reality is that many prospective students, and parents, have decided to sit out and wait until after the pandemic as many seek a traditional on-campus experience. Further, the economic impact of the pandemic has made most college candidates and their families far more price sensitive which means that destination campuses such as Western (which necessarily involve room and board costs), are even more challenged. Recognizing some of the real challenges ahead, Western has adopted extra creativity and innovation and flexibility throughout its Enrollment division, while challenging the admissions team with a 10% year over year increase in FTE enrollment.

Fort Lewis College

Assuming wide availability of a COVID vaccine, Fort Lewis College is anticipating slight growth (1.6%) in undergraduate enrollment in FY 2021-22. As shown in the briefing document (page 45), FLC experienced a 2.2% growth in enrollment in Fall 2020. While Spring 2021 enrollment is currently below Spring 2020 trends, enrollment has been improving weekly. Because of COVID, student behavior is not tracking with previous year trends.

FINANCIAL CHANGES AND CHALLENGES

- 4 [Sen. Moreno/Rep. McCluskie/Common Question] Please discuss how the COVID-19 pandemic has affected your budget and the steps you have taken to balance, including operating cuts, staff reductions and furloughs, and use of reserves. How significant have these budget changes been from the perspective of your faculty and staff, i.e., what share of your faculty and staff have been affected and how deeply? [Please note if your revenue forecast for FY 2020-21 has changed significantly from the data presented to the Committee by JBC staff in December.]

Adams State University

Budget balancing steps included the elimination of 18 positions, the shift in the employer contribution for health insurance for all faculty and exempt plans (decreased institutional contribution by 2%), a temporary (2 year) reduction in the employer contributions to the Optional Retirement Plan, and the streamlining of academic units resulting in reducing the number of academic departments. The changes to both the retirement plan and to the health insurance contributions affected most faculty and exempt employees (about 270 total). The employer contribution to the Optional Retirement Plan was reduced from the previous rate of 11.4% of eligible salary to 9.4% of eligible salary. The changes to the health plans resulted in our employees paying more for health insurance. The monthly increases ranged from \$29-\$78 per month, or \$348-\$936 annually. While we did not furlough faculty or staff, our salaries continue to lag our peer institutions. For several years we have tried to maintain a minimum base comparison of at least 72.5%. It is significantly below our peer institutions which is a constant negative morale impact on our campus. With the reduction in the number of employees, we have all faculty and staff with greatly increased workloads.

Western Colorado University

Western implemented a number of measures to solve for the budgetary challenges of FY2020-21. However, the financial impacts were first felt in FY2019-20. During the 2020 spring semester, Western, like all campuses, turned to remote instruction in mid-March and encouraged students not to return to campus from Spring Break. This resulted in the need to refund or credit approximately \$1.5M in room, board and mandatory fees. In addition, the University had COVID-related expenses such as the purchase of additional laptops, webcams, hotspots, printers and software licenses to support remote instruction; temporary pay differentials for essential personnel; administrative paid leave; work from home offsets; and other items that totaled nearly \$200,000. The University also lost significant revenue, estimated at over \$1 million, due to the drop in summer school enrollment and the inability to host what is typically a robust summer conference schedule. Unfortunately, due to the volume-based distribution formula for HEERF funds from the federal CARES Act, Western only received \$676,000 in institutional support to help offset these impacts.

In June our governing board adopted a FY2020-21 budget that included \$2.2 million in targeted and unsustainable reductions in staffing, operating budgets, travel budgets and capital budgets. This included continuation of senior administrative furloughs (2 days per month) that started in FY2019-20. The University also budgeted an additional \$2.0 million to address on-going COVID-related expenses such as equipment, PPE, testing/ screening, additional computing resources and support for new teaching modalities. Western increased the institutional scholarship budget by \$500,000 to mitigate what was anticipated to be a large enrollment decline. Overall, Western's budget plan is to utilize approximately \$2.0 million in institutional reserves over the two-year period of FY2019-20 and FY2020-21.

While the University has tried to minimize the impact to faculty and staff, it has been difficult to avoid. Western was unable to provide any level of salary increase for faculty and staff for FY2020-21, stressing compensation packages that continue to lag national averages and compromising our ability to recruit and retain quality personnel. Some staff members were furloughed during the summer for up to 2 months. Most professional development funds have been eliminated from the budget and cuts in operating support and capital budgets have compromised the ability of academic departments to deliver high quality instruction. We hope to restore many of these cuts and to begin to provide salary increases for FY2021-22 but that will be contingent on the pace of the State's economic recovery and Western's enrollment.

Fort Lewis College

Fort Lewis College assumed a 7.5% decrease enrollment for FY 20-21. Coupled with the net reduction in State funding of 5%, the budget reduction target was approximately \$1.6M or 3.3%. The college used a combination of permanent and temporary reductions to balance the FY 2020-21 budget. Temporary measures included the restructuring/ elimination of several departments to integrate services more effectively. Other temporary cost saving moves included staff furloughs in several non-academic departments in order to reset/ study the business model. Many searches were paused. Other temporary reductions were taken in travel and international programs as a result of COVID restrictions.

Because Spring enrollment is not following fall patterns, until students return to campus, the College cannot provide an updated revenue forecast for FY 2020-21.

Although the budget and work environment caused by the pandemic has been different and stressful, faculty and staff have pulled together to continue offering the best service to our students.

- 5 [Sen. Moreno] In previous downturns, enrollment has been counter-cyclical. Thus, reductions in state support often occur at the same time as increases in tuition revenue. How has FY 2020-21 differed? Has this made budget balancing easier or more difficult?

Adams State University

We had not increased tuition in four years, and only increased by \$5 per credit hour for in-state undergraduate students for Fall 2020. Thus, tuition revenue has not grown to offset declines and cuts in other funding. We have seen some reduced enrollment of our resident and non-resident undergraduate students, however WUE enrollment remains strong. Reductions in state support have made budget balancing more difficult, especially as recruitment of Colorado high school and transfer students becomes more competitive with out-of-state institutions. Growth in graduate enrollment has helped to offset the impact on undergraduate recruitment.

Western Colorado University

Generally speaking, when there are economic downturns, enrollments tend to increase at IHEs. This has been particularly true for community colleges where adults who have been laid off seek retraining. However, for Western, given our “destination”, residential model of instruction, economic downturns have more typically resulted in enrollment declines. This is because the impact of the economic downturn on the budgets of students and families do not afford them the ability to travel to a destination campus for full-time instruction. This has certainly been the case for FY2020-21.

In addition to the economic downturn that has strained the budgets of our students and families, there are two other factors stressing IHE budgets, and those at Western in particular. First, the pandemic has necessitated health safety measures, such as on-line or hybrid courses, that have influenced a student’s decision to enroll. This has been particularly impactful at Western, a place often chosen by students because of our personalized, high touch educational delivery model. It has been difficult to capture this through a remote learning environment and we have found that many of our students are stopping out until the pandemic is over and in person instruction has fully resumed.

Second, increasing tuition to offset both enrollment declines and state appropriation cuts is no longer an option for Western. At the start of the last recession (2009) Western’s tuition and fees were some of the lowest in the state. However, increases to tuition and fees to offset operating and capital appropriation cuts have now put Western on the higher end of the pricing spectrum. Even though institutional financial aid increased significantly over this same period of time, many students have cheaper options closer to home. The option to raise tuition and fee rates during this economic downturn and pandemic is not viable for Western. In fact, Western would like to discuss with the State the possibility of providing some measure of debt relief that will allow us to reduce our student costs.

Fort Lewis College

As noted above, enrollment trends have been very different from prior years. Fort Lewis College saw an increase in enrollment in Fall 2020, while many other schools experienced a decrease. Student behavior has changed significantly. Students are waiting longer to make enrollment decisions, assessing whether institutions will be in person or online. Furthermore, once these decisions are announced, students continue waiting to see if the delivery mode changes.

The unpredictable nature and uncertainties around the pandemic have made budget balancing more difficult. As an example, in the spring of 2020, enrollment at Fort Lewis College was trending significantly below the previous year. As a result, the Board of Trustees adopted a budget with a 7.5% enrollment decline. In fact, students were

waiting longer to confirm attendance and the College ultimately experienced a 3.7% undergraduate enrollment increase.

- 6 [Staff] What are your preliminary expectations for the size of your FY 2021-22 budget compared to FY 2020-21? To what extent were the actions you took in FY 2020-21 one-time versus ongoing, and how will this affect your FY 2021-22 budget situation?

Adams State University

The budget balancing actions were a mix of one time and on-going actions. The reduction in employer contributions to retirement plans was temporary (2 years), but the reduction in the employer contribution to health insurance premiums is intended to be ongoing. The elimination of 18 positions is mostly ongoing. However, there are a couple of programs in which the reduction is not sustainable without program elimination. Those programs are being evaluated on a case by case basis.

Furthermore, our salaries cannot continue to lag as far as they have behind our Peers. We need additional base funding to invest in our faculty and staff, as well as address campus health and safety needs.

Western Colorado University

Western's budget expectations for FY2021-22 will be governed by three factors:

- 1. State funding restoration/increases. Critical to Western's planning will be the extent to which the 58% cut in funding is restored. If state funding is restored, many of the cuts implemented to Western's budget for FY2020-21 can be considered one-time and may be restored, depending on the other two factors below. Yet, even a restoration of funding to FY2019-20 levels will not be enough to allow Western to invest in strategic initiatives that will support the Statewide Master Plan goals and Western's overall growth. While Western is expected to begin implementation of recommendations from our Strategic Resource Allocation study, additional resources from the state will help ensure the University continues to make steady improvements in student outcomes.*
- 2. On-going COVID expenses/impacts. As mentioned above, Western allocated \$2.0 million in FY2020-21 toward COVID mitigations such as equipment and PPE purchases, computing and software upgrades and testing/screening services. Should the University need to continue to fund on-going mitigation initiatives, this will delay the restoration of budget cuts as well as re-investment of funds into strategic initiatives.*
- 3. Enrollment. Enrollment will be critical to Western's budget recovery. The University anticipates that being able to offer in-person coursework on a consistent basis throughout an academic year will bring back students who decided to sit out FY2020-21 and increase our attractiveness to prospective students who are seeking a quality education in a wonderful setting. However, Western expects the pandemic will continue to have impacts on the University's ability to recruit and retain students and must continue our work to strengthen our value proposition.*

Fort Lewis College

Currently, Fort Lewis College expects approximately 2% growth in the FY 2021-22 budget, based upon the Governor's request coupled with slight enrollment growth and considering the cuts taken in FY 2020-21. Approximately 50% of the budget reductions taken in FY 2020-21 were temporary in nature. All temporary budget reductions will be evaluated before being reinstated into the budget.

FUNDING MODEL FOR FY 2021-22

[Background: The Department request restores funding to the governing boards to the FY 2019-20 level and uses solely the Step 2/performance section of the funding model, which provides allocations that range from 0.8 percent below to 0.5 percent above the FY 2019-20 appropriation.]

- 7 [Sen. Moreno/Rep. McCluskie] Do you support the R1 proposal to allocate funds based on the Performance Section/Part 2 of the funding model, if, as requested, total funding for the governing boards is restored to the FY 2019-20 level?

Adams State University

Adams State University is grateful for the restoration of funding to higher education. We also support increasing state support to cover our core minimum cost escalations, keeping us whole.

In an ideal funding environment, we would have asked for a modest increase allocated to step 1 to address the needs of our institution, whose base was previously negatively impacted by the volume driven nature of the previous funding formula. Again in an ideal funding environment, we would propose a \$2.4 million in the base step 1 for Adams State University to cover increased technology, academic support for technology, salaries as previously discussed, investments in health and well-being of students, and curriculum innovations and expansion.

Western Colorado University

Yes. The performance section (Step 2) of the funding model was developed to annually allocate base funding to the governing boards. This would include adjustments to support core minimum cost increases and, if necessary, reductions due to state funding cuts. Allocating the base through the performance section of the model incentivizes governing boards to remain focused on producing the outcomes that will support completion of the statewide Master Plan. Step 1 and step 3 of the funding model allows the Governor's Office and legislature to address other areas of need or concern such as funding inequities and special initiatives. We believe these areas of need/concern need to be addressed outside the allocation of base dollars and through additive funding.

Fort Lewis College

Fort Lewis College is supportive of the R1 proposal to allocation funds based upon Part 2 of the funding model.

- 8 [Sen. Moreno/Rep. McCluskie] Would your governing board/institution still want to use solely the performance section of the H.B. 20-1366 model if the General Assembly could provide *more or less* funding than a straight restoration to the FY 2019-20 funding level?

Adams State University

We support the model and do not support less funding. We need additional support.

Western Colorado University

It depends. As discussed above, if more funding is provided to cover core minimum cost increases, then, yes, it should run through the performance section (Step 2) of the funding model. However, if the General Assembly decides to provide funding for a specific purpose, such as addressing funding inequities illustrated through the Hanover Study funds or targeting funds towards the completion of a Master Plan initiative, those dollars should be allocated through either Step 1 or Step 3 of the model.

Fort Lewis College

Fort Lewis College is supportive of continuing to use only Part 2 of the model if more or less funding is available. Furthermore, Fort Lewis College supports Colorado's public institutions of higher education request for additional funding as follows:

- ***Restore the overall FY 2019-20 base funding level for public higher education institutions (Governor's request)***
- ***Support Governor's 3% tuition cap recommendation***
- ***Provide additional ongoing funding to cover base core minimum cost increases for FY 2020-21 and FY 2021-22***
- ***Allocate \$10.0 million base funding into the First-Generation allocation metric***

REQUEST R2 - TUITION INCREASES

- 9 [Staff] What tuition increases do you currently expect to seek for FY 2021-22? Will you seek to increase resident undergraduate tuition above 3.0 percent if the Executive Request is approved and this is an option?

Adams State University

While our Board of Trustees has not yet discussed tuition rates for FY 2021-22, we do not believe an increase above 3% will be pursued.

Western Colorado University

The level of tuition increase at Western will likely be contingent on the level of state appropriation provided. If appropriations are restored to FY2019-20 levels, it is highly unlikely that Western will seek an increase above the 3.0 percent requested through the Governor's Office. In fact, any increase in tuition at Western may not be a viable option. Ten years ago, Western's tuition and fees were some of the lowest in the state. However, increases to tuition and fees to offset operating and capital appropriation cuts during the last recession have now put Western on the higher end of the pricing spectrum. Even though institutional financial aid increased significantly over this same period of time, many students have cheaper options closer to home. Raising tuition, particularly in this challenging economic environment, will most likely result in substantial drops in enrollment at Western.

Fort Lewis College

Fort Lewis College has discussed up to a 3% increase with the Board of Trustees. Based on the Governor's recommendation, coupled with the goal to remain affordable, the College will not pursue a tuition increase above the Executive Request.

REQUEST R3 - CYBERCODING CRYPTOLOGY

- 10 [Sen. Moreno] Describe the programs you operate that have been supported with cybercoding cryptology funding. How have you used this funding, and what do the programs look like (number of students, curriculum, did they graduate, did they end up working in the field)?

Adams State University

N/A

Western Colorado University

See response to 12.

Fort Lewis College

N/A

- 11 [Sen. Hansen] Do you expect the programs to become self-sustaining?

Adams State University

N/A

Western Colorado University

See response to 12.

Fort Lewis College

N/A

- 12 [Sen. Moreno] Describe how you addressed the funding cut in FY 2020-21. Did you cancel courses? Backfill with other sources?

Adams State University

N/A

Western Colorado University

Western's approach to cyber security instruction is that students complete a Bachelor's degree in Computer Science with an emphasis in cyber security (Information Security). This program is unique in Colorado because of its technical focus on cyber security. Three years in, the program is quickly becoming the largest specialization (26 enrolled) in our fastest growing major (83 enrolled). The program has already now graduated 5 students, through December 2020, though a complete 4-year cohort has not yet reached maturation. In FY 2020, many of the co-curricular activities of the cyber security emphasis were postponed due to COVID-19 and will be resumed when possible. For instance, in FY 2019, Western sponsored a high school summer computer/cyber camp for 40 high school students. Cyber security funds were used for the current academic year toward 1.2 FTE faculty, 4 student scholarships for \$23,000, with one public presentation. Two students worked in paid internships directly related to cyber security. Current developments include a planned NSA-backed GenCyber coding camp coming to Western in July 2021 geared towards middle-school students. Further, the Western program is working on achieving the NSA CAE-CDE designation for our Information Security Emphasis. Western's faculty also participate in the Mountain Western Cybersecurity Consortium.

Western was appropriated \$120,000 in Cybersecurity funds for FY2021 and has allocated those funds towards:

- *Scholarships: \$23,000*
- *Faculty FTE, .97: \$80,000*
- *Summer Cybercamp, stipend for public presentations: \$17,000*

The biggest threat to the cyber security curriculum is the high cost and rarity of faculty members qualified to teach in the discipline, with in person instruction made more challenging by Western's remote location in Gunnison. Western is addressing this issue by providing a Western faculty member a scholarship to achieve a Master of Science

Degree in Cyber Security from Georgia Tech. This will allow us to devote a tenured faculty member to the Computer Science specialization in cyber security at Western, creating sustainability for the program. This year Western back-filled the cut to cyber security funds to ensure the continued development of the program. Though expensive to offer, we expect the program to be self-sustaining and are grateful to the State of Colorado for the seed investment to boost the development of this program.

Fort Lewis College

N/A

HIGHER EDUCATION CAPITAL CONSTRUCTION

13 [Sen. Moreno] Discuss how your institution has been using internal resources to fund capital costs.

- a) To what extent are internal resources/cash funds being used to address controlled maintenance and other renovation needs as opposed to new construction?

Adams State University

Internal resources and cash funds are used in a limited fashion for controlled maintenance and renovation, primarily in auxiliary services areas. For several years, Adams State has not been in a financial position to self-fund new construction.

Western Colorado University

To the extent that Western utilizes internal resources to support construction projects, they are mainly focused on areas of controlled maintenance. Over the last ten years, very little new construction has taken place on the Western campus. For those projects, the funding has varied— the fieldhouse/recreation center (\$30 million) was funded by student fees, the Tuck Maintenance Garage (\$3 million) was funded by the state (with a small Western match) and the Paul M. Rady School for Computer Science and Engineering (\$50 million) was fully funded through donor support.

In 2010 when the students passed a facility fee proposal to support the construction of the fieldhouse/recreation center, a component of the fee was dedicated to support on-going facility maintenance across campus. That fee component generates approximately \$400,000 annually and is used to fund stand-alone controlled maintenance projects or serve as matching funds for larger state funded projects.

Fort Lewis College

As it relates to General Fund buildings, grants, fundraising and reserves have been used to address minor renovation needs. As an example, recently the College received a Title III grant to address student retention. A portion of the grant funding will be used to create an Academic Hub within the Library. State funding is typically pursued for deferred maintenance needs related to infrastructure, as grantors and donors do not want to cover routine items such as roofs and water lines.

- b) What share of your controlled maintenance costs are addressed by the State versus internal resources?

Adams State University

As shown in the table below, general fund buildings comprise approximately \$110 million of our \$275 million of total buildings. The remaining \$165 million are auxiliary buildings, and are self-funded. We have generally

looked to the State to fund controlled maintenance projects on our general fund buildings, but the State is not always able to fund at 100%. We have put some institutional resources into roofing, boilers, and other infrastructure, as able. It is noteworthy to indicate only two buildings on our campus have been built in this century which is an ongoing concern for the health and well-being of our facilities.

Western Colorado University

The vast majority of controlled maintenance funding is requested from state funds. As mentioned above, Western collects \$400,000 annually in student fees to support campus-controlled maintenance projects. However, this amount can only address a small portion of Western’s overall need on an annual basis.

Fort Lewis College

Despite the College’s use of grant funding, fundraising, and reserves to address minor renovation needs, close to 100% of controlled maintenance costs are addressed by the State. However, Fort Lewis College also strategically applies capital construction funding – when received - to address deferred maintenance needs of a building within the construction project.

14 [Sen. Moreno] How much deferred maintenance is on your campuses (dollar value)?

Adams State University

In trying to quantify the dollar value, Adams State utilized data from our annual building inventory report. Using this report, we were able to determine the dollar value required to bring all of our buildings up to the target facility condition index (FCI) of 85%. The total amount needed to bring all of our general funded buildings up to the 85% target is \$45,901,306. For our auxiliary funded facilities, the cost would be \$36,127,327. This brings our grand total for all buildings to \$82,028,633.

Data table used to calculate the deferred maintenance for Adam State University:

(1) Building Name	(7) C.R.V.	(8) Date Built	(11) F.C.I. (Actual) A/FCI	(12) F.C.I. (Target) T/FCI	(15) A/DET-T/DET = Targeted Deficiency
Facilities Services	\$2,417,586	1946	15%	85%	\$1,699,563
Gingerbread House	\$120,677	1954	19%	85%	\$79,285
Faculty Drive Apts	\$11,429,075	1960	20%	85%	\$7,463,186
Savage Hall	\$6,464,979	1962	22%	85%	\$4,105,262
McCurry Hall	\$6,464,979	1962	22%	85%	\$4,092,332
Moffatt Hall	\$6,464,979	1962	22%	85%	\$4,092,332
Houtchens Hall	\$6,007,053	1962	22%	85%	\$3,760,415
Petteys Hall	\$4,150,945	1958	26%	85%	\$2,457,359
Rex Stadium	\$1,354,527	1949	26%	85%	\$797,816
Student Union Building	\$15,310,529	1960	28%	85%	\$8,665,759
Conour Hall	\$4,835,363	1961	35%	85%	\$2,432,188

<i>Central Technology</i>	\$1,056,735	1958	38%	85%	\$501,949
<i>Fine Arts</i>	\$10,351,271	1960	41%	85%	\$4,564,911
<i>94 Monterey</i>	\$150,000	1952	45%	85%	\$60,000
<i>301 Edgemont Blvd.</i>	\$150,000	1935	44%	85%	\$61,350
<i>Planetarium</i>	\$775,377	1964	46%	85%	\$303,948
<i>Nielsen Library</i>	\$16,769,179	1973	47%	85%	\$6,405,826
<i>Community Outreach</i>	\$1,415,000	1956	48%	85%	\$526,380
<i>Rex Gymnasium</i>	\$2,311,265	1939	52%	85%	\$753,472
<i>74 Monterey</i>	\$150,000	1959	54%	85%	\$47,250
<i>Performing Arts</i>	\$6,340,410	2001	55%	85%	\$1,883,102
<i>Faculty House 2</i>	\$230,810	1955	56%	85%	\$67,858
<i>Plachy Hall</i>	\$23,263,000	1965	56%	85%	\$6,839,322
<i>Marvel House</i>	\$629,482	1931	56%	85%	\$180,661
<i>Business & Economics</i>	\$6,727,500	1954	58%	85%	\$1,829,880
<i>Leon Memorial</i>	\$1,002,704	1968	59%	85%	\$256,692
<i>Girault Hall</i>	\$7,959,431	1957	60%	85%	\$2,029,655
<i>Coronado Hall</i>	\$22,704,782	1968	60%	85%	\$5,698,900
<i>Coronado/ Girault Addition</i>	\$1,249,049	1995	60%	85%	\$312,262
<i>CASA</i>	\$279,523	1961	62%	85%	\$63,731
<i>McDaniel Hall</i>	\$20,624,609	1967	66%	85%	\$3,898,051
<i>Mc Curry Commons</i>	\$1,049,075	1995	69%	85%	\$163,656
<i>Porter Hall</i>	\$28,503,000	1998	72%	85%	\$3,762,396
<i>Music Education</i>	\$8,675,270	1957	78%	85%	\$581,243
<i>Residences at Rex</i>	\$15,700,000	2010	81%	85%	\$628,000
<i>Richardson</i>	\$32,088,019	1924	82%	85%	\$962,641
<i>Grand Total</i>			\$82,028,633		
<i>Auxiliary Total</i>			\$36,127,327		
<i>General Fund Total</i>			\$45,901,306		

Western Colorado University

Currently, Western estimates our deferred maintenance needs to be approximately \$13.8 million, split equally between general fund buildings and auxiliary buildings.

Fort Lewis College

The total (General Fund and Auxiliary) building current replacement value at Fort Lewis College is approximately \$550M. The amount needed to bring each building to 85% condition is \$40M.

- 15 [Sen. Moreno] How is the current financial crisis likely to affect your ability to address current and deferred maintenance needs in the near- and longer term?

Adams State University

We will have fewer funds available for deferred maintenance. The pandemic continues to impact our budget and financial needs in unforeseen ways. The health and safety of our students, faculty, and staff in adapting must be our number one priority. This could drive more expensive needs down the road if current deferred maintenance needs are neglected.

Western Colorado University

Because Western relies so heavily on state support to address capital needs, if appropriations from the CC/CM fund are limited, it will translate to an inability for the University to address these needs, thus growing our backlog of projects. Typically, a growing backlog of projects often has cascading effects on project costs and increases the likelihood of major system failures which can impact the ability of programs to operate.

Fort Lewis College

The current financial crisis is delaying non-critical maintenance needs as the College has been focusing on continuing operations for students. When opportunities arise through donor conversations or grant applications, the College attempts to leverage this funding to address maintenance needs.

FUNDING PROVIDED FOR STUDENTS WITH FEDERAL HEERF FUNDS

- 16 [Sen. Moreno] How did your institution allocate and utilize the 50 percent of federal HEERF funding that was required to be provided directly to students? How did you determine who would receive funding? What share of your student body received funds? What was the average/range of funding provided per student?

Adams State University

Adams State University distributed HEER funds in three phases: in phase 1, we identified and contacted all eligible students starting in April 2020, encouraging them to complete and submit an online institutional application. As applications were received, our financial aid director reviewed applications to determine need. Approved applicants were awarded HEER funds as a direct refund through their student accounts.

In phase 2, after determining overall remaining fund availability, we awarded additional funding to students who had already applied for HEER funds yet still had outstanding needs. In phase 3, we supported incoming students enrolled in on-campus courses this fall semester who submitted our online HEERF application indicating financial need related to COVID-19 hardships.

For Spring semester 2020, 21% of our students received HEERF aid. For Fall semester 2020, six percent of our students received an award. The average award was \$1000.

Western Colorado University

In order to distribute the \$676,670 we were allocated in Federal HEERF Funds, we developed an application which we emailed to all eligible students. Eligibility was dictated by the communication we received from the US Department of Education. The application included columns for each funding category suggested by the US Department of Education including food, housing, travel, course materials, technology, health expenses and childcare. An application review committee was developed to review each application. This committee was made up of our Dean of Students, a faculty member, Director of Student Financial Services and the Vice President for Advancement. The committee met twice weekly beginning in mid-April through early June. Of the 1,769 eligible students, we received applications from 502 students. 494 grants were approved for disbursement with an average of \$1,265 per student, thus 28% of the eligible students received funds. Funds were distributed directly to students.

Fort Lewis College

Fort Lewis College students applied for funds through an online application process certifying they had expenses due to the disruption of campus related to COVID-19. Because the CARES Act specified that the students' expenses needed to be related to the disruption of campus due to COVID-19, the bulk of the funding was awarded to students in the spring and summer semesters. The Department of Education required that students be Title IV eligible. If a student did not have a FAFSA on file, they could complete an Attestation Form to self-certify Title IV aid eligibility. Students were awarded based on their FAFSA EFC (Expected Family Contribution) using the following matrix:

<i>FLC CARES Student Funding Matrix</i>	
<i>EFC</i>	<i>Amount</i>
<i>\$0 – \$5,576 (Pell eligible EFC level)</i>	<i>\$2,000</i>
<i>\$5,577 – \$13,940 (250% of Pell eligible EFC)</i>	<i>\$1,500</i>
<i>>= \$13,941</i>	<i>\$1,000</i>
<i>No EFC</i>	<i>\$1,000</i>

Students enrolled in Fall 2020 were considered for funding through a separate application for technology expenses due to the disruption of having to return to remote learning for the Fall Semester.

Overall, 1,011 students received funding, equating to 34% of the total Spring 2020 student body, or 41% of the potentially eligible students in the spring semester. Students who had additional expenses above the initial funding could request supplemental funds through appeal process, while students who only requested assistance for technology expenses were funded based on the amount requested. The average amount received per student was \$1,513.

EDUCATOR PREPARATION - READING INSTRUCTION

17 [Sen. Rankin] Section 23-1-121 (2)(c.5), C.R.S., added through S.B. 19-190 (Educator Preparation), specifies that educator preparation programs are required to include “Course work that teaches teacher candidates the science of reading, including the foundational reading skills

of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension, and the skills and strategies to apply to ensure that every student learns to read.” If your institution provides an educator preparation program, how do you ensure compliance with this provision?

Adams State University

There are several mechanisms we have in place to ensure compliance with the science of reading requirements in statute.

- 1. State Authorization - when we went through our last 5-year authorization with the Colorado Department of Education. all of our elementary courses were vetted by department personnel and literacy experts to ensure alignment to this requirement. Our full authorization was contingent on having all of our early reading curriculum aligned to CDE science of reading standards.*
- 2. For faculty who teach our early reading courses, we screen for training and experience in science of reading techniques. Our current faculty (1 core and 2 adjuncts) have both received state-approved training in science of reading curriculum and teaching within the past 3 years (one - Sarah White - even served as the regional early literacy expert for the Colorado Department of Education prior to becoming the Superintendent at Moffat School District).*
- 3. Ongoing Faculty Training: We have scheduled additional training for all our remaining faculty in science of reading which will be completed during spring/summer 2021. The training will be conducted by LETRs, a state-approved provider of Science of Reading training and curriculum to meet READ Act requirements and SB 19-190 requirements.*
- 4. Review/Screening of Curriculum/Resources - To the fullest extent possible, we work to ensure any curriculum/materials used by our students when learning and practicing teaching of early reading in local schools has been approved by the state for meeting READ Act/Science of Reading Requirements. This involves ongoing work with district partners (who themselves are working directly with the state Department of Education) to adopt and implement early reading curriculum that is consistent with these standards.*
- 5. Review by the National Council for Teacher Quality. - In addition to the above, it is worth noting we are constantly under the scrutiny of national reviewers for our work in educator preparation when it comes to meeting science of reading standards. Each year, the NCTQ, a non-governmental, non-profit organization, reviews ed prep programs across the country on several criteria, including alignment of educator preparation curriculum to science of reading standards. For 2020, Adams State was one of only 6 educator preparation programs in Colorado (out of a total of 19) to receive an "A" Rating for Early Reading by the NCTQ.*

Western Colorado University

In compliance with SB 19-190, Western Colorado University's educator preparation programs include coursework that teaches teacher candidates the science of reading. In the undergraduate course EDUC 400: Foundations for Literacy: Phonology and Linguistics and the companion graduate course EDUC 600: Foundations of Literacy Development candidates demonstrate: an understanding of scientifically based reading research, print awareness, letter knowledge, the structure of language, phonological and phonemic awareness, orthography, irregular word reading, phonics, multisyllabic word reading, dyslexia, and the Colorado READ Act through in-class assignments, tests, and instructional practice. In addition, candidates apply their learning through field-based assignments while in their yearlong clinical residency. These include selecting, administering, and analyzing the

results of phonological awareness and phonics assessments to K-6 students and planning and explicitly teaching research-based phonemic awareness and phonics activities to K-6 students.

In the undergraduate course EDUC 402: Reading Comprehension, Vocabulary, and Fluency and the companion graduate course EDUC 601: Methods and Strategies of Effective Reading Instruction candidates demonstrate their understanding of reading fluency including oral skills, vocabulary development related to reading instruction, and comprehension (including listening, understanding literary texts and informational texts) through in-class assignments, tests, and instructional practice. In addition, candidates apply their learning through field-based assignments while in their yearlong clinical residency. These include selecting, administering, and analyzing the results of oral reading fluency and comprehension assessments to K-6 students and planning and explicitly teaching research-based vocabulary, fluency, and comprehension activities to K-6 students. All undergraduate elementary teacher candidates are required to take and pass EDUC 400 and EDUC 402 and all graduate elementary teacher candidates are required to take and pass EDUC 600 and 601 to ensure Western Colorado University teacher candidates demonstrate mastery of the educator preparation literacy standards referenced in the state board's [Rules for the Administration of Educator License Endorsements, 1 CCR 301-101, section 4.02\(5\) through 4.02\(12\)](#). All required readings and resources in these courses accurately support all of the five components of scientifically-based reading instruction and are based on consensus research. One such resource is [Reading 101: A Guide to Teaching Reading and Writing](#), which is a self-paced professional development course that was produced in collaboration with the Center for Effective Reading Instruction and the International Dyslexia Association. These two organizations formed a Professional Standards and Practices Committee chaired by Dr. Louisa Moats who developed the 2010 Knowledge and Practice Standards for Teachers of Reading. The Colorado Department of Education uses these same 2010 standards for the 4.02(5)-4.02 (12)(f) literacy standards.

The National Council on Teacher Quality (NCTQ) evaluates the quality of programs that provide preservice preparation of teachers. In January 2020 NCTQ released the report on [Program Performance in Early Reading](#) in which programs were assessed on adherence to the science of reading. According to NCTQ, "Top performing programs on this standard provide the following for each of the five essential components of reading:

- *Explicit instruction on each component*
- *Support for instruction with high-quality textbooks that accurately detail established principles of scientifically based reading practices*
- *Opportunities for teacher candidates to demonstrate mastery through in-class assignments, tests, and instructional practice"*

27% of students in traditional Elementary Programs received a grade of A=Strong Design, and Western Colorado University is among these top performers.

Beyond our initial teacher licensure program, Western Colorado University offers a Master of Arts in Education with an emphasis in Reading Leadership and is an approved provider of the Colorado Reading Teacher and Reading Specialist endorsements. In addition to the courses detailed above, coursework for these programs include:

- *EDUC 602: Literacy Assessment Informed Instruction*
- *EDUC 608: Methods and Strategies of Effective Writing Instruction*
- *EDUC 684: Materials and Motivation for Reading*
- *EDUC 685: Assessing, Evaluating, and Instructing At-risk and Struggling Readers*
- *EDUC 686: Literacy Coaching and Mentoring*
- *EDUC 687: School-Wide Comprehensive Literacy Program Development*
- *EDUC 688: Reading Teacher Internship*

- EDUC 689: Reading Specialist Internship

These courses build upon teachers' understanding and application of the science of reading theory and research. Students in these programs gain advanced knowledge of federal and state policies related to literacy; develop a deep understanding of the development, implementation, and evaluation of scientifically-based reading assessments, strategies, and programs; and learn to work effectively with other instructional staff to meet the literacy needs of all students, including those with dyslexia and other reading difficulties. The courses also prepare reading leaders to provide professional guidance and expertise to classroom teachers, school and/or district literacy curriculum, instruction, and assessment programs; and develop and conduct professional learning opportunities related to literacy. These syllabi are available upon request.

National Council on Teacher Quality (2020). Early Reading, Teacher Prep Review. [Data set]. Retrieved from: <https://www.nctq.org/review/search/standard/Early-Reading>

Fort Lewis College

The Teacher Education Department at Fort Lewis College works closely and constantly with CDE as part of our Ed Prep Program (EPP). The Dean of Education and several faculty members have been attending webinars on the READ act since before it was passed and have already begun to develop a course entitled, "Teaching Reading in Primary Grades: K-3." The course will adhere to the science of reading and be pedagogically aligned to research-driven areas shown to be effective. In the course, teaching candidates will learn how to teach: phonemic awareness, phonics, vocabulary development, and reading fluency including oral skills and reading comprehension. This course was mapped into the matrices of the College's alignment to standards and will be built into the literacy scope and sequence within Fort Lewis College's full elementary curriculum. As a new course, the course will go through curricular approvals internally at the college. Meetings will be held (currently via Zoom) for all Teacher Education admitted students and the information will be clearly disseminated to all students beginning Fall 2021. Additionally, small group meetings for early childhood and elementary immersion students will be held and students will be advised 1-on-1 to ensure they take all courses needed to earn both their degree and licensure.

Further, the College will propose this course be approved by CDE for professional development (PD) to area K-3 educators. The needs of K-3 students in literacy in a rural area include different variables than what is sometimes shared when PD offerings from vendors or the state send someone to our local and surrounding counties. For example, in meeting the needs of English Learners in the area, we do not just see immigrant or Spanish-speaking ELs, but also Native American students who have distinct linguistic needs. Our professors who would teach the course have wide experience in working with diverse learners, including students in the Southwest. The College's differentiation also attends to the Digital Divide which has proven challenging, but not insurmountable, and will extend into a post-Covid era.

QUESTIONS SPECIFIC TO FORT LEWIS COLLEGE - R3- NATIVE AMERICAN TUITION WAIVER

- 18 [Rep. McCluskie] Please provide additional background on the history of the Native American Tuition Waiver and efforts to obtain federal support for non-residents attending the college.

Fort Lewis College

The State of Colorado entered into a legally binding contract with the Federal Government to provide tuition relief for all qualified Native American students, regardless of residency, in 1911. The agreement is directly related to the history of genocide and conquest of Native Peoples and their forcible removal from Native lands. Given our respect for Native People and our long-term relationship with the multiple sovereign nations with whom we work, Fort Lewis College does not shy away from carrying out this important piece of our mission.

Between FY 2011-12 and FY 2018-19, the Fort Lewis College Foundation, on behalf of Fort Lewis College and the Board of Trustees, expended over \$1.1M in an effort to pass federal legislation to help offset the cost of the Native American Tuition Waiver for the State of Colorado. While the legislation has many co-sponsors, it has not yet passed. Challenges to passage include gridlock at the federal level, as well as opposition by the American Indian Higher Education Consortium (AIHEC), the lobbying arm of Tribal Colleges. AIHEC sees this bill as a threat to Tribal College funding.

The Board of Trustees continues to support legislation that would direct federal funding toward offsetting the State's obligation to pay for the Native American Tuition Waiver. However, the Board has evaluated its role, as well as that of the State, in lobbying for the legislation, taking a hard look at the financial outlay, political landscape, and chances for success. As a small, state supported public institution, Fort Lewis College has neither the financial capacity nor the leverage to significantly influence federal legislation. Such efforts are more likely to be successful as a joint effort with assistance from the State of Colorado, including the Governor's Office, Legislature, Colorado Department of Higher Education and Colorado Delegation. As there was no movement on a comprehensive re-authorization of the HEA, there was no vehicle with which to move the bill. The College is committed to working with the Polis Administration to explore the possibility for movement in the 117th Congress.

- 19 [Rep. Herod] Could law or policy be changed so that Colorado would not have to pay more than resident tuition for Native American students from out-of-state? How can growth in the cost of the waiver be brought under control?

Fort Lewis College

The Colorado Attorney General would need to opine on whether the current waiver can be changed. As background, a bill was passed in the 1971 Colorado legislative session that would have limited the tuition waiver to Colorado residents. The United States of America brought action against the State of Colorado. The court held that the State of Colorado had an obligation to provide a waiver of tuition to all qualified Native American students attending Fort Lewis College, regardless of where in the United States they resided.

If the Joint Budget Committee wanted to pursue changing the funding methodology, a few critical points would need to be addressed:

- *Fort Lewis College should continue to enroll, retain, and graduate all qualified Native American students – regardless of residency.*
- *If the reimbursement for the tuition waiver is modified, Fort Lewis College should be held harmless in the first year of implementation. The Native American tuition waiver line item would be reduced and the difference between the alternative calculation and the original waiver estimate should be moved to the College Opportunity/Fee for Service allocation.*

- *If the reimbursement for the tuition waiver is modified, the Fort Lewis College Governing Board should not be restricted in setting tuition rates within legislative guidelines. Fort Lewis College should not be treated any differently than any other governing board because of the tuition waiver and the enrollment of Native American students.*

20 [Sen. Moreno] Aren't Native American students the least likely to attend and complete college among demographic groups? How successful are Native American students at completing at Fort Lewis College?

Fort Lewis College

Senator Moreno is correct, in that nationally Native American students are the least likely demographic group to attend and complete college. In addition to services provided to all students, Fort Lewis College provides enhanced retention and completion assistance to Native American students. Although retention and graduation rates of Native students still lag the College's overall population, there has been improvement in rates over the last few years:

	<i>Overall Retention</i>	<i>Native American Retention</i>
<i>Fall 2019 cohort</i>	<i>68.1%</i>	<i>67.2%</i>
<i>Fall 2018 cohort</i>	<i>62.3%</i>	<i>56.4%</i>
<i>Fall 2017 cohort</i>	<i>61.9%</i>	<i>57.6%</i>
<i>Fall 2016 cohort</i>	<i>58.8%</i>	<i>51.5%</i>
<i>Fall 2015 cohort</i>	<i>66.3%</i>	<i>59.0%</i>

	<i>Overall 6-Year Graduation Rate</i>	<i>Native American Graduation Rate</i>
<i>Fall 2013 cohort</i>	<i>41.1%</i>	<i>31.0%</i>
<i>Fall 2012 cohort</i>	<i>43.7%</i>	<i>36.7%</i>
<i>Fall 2011 cohort</i>	<i>40.0%</i>	<i>26.7%</i>
<i>Fall 2010 cohort</i>	<i>45.0%</i>	<i>35.3%</i>
<i>Fall 2009 cohort</i>	<i>39.1%</i>	<i>32.4%</i>

Joint Budget Committee Hearing

Colorado's State Colleges

January 21, 2021

AGENDA

→ Individual Institution Presentations *(5 minutes each)*

- ◆ Western Colorado University - *Dr. Greg Salsbury*
- ◆ Adams State University - *Dr. Cheryl D. Lovell*
- ◆ Fort Lewis College - *Dr. Tom Stritikus*

→ Joint Message

→ Student Presentations *(5 minutes each)*

- ◆ Western Colorado University -
- ◆ Adams State University -
- ◆ Fort Lewis College - *Dyllon Mills*

→ Questions & Answers

Western's Tik Tok Competition Winner:

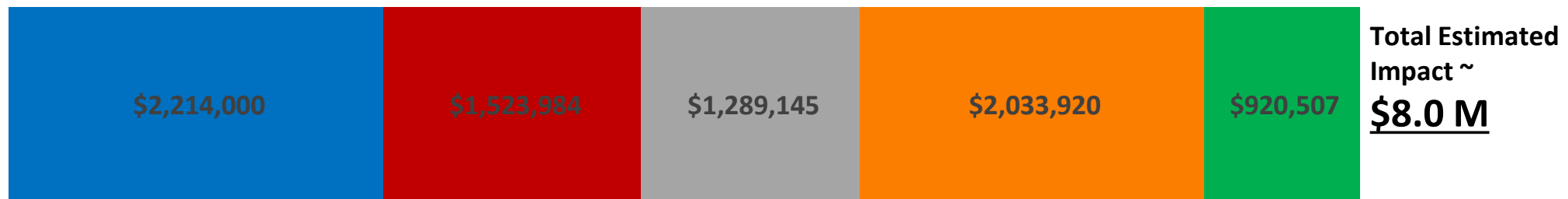
Shelby Olson



COVID-19 Financial Impacts

March 2020 to July 2021 (Estimated)

■ COVID-related Expenses ■ Student Reimbursements ■ Lost Summer Revenues ■ Student Enrollment Decline (Tuition, Fees, Room & Board) ■ Net State Support Reduction



COVID-19 Financial Impacts Cont.

- CARES Act Part I provided \$676,670 to address these challenges. Expecting \$1,813,183 from CARES Act Part II.
 - In both cases, Western received the lowest amount of any public 4-year institution in the State.
- Remaining shortfalls balanced with budget cuts and reserve use:
 - Furloughed 47 positions during the summer (0.5 to 2 months per position)
 - 9 positions still furloughed for 2 days a month
 - Faculty and staff FTE reduced by 7.0 from FY2019-20 to FY2020-21



- ▶ Michele Lueck, Chair,
Board of Trustees
- ▶ Dr. Cheryl D. Lovell,
President
- ▶ Heather Heersink,
CFO





[Fort Lewis](#)

MAKING AN IMPACT

on students and their success



RETENTION EFFORTS

- First Year Launch
- Academic Hub
- Peer Tutoring
- Affinity Centers



CAREER SERVICES

- Internships in local struggling non-profits
- Southern Ute tribe and National STEM placements



COMMITMENT TO DIVERSITY

- Tutoring local students
- Principle of Ké
- Examining our own racialized history

MOVING FORWARD

to serve our community and region



FALL 2020

Higher Native American retention
Increased number of Colorado residents



COVID-19 MANAGEMENT

Administered 10,000+ tests and
maintained in-person instruction



GRANTS PORTFOLIO

Animas High School, Solar Farm,
Trio, RISE, Title III



UNIQUE BENEFITS *of Small Rural Schools*

- **Serving Rural Students** - *directly address the needs of rural students, an underserved and often overlooked population*
- **Individualized Instruction and Mentorship** - *many students prefer and perform better in smaller classes with more one-on-one learning*
- **Place-Based Learning** - *tailored to the respective “backyard laboratory” of the area*
- **Economic Driver for Region** - *often the largest economic, intellectual and cultural engine of their region*

UNIQUE CHALLENGES *of Small Rural Schools*

- **Limited Opportunity for Economies of Scale** - *small schools operate with “economies of scale” in reverse*
- **Lack of Technology** - *lack of broadband connectivity and inconsistent internet access has a significant impact on students and our regions*
- **Disproportionately Impacted by Bad Times** - *negative influences such as recessions, cuts in state support, shifts in employer preferences, teacher shortages, inflation, and COVID-19 impact them disproportionately*
- **Limited Workforce Pool** - *the employment pool for faculty, staff, and student internships is far more limited and often will cost more to attract*

Colorado's Higher Education Challenges

- **COVID-19 pandemic has resulted in additional costs** (ex. IT, mental health, supplies) coupled with dramatic revenue declines
- **Need to minimize tuition increases** to recognize economic pressures faced by students/families
- **Low income/first generation** student's especially **hard hit**
- COVID-19 related **budget cuts resulted in significant reductions** in staffing that will need to be restored as enrollment rebounds

- **Colorado's students and institutions *need your help!***

Colorado's Public Institutions' Collective "Ask" for FY 2021-22

- **Restore the overall FY 2019-20 base funding level** for public higher education institutions (*Governor's request*)
- **Support Governor's 3% tuition cap** recommendation
- **Provide additional ongoing funding to cover base core minimum cost** increases for FY 2020-21 and FY 2021-22
- **Allocate \$10.0 million base funding** into the **First-Generation** allocation metric

Highlighting Our Students...



- Nathan Tsalate
- Jazmine Palacios-Molinar



- Dyllon Mills



- Shelby Olson
- Ryan Barnhouse

POWERED BY PLACE

SERVING RURAL COLORADO THROUGH AFFORDABILITY AND PARTNERSHIPS



RESPONDING TO 2020

FALL 2020 SEMESTER

Despite the challenges of COVID, FLC had its largest class since 2014, including a 4% overall increase and an 8% increase in Colorado residents among incoming students.

COVID-19 TESTING

Partnered with COVIDCheck Colorado to make testing free and accessible to students, faculty, staff, and first responders in the community.

FLC BUILDING COMMUNITY

Created a new initiative utilizing faculty expertise to help students explore bipartisan issues, learn civil discourse, and bring people together.

COMMUNITY & STUDENT IMPACT

HEALTH SCIENCES CENTER

Secured the largest donation in FLC history from the Schlessman Foundation to complete funding match on our new Health Sciences Center; groundbreaking occurred in October.

RESPONSE, INNOVATION, & STUDENT EQUITY (RISE) FUND

Built a strong partnership among FLC, Pueblo Community College, and southwest Colorado school districts that was one of the first awardees in Governor Polis' fund. Will pool resources and build strong postsecondary pathways for students in the build trades and environmental sciences.

SOLAR INNOVATION PARK

Received \$1.5M for the Fort Lewis SIP as part of the state's Advanced Industry Accelerator Grant Program. Initial build will be a new two-megawatt solar installation and a laboratory for field study on the Old Fort Lewis property in Hesperus.

TRIO AND TITLE III GRANTS

Secured \$4.4M in TRIO and Title III grants, supporting innovative approaches to student success through interegration of services and direct service.

ANIMAS HIGH SCHOOL

Initiated an innovative partnership to build a new high school on our campus to increase community involvement, leverage State resources, and realize efficiencies.

STUDENT SUCCESS

RETENTION

Increased retention for Freshmen to Sophomore LatinX and Native American students by 10%.

DIVERSITY

Attained a #9 ranking for campus ethnic diversity at national liberal arts colleges in the 2021 U.S. News & World Report Best Colleges rankings.

ACADEMIC HUB

Created a one-stop shop for academic support in Reed Library, including the Peer Education Center, Undergraduate Research Lab, study areas, and outdoor collaborative spaces.

YOUR ROLE: WHAT THE STATE CAN DO TO SUPPORT FLC

A UNIFIED FRONT

In alignment with the other Colorado public institutions, FLC supports restoration of FY19-20 levels + core minimum cost increase.

JTC REQUEST

Support the JTC funding request for the "Digital Transformation Initiative for Rural Higher Education,"—representing Adams, Western, and FLC—to allow system modernization to promote efficiency and better student services.

HEALTH 2020 DEMOGRAPHIC DATA

45%

Native American and Alaska Native Students

13%

LatinX Students

57%

Students of Color

37%

Federal Pell Grant Eligible

31%

First Generation

DEPARTMENT OF HIGHER EDUCATION - HEARING DAY 3 OF 3
 FY 2021-22 JOINT BUDGET COMMITTEE HEARING AGENDA

Thursday, January 21, 2021
 3:00 pm –5:00 pm (Panel 4)

PANEL 4: UNIVERSITY OF COLORADO SYSTEM, COLORADO STATE UNIVERSITY SYSTEM, COLORADO SCHOOL OF MINES, UNIVERSITY OF NORTHERN COLORADO

OPERATIONAL CHANGES AND BUDGET BALANCING IN THE TIME OF COVID-19

OPERATIONAL CHANGES

- 1 [Common Question] Please discuss the operational changes implemented at your institution in response to the COVID-19 pandemic.
 - a) Address the extent to which you moved classes on-line and procedures adopted to keep students, faculty, and staff safe.

University of Colorado System

The COVID-19 pandemic has required CU to shift its operations to ensure the safety of our students, faculty and staff while still fulfilling our mission of educating students and advancing research and knowledge. This included a great deal of work and effort to shift instruction from an in-person to remote and online delivery. These shifts in educational mode of delivery to students can be seen when comparing Fall 2019 to Fall 2020. CU's systemwide total student credit hours delivered from Fall 2019 to Fall 2020 are slightly down by -1.7%, from 852,558 to 838,350 credit hours, and the mix of delivery method has changed significantly.

- *Online credit hours (course requirements are all delivered online) are up by 395.6% from, 85,496 to 423,949 credit hours.*
- *Hybrid credit hours (combination of in-person and online) are up by 575.6%, from 17,564 to 118,668 credit hours.*
- *In-person credit hours (delivered in-person and all other, e.g. independent study) are down by -60.5%, from 749,498 to 295,733 credit hours.*

The following Table One identifies the student credit hours by delivery method from Fall 2019 to Fall 2020 for the CU system and by campus.

Table One:

<i>Student Credit Hours by Delivery Method</i>		<i>Fall 2019 Census</i>	<i>Fall 2020 Census</i>	<i>% change Fall 2019 to Fall 2020</i>
<i>CU System Total</i>	<i>Online</i>	85,496	423,949	395.9%
	<i>Hybrid</i>	17,564	118,668	575.6%
	<i>In-person</i>	749,498	295,733	-60.5%
	<i>Total Student Credit Hours</i>	852,558	838,350	-1.7%
<i>CU Boulder</i>	<i>Online</i>	26,955	336,992	1,150.2%
	<i>Hybrid</i>	2,421	103,734	4,184.8%

	<i>In-person</i>	458,992	39,252	-91.4%
	CU Boulder Credit Hours	488,368	479,978	-1.7%
UCCS	<i>Online</i>	22,971	25,707	11.9%
	<i>Hybrid</i>	6,109	957	-84.3%
	<i>In-person</i>	115,723	113,218	-2.2%
	UCCS Student Credit Hours	144,803	139,882	-3.4%
CU Denver	<i>Online</i>	31,264	55,957	79.0%
	<i>Hybrid</i>	6,563	13,070	99.1%
	<i>In-person</i>	120,953	88,270	-27.0%
	CU Denver Student Credit Hours	158,780	157,297	-0.9%
CU Anschutz	<i>Online</i>	4,306	5,293	22.9%
	<i>Hybrid</i>	2,471	907	-63.3%
	<i>In-person</i>	53,830	54,993	2.2%
	CU Anschutz Student Credit Hours	60,607	61,193	1.0%

Each of the four CU campuses has taken steps and adopted changes to ensure the safety of students, faculty and staff and those measures are discussed by campus in the following sections.

CU Boulder Response

CU Boulder implemented many changes over the past 10 months in response to the pandemic, the following is a summary by function:

Academics

- Boulder changed its academic calendar. The academic calendar was modified in 2020-21 to reduce the need/opportunity for travel out of town by faculty, staff, and students during the semester. Long breaks were eliminated and the beginning (or end) of the semester moved later (or earlier).
- Boulder changed the classrooms. To support health and safety in the classroom, seating was modified for purposes of distancing, and ventilation and filtration systems were upgraded if needed. The campus significantly expanded remote learning technology in classrooms and hired students as “technology co-pilots” to help manage classroom remote technology so the faculty members can concentrate on teaching.
- Boulder taught many classes remotely. Course instruction modes were changed, both because classroom capacities were reduced by about 70% and because many students and faculty could not attend class in person. Overall in 2020-21, about 25% of classes were in-person, 25% “hybrid” in-person (students attend on a rotating basis and otherwise participate remotely), and 50% remote.
- Boulder increased opportunities to take classes pass/fail. In spring 2020, options to take a class pass/fail and have it count for a degree or major were expanded to include almost all courses. In 2020-21, regular pass/fail requirements resumed, but the deadline to declare a class pass/fail was permanently extended to the tenth week of the semester.

Housing and Dining

Housing

- Housing decreased density in housing units as needed.
- In efforts to reduce exposure, housing assigned students by their academic cohort.

- Reserved specific residence halls to be used as spaces for quarantine and self-isolation.
- Made changes to move-in process to reduce risk including, early drop-off days, staggered, appointment-based move-in windows and a limitation on in-hall assistance to one family member per student.
- Contracted with local hotels to increase capacity and reduce density in residence hall rooms.
- Isolated students who had positive PCR COVID test in isolation halls for 7-15 days.
- Contracted with AMR to provide isolated medical transportation to students moving from current res hall assignment to isolation spaces.
- Added staffing to provide temporary housing assignments, conduct daily outreach, provide on-site housing supervision of students in isolation, including additional contracts with outsourced security firm (for one week) and CUPD to conduct rounds.
- Provided boxed daily meals to students in isolation, including shelf stable “pre-arrival” boxes and daily meal box delivery.
- Provided delivery service to students in isolation for mail and packages, bookstore and printing requests as well as prescriptions from on campus pharmacy.

Dining

- Dining organized staff into pods to minimize cross-over in the workforce which, in turn, minimized impact (number of staff out) when there was a positive surveillance. This also helped Dining not have an outbreak (2 or more cases in one area) in their dining centers.
 - Set-up food prep and cook stations to be spaced out and staff rotated to minimize length of time staff were 6-8 feet apart, based on COVID safety protocols
- Changed the service model in all locations from self-serve to served food
 - Changed some locations to be order ahead/grab-n-go only due to space constraints.
 - Launched an online menu system and ordering system.
 - Combined a retail outlet with an order ahead/grab-n-go food set up to provide the retail service in a location that had allowed for social distancing.
- Switched to all single use compostable service ware.
- Added socially distanced unidirectional queuing lines.
 - Repurposed staff to assist with line queue management.
- Created an isolation food box set-up and distribution to support students in isolation, including meeting a variety of dietary needs.
 - Adapted distribution processes based on student behavior and feedback.
- Created a health assessment process to exceed the required COVID safety protocols for food service staff and operations.

Student Billing

Fall 2020

- Allowed any student with a Spring 2020 or Summer 2020 unpaid balance to register.
- Extended withdrawal deadline after the decision was made to go fully remote in order to give students time to make a decision if they wanted to stay enrolled or withdraw.
- Provided a waiver for location-based fees for students that were enrolled in fully remote or online courses.
- Increased flexibility with payment plans and let students enroll in plans after the deadline.
- Allowed students to appeal late and finance charges if they had a COVID-related issue that caused them to not pay on time.

Spring 2021

- *Allow students to register with a Fall 2020 unpaid balance higher than normal thresholds, and removed several other non-financial holds.*
- *Provide a waiver for the location-based fees for students that were fully remote or remote/online.*
- *Provide a 25% fee refund for location-based fees for all other students since the university will be fully remote for the first month.*
- *Extended first tuition due date to give students more time to pay and allow time for mailed payments to arrive.*

Mental Health and Wellness

In response to increased need for mental health services as evidenced by the continued increase in emergency room visits for mental health and substance use in Boulder County:

- *The CU Boulder campus invested \$1.8 million in funding towards clinicians that will be embedded within the academic colleges/ schools.*
- *Additionally, we have invested resources into expanding our behavioral health offerings, drop-in and crisis team, and after-hours response through telehealth and a 24/7 crisis line.*
- *All clinical services are virtual including individual and group therapy, skill-based workshops, and drop-in appointments.*
- *The campus has also created mental health and resiliency modules in all of the first-year classes to help bring awareness to resources and support options on campus as well as provide tactical and practical skills*

Public Health and Prevention

- *The CU Boulder campus entered into an agreement with the Boulder County Public Health to create a closed system for case investigation, contact tracing and support for public health initiatives*
- *In coordination with researchers, the campus created sewage monitoring and saliva-based surveillance testing for all residential students*
- *Required training for faculty and staff on COVID-19*
- *Required educational coursework for students on COVID-19, mental health and resiliency*
- *Provided each faculty, staff and student with two masks*
- *Adapted policies and guidance from events to visitors to the CDPHE dial, which caused a pause in visitors, gatherings, but ensured safety of all.*
- *Created isolation spaces (300-500 this fall) to support students who were COVID positive and included holistic resources (dining, mental health, engagement support, medical support)*
- *Adapted offerings that were traditionally in person to be virtual, such as: academic advising, coaching, counseling services, recreation fitness classes, financial aid appointments, routine medical appointments*
- *Created and required daily health questionnaire (Buff Pass) for all people coming to campus*
- *Implemented weekly COVID-19 webinars that allowed senior leaders to speak to the current happenings, future trends and answer questions from the community*
- *Strategic communication plan (website, external emails, internal emails, roadshows) related to COVID-19*
- *Coordinated with Boulder County Public Health on responses to COVID-19 outbreaks in the student population and increased enforcement of student conduct expectations to address behaviors in violation of public health orders.*

Facilities

Space

- *Reduced density in classrooms (reductions of 75% on average) was achieved by planning and staging classrooms with an 8-foot hexagon layout.*
- *Leased additional space both off campus (hotels) and in auxiliary spaces (athletics, student affairs, rec center).*
- *Centrally scheduled departmentally controlled classroom and meeting spaces.*
- *Public awareness signage campaign was implemented, where signage was installed across campus providing guidance on required health screenings, circulation, social distance queuing, occupancy limits, wearing masks and encouraging good hygiene practices.*
- *Open-air tents were installed across campus with adequate Wi-Fi, power and heat to provide additional studying spaces, as necessary*
- *Building access controls were augmented to control building occupancy and access*
- *Barriers were added to minimize contact at transaction counters*
- *Created isolation/quarantine rooms*

Cleaning and Disinfection

- *Hand sanitizing stations were installed at all building entrances and common areas.*
- *Disinfectant wipe dispensers were added at classroom locations.*
- *Bottle program was implemented across campus to provide self-cleaning and disinfectant options for office space and research labs.*
- *Custodial services were enhanced with deep cleaning and disinfection of common areas on a more frequent basis, including electrostatic disinfectant fogging units with an approved EPA disinfectant solution as an enhanced measure in classrooms with fabric seating and other high traffic areas such as lobbies and study areas.*

HVAC Modifications

- *Maximized outside air in our mechanical systems.*
- *Increased filtration efficiency (MERV13 rating).*
- *Portable HEPA filtration units were added in naturally ventilated classrooms.*
- *Bypassed energy recovery systems.*
- *Operated buildings 24 hours a day/ 7 days a week.*
- *Worked with Researchers on impact of aerosols from high risk activities (music, theater/ dance, choir) to develop space protocols.*

Transportation Related Changes

- *Capacity reduced in Buff Busses to 20% of normal to allow for physical distancing*
- *Alternate transportation was encouraged by adding B-Cycle bike-share stations, bike racks and drop zones for ride sharing*
- *Pathways and bike routes were updated with new signage and striping to optimize traffic flow*
- *Restricted personal vehicle access in center of campus*

Personnel/Human Resources

- *Instituted a hiring slowdown.*
- *Broadly maintained employment for student worker and campus employees during Spring 2020 semester.*
- *Provided guidance and criteria on remote working and on campus work.*
- *Implemented and tracked federal and state leave programs: FFCRA, Healthy Families and Workplaces*
- *Implemented hazard pay for critical services employees supporting the student living environment.*
- *Implemented furloughs – 5% reduction in pay for those making +\$60K.*
- *Implemented long-term furloughs (May, June) for many Student Affairs employees.*
- *Advised departments on specific layoffs tied to lack of work (e.g., Education Abroad Program).*
- *Assisted employees in seeking unemployment benefits available under CARES Act.*
- *Managed outreach program to assist with unemployment compensation including provision of translations services for non-native English speaking employees.*
- *Managed staff and faculty emergency assistance program.*
- *Instituted return to work criteria and guidance as part of CU Boulder Health and Safety Policy.*
- *Developed criteria and tracking for mandatory employee testing and provided guidance on quarantine and isolation.*
- *Created a retirement incentive program for staff.*
- *Adopted Telehealth platform for Faculty and Staff Assistance Program counseling sessions.*

UCCS Response

In addition to the data in Table One for the UCCS campus, the work campus faculty took on to meet the needs of its students during this pandemic was substantial. The UCCS campus developed 3 new instruction modes due to the pandemic. Those three included, Hyflex, Remote Asynchronous, and Remote Synchronous. In the Fall of 2020, we delivered 102,354 hours in the new instruction modes and that made up 75% of the hours. When including the Online hours, the four modes make up for 93% of the student credit hours in Fall 2020.

Additional steps the campus took to ensure safety included:

- *Restructuring of classroom spaces to abide by social distancing requirements*
- *Provided face masks and cleaning supplies for classrooms*
- *Provided protective shields for customer service areas*
- *Established portable hand sanitizer units throughout buildings on campus*
- *Established daily health checks for those faculty/ staff/ students needing to come to campus*
- *Established and kept up a daily COVID website detailing important numbers and information for campus constituents*
- *Weekly emails for up-to-date communication regarding COVID*
- *Created “Protect the Pride” marketing campaign, highlighting importance of masks, social distancing, and staying home when sick.*

CU Denver Response

The CU Denver campus limited the number of classes with an on-campus component or experience to limit the number of people on campus. For those students, faculty, or staff that need to be on campus, we have

implemented a daily COVID-19 attestation and check-in process. We have implemented social distancing protocols and limited capacities in classrooms and buildings, and require the use of face masks or coverings for all students, faculty, and staff on campus.

CU Anschutz Response **Campus Policy & Procedure Overview**

CU Anschutz Medical Campus person capacity over 24 hours is ~ 15% of pre-COVID capacity, Monday – Friday, and on weekends/holidays we maintain ~ 2-3% verified person capacity for research, education, clinical and administration in University facilities. All individuals are pre-approved for access and are in an ‘administrative exception/critical’ or ‘essential staff’ database.

All CU Anschutz Medical Campus facilities have been on lockdown status since March 18, 2020 and entry to every facility is through electronic badge access, which is tracked centrally and verified daily to assure training, attestation and proper approvals are in place for access by each person, exception reports are produced 7 days per week and any gaps are followed-up on.

Detailed and proactive management of the major areas of campus with individuals approved for on-campus critical/essential access are completed with leadership team oversight, and assigned, trained “COVID Officials” overseeing each mission area in real time each day:

- *Research/wet laboratory activities – COVID focused and critical research*
- *Academic/Education activities that must be done on campus and cannot be completed through remote means – less than 25% of the student cohort on campus on any given day. Examples: gross anatomy, clinical simulation training, etc.*
- *Critical/Essential / Administrative services such as – facilities/grounds management, housekeeping and sanitation, police/security, central utility plant, environmental health and safety, screening sites, parking/transportation, etc.*
- *Clinical research trials, critical clinical care providers*

Senior leadership meets multiple times each week to evaluate all areas of the enterprise with broad participation through ZOOM/remote meetings.

For the most up to date policies and procedures the following website is where we direct campus and community members. This website is updated as needed in real time.
<https://www.cuanschutz.edu/coronavirus>

- *For personnel not required to be on campus, guidance for remote/telework can be found at: <https://www1.ucdenver.edu/docs/librariesprovider188/covid-19/interim-remote-alternative-work-arrangements-9-1-20.pdf?sfvrsn=8d83d9b9>*

Screening Protocols

The campus community members must be invited and approved to return to campus by senior leadership. Once invited, there are additional screening protocols on the CU Anschutz Campus:

- *Take the required, one-time Skillsoft training: “CU: COVID-19 Return to Campus - CU Denver | Anschutz”*
- *Complete the on-line health questionnaire before arriving on campus daily and bring your attestation confirmation email to a designated check-in point for temperature check and to receive a daily wristband.*

- *Access the questionnaire through an easy-access link (<https://www.cuanschutz.edu/coronavirus>) prior to arrival on campus*
- *Or scan the QR code posted at check-in locations to access*

CU Anschutz identification badge and masks are required at all times, indoors and outdoors. Only exceptions are if working alone in a completely enclosed private office (ceiling, 4 walls, closed door).

At the screening checkpoint all approved students, faculty, staff and visitors are required to:

- *Show attestation confirmation email*
- *Have possession of a mask and utilize*
- *Get temperature taken*
- *Receive and wear wristband confirming your campus access for that day*
- *Wristbands are good for same-day access only*

Testing and Contact Tracing

There are two on-campus COVID testing options for University students, faculty and staff, with selected options for affiliated household members.

- Symptomatic students, faculty and staff are instructed to submit an online self-report form which initiates an initial investigation and contact tracing (as needed).*

Symptomatic people and individuals whom have been or are believed to have been exposed to a COVID-19 positive individual are eligible for testing at the Anschutz Medical Campus testing site which is operated by Environmental Health and Safety's Occupational Health division (EHS-OH) Monday – Friday. Costs are covered by campus or individual insurance.

- For asymptomatic testing of students, faculty, staff, and affiliated household members, or identified campus cohorts or areas needing broad screening, the Anschutz Medical Campus is launching on campus testing site in partnership with COVID Check Colorado. This is planned to start on November 18th with a ramp up to testing available 4 days per week. This testing service will be free through 3/31/21 and if necessary, with a nominal charge depending on the circumstance.*
- Contact tracing for all known or suspect on-campus close contacts and interactions is managed through EHS-OH. In close collaboration and regular contact with TCHD. Contact tracing investigations are initiated within 24 hours of submission of the online self-report form. All required reporting of positive contact tracing is conveyed to Tri-County Health Department.*

Academic Activities & Library

- Description of On-Campus Learning Needs at the University of Colorado Anschutz Medical Campus***

In the Summer and Fall of 2020, required in-person, hands-on learning courses at CU Anschutz include courses from the following degree programs:

- *Doctor of Medicine*
- *Doctor of Physical Therapy*
- *Doctor of Pharmacy*
- *Doctor of Dental Medicine*
- *Bachelor's and Master's in Nursing*
- *Master's in Physician's Assistant Studies*
- *Master of Medical Science in Anesthesiology*
- *Master of Science in Modern Human Anatomy*

Within each of the learning locations, at a minimum all students, faculty and staff must wear a mask and maintain required CDC physical distances. All spaces are planned, evaluated by facilities management, EHS and institutional planning for safety requirements – rooms size, HVAC air handling, additional safety items needed (i.e. air filters, HEPA filters, humidity control, etc). Based on EHS guidance, some courses will have additional PPE requirements. Each course has a COVID-19 official who is tasked to maintain the protocol requirements. The semester ends for most students on December 18th, after Thanksgiving many of the courses will go remote. The spring semester will begin for some students on January 5, 2021. Most learning will be conducted through remote classrooms between Thanksgiving and early January.

The spaces that will be used between Nov. 13 and Jan. 5th are:

- *Multi-Purpose Teaching Labs for dissection by the School of Medicine (Research 1 North);*
- *The Center for Advanced Professional Excellence (CAPE in the Education 1 building) on various days by multiple programs, including the Doctor of Medicine and Physician's Assistant programs for simulated clinical treatment and testing on manikins and Standardized Patients (actors);*
- *College of Nursing clinical simulation learning spaces in Education 1, incorporate manikins and other prosthetics for teaching/ learning;*
- *Physical Therapy learning space for musculoskeletal conditions hands-on training (three rooms in Education 1);*
- *Pharmacy compounding lab space for pharmaceutical chemistry learning (Education 1);*
- *Anatomy Labs for advanced review of cadavers for Modern Human Anatomy (Education 1);*
- *School of Dental Medicine clinics and skills labs. Each space in the dental medicine building has been diagrammed to ensure maximum physical distancing while continuing the programs mission; and*
- *Bioengineering design and building labs for programs in biomaterial synthesis and characterization, design and prototyping, experimental design and execution, and electronics (Biosciences 3).*
- *Various computer testing spaces in Education 2 North and the library that require a proctor and special software, with significant physical distancing.*
- *Research laboratory spaces for lab-based educational and training activities.*

b. Library Space Management

The Library is currently used as a space for students with poor internet access or other home distraction to study. Additionally, we provide space for proctored and high-stake exams. CU Anschutz Community Advocates will be in the library to ensure guidelines are upheld. The library is open through badge access 7am-9pm. Below are the current guidelines in the library.

- *Students must complete the screening protocol in #2 above*
- *Students must reserve a study space*
- *Only 1 person can be in this space at a time*
- *Cleaning must occur when entering and exiting the space*
- *ALL students will need to study inside a room, there will be no common space usage unless it is at the designated computer terminals with specific software*
- *Masks must always be worn, including in rooms alone*

Research Activities

- Clinical Research.*** *Some clinical research activities are being prioritized and curtailed and whenever possible visits are being conducted virtually. New clinical research without a clear therapeutic benefit to the participant has been temporarily halted. Clinical research that is permitted to continue will exercise heightened COVID precautions and screenings to ensure the safety of study participants and research staff.*
- Laboratory-based Research.*** *Laboratory research that began ramping up to a 50% (or below) Pre-COVID capacity in May 2020 will continue largely along the current practices. These laboratories are not densely populated in normal times, and very specific spacing requirements are in place. COVID Officials that have been assigned to all research areas (entire floor or work unit) will continue to monitor density, appropriate mask usage and spacing in their respective areas. EHS will also continue with walk-throughs of all areas several times per week. The volume of all people in all buildings are monitored.*
- Community-based Research.*** *With few exceptions, community-based research must be conducted virtually or remotely with no in-person interactions with study participants.*

Colorado State University System

CSU - In spring 2020 we moved all courses online following Spring Break in March. In summer 2020, we continued with remote instruction and piloted two courses, one undergraduate and one graduate level, in a face-to-face/hybrid modality to better understand what adjustments would be needed in the event we were able to offer courses other than fully online in the Fall. Due to the success of our summer pilots, in Fall 2020 we were able to offer approximately 65% of our courses either in an entirely face-to-face or hybrid modality. The latter involved students participating remotely on alternate days so that classroom capacity limits and six-foot physical distancing could be maintained. Most courses with 99 students or more were moved to a fully online venue with some moving to a hybrid model. We also used large event spaces, such as the ballrooms in the Lory Student Center, to accommodate sections of up to 65 students. Following Fall Break (November 23-27), we moved all classes to remote instruction to mitigate the potential of increased viral transmission because of students traveling over the break.

We ensured that every classroom on campus had disinfecting supplies available, featured prominent signage requiring face coverings, and accommodated physical distancing protocol. In addition, we implemented screening and testing protocols through the Pandemic Preparation Planning team. We have to date seen no evidence of classroom-based transmission or spread of the virus.

CSU Pueblo – CSU Pueblo created a comprehensive emergency operation plan in response to COVID-19 that included business continuity plans from every division, unit, and department on campus. Additionally, following best practice from the Centers for Disease Control and Prevention (CDC) and Pueblo Department of Public Health and Environment (PDPHE), leadership named Dr. Donna Souder Hodge the COVID-19 Response and Planning Coordinator and point person for the duration of the pandemic. The campus transitioned to remote instructional delivery. On April 28, the Colorado Department of Higher Education (CDHE) issued updated guidance reflecting Public Health Order 20-28, permitting institutions to offer in-person instruction for less than 10 students per classroom in programs and courses that cannot be taught online. Institutions were required to inform CDHE, provide information on the course(s) to be taught, and attest to meeting all social distancing and other mitigation requirements. CSU Pueblo followed the guidance and requested that Nursing, and other medical-field related courses, with permission from the Office of the Provost, be allowed to meet on campus in a face-to-face (F2F) environment. All other classes continued online or in a distance modality.

With the June 18, 2020 Public Health Order 20-091, institutions could resume face-to-face instruction, abiding by the classroom limitations outlined in the public health order and further guidance provided by the CDHE and the Colorado Department of Public Health and Environment (CDPHE). To mitigate risk and prepare for a safe fall reopening, all other courses were shifted to an online or distance format for the duration of summer 2020.

For fall 2020, a mix of face-to-face (30%) and online and hybrid courses (70%) were offered to provide students and employees the greatest level of personal flexibility. On Monday, October 26, city-county leadership announced an aggressive two-week mitigation plan to reduce positive cases in Pueblo County. CSU Pueblo reduced in-person staffing to 25% and worked to shift as many courses as possible online, except for clinicals, labs, and research.

Colorado School of Mines

All classes were moved to remote learning for the balance of Spring 2020 semester in March 2020. A small number of classes were held in person mid-summer 2020. For Fall 2020, about 70% of course sections had an in-person component. Students were also given an option to enroll in all remote courses.

The following is a brief listing of procedures, protocols, and modifications to help keep students, faculty and staff safe.

- *Building, office, and classroom occupancies were adjusted to meet public health guidelines and orders. Classroom seating reduced and spaced to ensure appropriate social distancing.*
- *Building and classroom ventilation analyzed to new health standards, and HVAC adjusted as needed.*
- *Mask requirement policy implemented for all buildings and campus grounds.*
- *Video and audio equipment installed in all classrooms so that all in-person classes could be viewed remotely. This significant financial investment helped students access classes who were in quarantine and encouraged students to stay home if they had any symptoms.*
- *Student Residence Hall Housing capacities reduced by 25% to provide for quarantine and isolation space.*

- Partnered with COVIDCheck Colorado to provide on-site COVID testing for students, faculty and staff. Required all students in residence halls, athletes, and fraternities and sororities to test regularly.
- Created a COVID response team to conduct immediate contact tracing.
- Created Oredigger Promise to establish campus expectations and rules, and required all students to complete pre-semester training.
- Significant Information Technology investments to allow remote access for laboratories, engineering software, and remote learning and meeting.
- More information here: <https://www.mines.edu/coronavirus/>

University of Northern Colorado

Much like our peers across Colorado and the nation, UNC has planned for and implemented significant operational changes in response to the COVID-19 pandemic. We are exceptionally proud of the resilience, mutual support, and creativity that our faculty, staff, and students have shown in responding to the difficult circumstances arising from the pandemic and public health restrictions. We are weathering the pandemic because our people understand the importance of continuing our mission and are committed to ensuring that UNC will continue to be a place where we can learn and grow together—no matter the challenges we face. The following first provides a high-level summary of operational changes implemented to address the challenges associated with COVID-19. Then additional details are offered regarding key academic and student life adaptations to address a range of concerns from access to advising to looking after the engagement and mental health of students experiencing isolation.

Overview of Changes

- **Centralized COVID-19 Coordination.** *All major university decisions regarding changes in operations and policy were made in the President's Cabinet; President Feinstein expanded the Cabinet to include the Chair of the Faculty Senate, Chief Information Officer, COVID-19 Incident Commander, and Public Information Officer. UNC launched a Coronavirus Task Force in early February 2020 to monitor the spread of COVID-19 and begin planning for modifications to university policies and operations to address potential impacts. The university has sustained this structure to help coordinate activity across the university and advise the President's Cabinet on critical decisions since the start of the pandemic. A Fall Re-Entry Task Force was also convened at the end of Spring 2020 to begin planning as robust an academic and student engagement experience as possible; a Financial Task Force was convened in the summer to begin addressing a projected \$23 million revenue shortfall for FY 2020-21. University leadership and representatives from the Coronavirus Task Force have also maintained regular communication with the Office of the Governor, leadership of the Colorado Department of Public Health and Environment and Colorado Department of Higher Education, Weld County Department of Public Health and Environment, Banner Northern Colorado Medical Center, UC Health Greeley Hospital, the City of Greeley, and other federal, state, and local partners to coordinate activity aimed at improving health and safety on campus and in the local community.*
- **Communications.** *Since March 2020, the university has sustained frequent, detailed, and transparent communications to provide timely information and updates about the impact of COVID-19, current status of operations, and projected changes to students, employees, parents, prospective students, the community in Greeley and Weld County, and other university partners, including through a Coronavirus site (<https://www.unco.edu/coronavirus/>), Health Alerts site with information on cases on campus and a portal to report a positive case (<https://www.unco.edu/coronavirus/health-alerts/>), weekly COVID-19 digest emails (<https://www.unco.edu/coronavirus/digest/>), weekly Operational Status Update calls (held daily, seven days a week in Spring 2020; <https://www.unco.edu/coronavirus/daily->*

[operational-updates/](https://www.unco.edu/coronavirus/messages/)), and emails from senior university leadership such as the President and Provost (<https://www.unco.edu/coronavirus/messages/>).

- **Rapid Redesign for Online Delivery in Spring 2020.** In March 2020, UNC's faculty members rapidly redesigned their courses for remote delivery. Their quick response ensured students could continue to make progress toward degree completion in the early weeks of the pandemic and waning weeks of the spring semester.
- **Scenario Planning for Fall 2020 and Spring 2021.** As the pandemic continued throughout the spring and summer, multiple scenarios for continuing our academic mission were considered for the fall and spring semester, ultimately resulting in a mix of instructional modalities being utilized: 15% of classes were offered fully in person, 35% of classes in a hybrid model with some face-to-face instruction, and 50% fully online; similar ratios have been implemented in the current spring semester. UNC chose not to make any changes to the academic calendar in both terms. Decisions to offer fully or partially face-to-face courses were made after careful consultation with the Weld County Department of Public Health and Environment, members of the faculty and academic leadership in the colleges and departments, and with students through surveys. The learning objectives of some courses cannot be met effectively through online modalities.
- **Preparation of Shared Spaces and Other Mitigation Strategies.** In preparation for Fall 2020, each of the 124 learning spaces on campus had to be examined to assess its capacity and modified to remove or space furnishings, enhance technical capabilities to accommodate hybrid instruction. We also repurposed several large event spaces such as university ballrooms and multipurpose spaces in our Recreation Center as classrooms. Hand sanitizing stations and cleaning supplies were placed in shared spaces, and custodial crews conducted more frequent cleaning of surfaces and rooms across campus. The university also implemented a mask mandate in public spaces and placed limits on visits within residence halls. UNC's mitigation strategies in classrooms and other shared space across campus met or exceeded CDPHE and Weld County Public Health guidelines.
- **Case Management.** UNC has a robust COVID Response Team that works specifically on case management and contact tracing for students, faculty, or staff that are either confirmed as positive cases, or have had close contact with a positive case and must quarantine. The team works seven days a week, processing both test results and submitted case reports to swiftly isolate or quarantine members of the UNC community to prevent the spread of COVID-19. Each individual identified in our case tracker receives personalized instructions on how to proceed and is given the opportunity to ask questions and get assistance from campus resources. Since the beginning of the fall semester, the COVID Response Team has handled over 2,200 UNC students, faculty, and staff contacts. Total positive cases and quarantines affecting the UNC community through January 13th include:
 - Employees: 53 positive cases/isolations and an additional 89 quarantines
 - Students: 528 positive cases/isolations and an additional 850 quarantines
- **Testing.** UNC has administered PCR-based tests through the Student Health Center since Summer 2020 and rapid antigen testing since Fall 2020. In Fall 2020 and in partnership with the Colorado Department of Public Health and Environment, we also began hosting a Curative testing kiosk providing free oral swab PCR testing to students, faculty, staff, and members of the community six days a week. In its first week of operations, the kiosk shattered Curative's records for the number of tests administered in a single day. CDPHE recently extended its agreement with Curative, allowing continued operation throughout the spring. We also started conducting regular surveillance testing of residence hall students in the fall—with a quarter of residents being given access to testing each week—and student-athletes participating in workouts, practice, and competition (student-athlete testing was conducted by athletics trainers and medical staff and processed with support from COVID Check Colorado). In Spring 2021, all residence hall surveillance testing is being handled through the Curative kiosk and we are optimistic

we will see increased student participation given the relative ease of oral swabbing as compared to nasal swabbing. UNC has not required testing for the general student or employee populations, but has encouraged frequent testing, especially given our community's access to free testing services.

- ***Residence Halls and Quarantine/Isolation Rooms.*** *Residence halls have remained open continuously, but with reduced numbers of students. To ensure appropriate quarantine and isolation protocols, approximately 82 residence hall rooms with private restrooms and appropriate ventilation were limited to single occupancy and taken out of our general inventory to be used as quarantine and isolation rooms. This included one full residence hall and additional rooms in other halls. We hosted nearly 300 on-campus stays in quarantine and isolation rooms in the fall semester, with lengths ranging from a few days to two weeks. Each of those stays required meal delivery for three meals per day.*
- ***Dining Hall Operations.*** *Dining halls remained open throughout the fall semester and offered a range of options, including dine-in service, carryout, and prepackaged Gourmet-To-Go meals; capacity for dine-in service was determined and sometimes limited by public health orders and Weld County's COVID dial classification.*
- ***Employee Remote Work.*** *Many UNC faculty and staff have worked remotely since mid-March 2020 to reduce building density for overall public health, and for personal health. However, certain staff such as staff in dining services, police, and facilities have continued to provide essential on-campus services. Throughout Fall 2020, academic, student support, and administrative offices provided a mix of in-person and remote services.*

Additional Information on Academic Adaptations

UNC is committed to ensuring students can continue to make progress to degree completion and meet the learning objectives in their individual courses and academic programs of study, recognizing both the preferences of students for hands-on instruction and the necessity that some courses and learning experiences can only happen in an in-person environment. UNC chose not to make any changes to the academic calendar for Fall 2020 and Spring 2021 after consultation with faculty leadership and students. Importantly, for Fall 2020 and Spring 2021, faculty members identified the course modality that best enabled them to achieve class learning objectives. Faculty sought creative and flexible solutions to continue teaching in person or to enhance the quality of hybrid and online instruction. For example, the School of Theater and Dance worked with Facilities to mark the floor of Gray Gym with 9-foot squares so students in dance classes could continue to practice choreographed dances together as a troupe while maintaining social distance. A professor in Natural and Health Sciences divided her lab class and alternated the weeks when students would participate in lab experiments in person or remotely. Students in the lab would conduct the experimental steps, while students participating remotely would observe, collect and analyze data, and complete an additional assignment; the students who participated in person and remotely would later collaborate to complete final lab reports. Several faculty members also lectured in outdoor spaces whenever weather permitted.

Course Modalities in Fall 2020 and Spring 2021

In Fall 2020, UNC offered courses through a mix of instructional modalities: 15% of classes were offered fully in person, 35% of classes in a hybrid model with some face-to-face instruction, and 50% were fully online. We expect Spring 2021 to be much like Fall 2020. However, to prepare for a possible post-holiday spike, faculty teaching courses with an in-person component were encouraged to move the first 2-4 weeks of their courses fully online if they felt it was possible to successfully start the term in this manner. For Spring 2021, 47% of courses have an in-person component (only 13% are fully face-to-face). According to data from fill rates, students are equally likely to be enrolled in fully online courses as hybrid courses (70% and 71% fill rates, respectively), and slightly less likely to be enrolled in face-to-face sections (55% fill rate). We do not have sufficient data to

determine whether this is the result of student preference or simply a function of the range of course modalities that are possible for our faculty to utilize given space constraints.

Access to Courses for Students in Isolation and Quarantine

All faculty were expected to provide the following asynchronous accommodations to any student who reported symptoms or was subject to quarantine or isolation:

- a. The alternative presentation of any course content delivered in a synchronous or face-to-face setting (e.g., recordings and/or detailed notes, annotated power point slides, annotated course readings, etc.).*
- b. An alternative/make-up assignment to any graded, in-person activity (e.g., a short reading reflection/response to a discussion board prompt as a substitute for attendance/participation grades).*

Other Accommodations for Online Learning

While it was not possible to offer a purely online version of every course, faculty were encouraged to accommodate individual students who requested online-only versions of face-to-face or hybrid courses with “shadow sections” whenever it was possible to achieve clearly defined learning outcomes. These shadow sections run parallel to the main courses, but are coded as fully online to ensure the university is in compliance with state and federal reporting requirements.

The pandemic also exposed the numbers of students who relied on computers and on-campus wireless networks to access course materials online. When courses went entirely online in the second half of Spring 2020, we began to hear from many students who lacked access to a laptop and others who did not have reliable internet access at home. Between Spring 2020 and Fall 2020, the university loaned a total of approximately 400 laptops to students in need. We also shared information about reduced-cost internet plans providers made available to students during the pandemic. Beginning in Fall 2020, we reduced density in lab spaces by relocating computer workstations throughout lounge areas in buildings such as the University Center.

Advising, Tutoring, and Academic Support

Equally important to student academic success are changes that were made to advising, tutoring, and other academic support services. The biggest change was expanding online access to advising and tutoring services. This required adopting the regular use of platforms such as Zoom, Microsoft Teams, Microsoft Bookings, Navigate Campaigns, and TutorTrac appointment links. Websites were updated to inform students about how best to connect with advisors and tutors. Most advising centers maintained 8:00 a.m.-5:00 p.m. hours in their physical offices with reduced staff. Some professional advisors developed and published advising shells in UNC’s learning management system, Canvas, to communicate important advising deadlines and store advising documents often used in in-person appointments. Centralized Student Academic Success staff collaborated with college-based professional advisors, Tutorial Services, and University 101 to expand web-based academic support resources, creating new guides with strategies and tips for online learning (<https://www.unco.edu/student-academic-success/academic-success/academic-success-resources/>). Advisors collaborated with the Center for the Enhancement of Teaching and Learning to create new online resources and video tutorials on remote advising for faculty advisors (<https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/remote-advising.aspx>).

To support early identification and outreach to students needing additional support in registering for classes, UNC developed a new student survey and embedded an innovative feature that allows students to request real-time support from advisors and financial aid counselors. The percentage of students requesting support increased from 20% in Spring 2020 to 25% in Fall 2020. UNC intends to continue administering this survey each

term as a retention strategy. We have included the real-time request for assistance in other surveys since Spring 2020 and will continue to use this feature, whenever appropriate.

Tutorial Services offers peer-led tutoring (individual and group) and supplemental instruction for approximately 130 undergraduate course offerings. Prior to Spring 2020, all tutorial services were provided in-person through scheduled appointments, on-campus satellite centers, and extended drop-in evening hours. In response to COVID-19, UNC added online tutoring to ensure accessibility when students were unable to take advantage of in-person services. Prior to Thanksgiving, approximately 60% of the appointments requested during Fall 2020 were for in-person assistance. Feedback collected from evaluations at the time suggested that students prefer to be tutored in person, but appreciate the online option. After the Thanksgiving break, Tutorial Services reduced their in-person options in response to expanded COVID-19 restrictions; in these final weeks of the fall semester, 42% of the appointments were held in person and 56% online.

Budget constraints required reducing the number of peer tutors from 70 to 42 in FY 2020-21. Additional resource investment in this area would be beneficial to student success, but has not been possible in the current budgetary environment.

In addition to the services provided by Tutorial Services, the Writing Center, which serves both undergraduate and graduate students, offered expanded email and video services. Utilization of the center's services increased 30% in Fall 2020 as compared to Fall 2019 and included 549 email consultations and 146 video consultations. Writing Center services are an important resource, particularly for first-year students transitioning to college, who make up 44% of the appointments.

Satisfactory/Unsatisfactory (Pass/Fail) Grading

UNC's Faculty Senate, following many examples nationwide and in response to student concerns, adopted a policy allowing student to choose an "S/U" (UNC's name for pass/fail) grading option for any course they completed in Spring of 2020. This acknowledged the disruption that students and faculty experienced in accommodating a shift to teaching and learning online. For students who struggled academically S/U grading avoided possible academic probation and suspension. Overall UNC saw a 40% decrease in academic probation and suspension, giving students an increased opportunity for success during this challenging time. In Fall 2020, the Faculty Senate decided to extend that option for another semester, realizing that while everyone was doing their best to adapt to online and hybrid courses, many students and faculty still found these modalities more challenging. About 15% of undergraduates and less than 1% of graduates availed themselves of this option. Our campus is currently evaluating whether the ability to take some or all courses on an S/U basis should become a permanent feature of the UNC grading policy.

Extended Withdrawal

Because learning conditions during the pandemic were much more challenging for many of our students, UNC extended the individual course withdrawal deadline from the 8th week of term, to the last week of the semester. This allows students who are struggling in a course more time to work with their instructors and our academic advising support services in the hopes of completing successfully, while still affording them the opportunity to drop the course if these efforts prove unsuccessful. Students and faculty overwhelmingly agree that this will continue to make sense even after the pandemic, and we expected it to be adopted as a permanent policy.

Additional Information on Student Life Adaptations

UNC has also had to make a number of significant changes in an effort to enhance the student life experience and access to vital support throughout the pandemic. We have sought to develop and implement creative, responsive solutions to meet the needs of our students and ensure they can have the best experience possible while

doing what we can to maintain the health and safety of our community. The list below identifies various efforts to keep students engaged, tend to their mental health, and provide support during the pandemic. The mental, emotional, and physical distress students experience from isolation, disconnection, lack of belonging, homesickness, and loneliness can cause immediate strain and foster the development of mental health issues. The initiatives below describe the intentionality with which UNC's Division of Student Affairs staff have worked with campus partners to develop a strong sense of belonging, connection, and inclusion to foster student mental well-being.

Sustaining Connections and Providing Support

UNC went to extensive lengths to create opportunities for student connection in a time when many have felt isolated. We kept students engaged with one another and the campus through engagement, leadership, programming, and employment. Colleagues at sister institutions indicated UNC's level of engagement with its students was significantly higher than their own.

- *In Spring 2020, many students' on-campus jobs—an important source of income for some—were disrupted by pandemic-related closures. UNC continued to pay student employees whose on-campus jobs were affected, even when students were not able to work remotely.*
- *Beginning in Fall 2020, all first year students, both residential and non-residential, were assigned to a residence assistant or RA for support. Normally, only students who live on campus are assigned an RA.*
- *The Division of Student Affairs also coordinated outreach phone calls to students. Staff volunteered to call a list of students to check in on how they were doing and to provide support and assistance. Students indicated their appreciation for the outreach.*
- *The Student Senate fee allocation process was modified to accommodate an increase in virtual offerings. For example, the Center for Peer Education purchased access to Headspace, a mindfulness and meditation, to provide this resource to all students.*

Critical Contributions to Outreach, Engagement, and Student Support Across the Division of Student Affairs

A number of units within the Division of Student Affairs also led critical initiatives to help ensure students maintained access to services such as counseling and disability resources, as well as services that help to build community, meet student needs, and sustain the mental health of students in a very stressful time.

- *The **Counseling Center** transitioned to remote services in March 2020 and will continue to be remote throughout the pandemic since it is located above the student health center and shares an entrance and air handling system with the clinic. Remote services have been well received by the student community. We facilitated 3,130 counseling appointments in Fall 2020, a number similar to Fall 2019.*
- *The **Disability Resource Center** has continued to receive a steady number of requests for services such as exam requests and notetaking as more classes have gone online due to the pandemic. Requests for services have not increased during this time.*
- *The **Office of Student Life** worked with cultural and resource centers to offer “activities” in a bag. Bags contained materials and how-to lessons for crafting such as knitting, building projects, and puzzles to offer a creative outlet for stress. Students could also attend virtual workshops to engage with other students as they worked on their projects. The office also partnered with the College of Performing and Visual Arts to provide students with a box of art supplies to create COVID-19 “inspired” reflection art to be displayed on campus in the future. In a gesture of goodwill and community, the Office of Student Organizations and Office of Student Life developed the United to Nurture our Community card distribution program. Students and community members chose a group of such as nursing home and assisted living residents, healthcare staff, and UNC students remaining on campus) and the OSL/OSO staff would write a message to send to these individuals. A wide range of events were also hosted, including several Virtual*

Caricature Friday events where students, faculty and staff were able to have a caricature drawn in real time by a remote artist.

- **Bear Pantry**, a collaborative initiative on campus to assist students in our community facing food insecurity, shifted its in-person operations to offering grab-and-go bags and dining services meal swipes during the pandemic.
- **Campus Recreation** continued to offer services, even when public health restrictions led to the closure of facilities from March 17 to August 20, 2020. During the shutdown, staff adapted several programs to take place remotely such as virtual group fitness, personal training, and solo intramural challenges. The Fitness and Wellness program launched an expanded social media platform, which offered fitness programs Monday through Friday on Instagram and Facebook during March and April. During the final months of the spring semester, outdoor pursuits also offered virtual engagement workshops on its Instagram page, which now has 3,000 followers. Some engagement workshop topics included cooking tips, bike maintenance tutorials, and outdoor skills such as fire building. Once the facility reopened, space and equipment were quickly modified for student use. Over the course of three to four weeks, we adapted the facility to comply with state and institutional COVID-19 requirements. We also expanded cleaning shifts. One of the biggest accommodations involved moving thirty pieces of equipment into our small gym to operate as an auxiliary strength and conditioning space. As a result of being strategic with equipment spacing throughout the building, we were able to keep 92% of equipment accessible for use.
- UNC's **Cultural Centers** and **Office of Equity and Inclusion** chose to embrace the momentum from significant movements over the summer and developed programming to match students' interests in being involved in addressing social injustices. Webinars were offered ranging from empowering black men in leadership, community conversations on race and communities of color, and included an address on *Challenges of Leadership in Democracy* featuring former Secretary of Defense Leon Panetta. The centers also hosted a *Student Success Series*, a monthly series of themed academic, mental, and professional development workshops designed to ensure students of color are prepared with skills to promote health and wellness. Themes included *Budgeting and Financial Health*, *Coping with Test Anxiety*, and *Healthy Relationships*. To support mental health wellness, the cultural centers have a .5 FTE liaison counselor dedicated to supporting students who utilize the centers. Staff also offered continuous student support related to isolation, emotional health, and fears about the pandemic, employment, self and family illness, and safety.
- The **Gender and Sexuality Resource Center** made a liaison counselor available to students utilizing the center. All affinity groups were moved online to support students with the tools to be able to socialize, foster interests, and combat the effects of isolation with other students in a virtual safe space. Affinity groups include LGBTQ+ Graduate Affinity Group, Queer & Trans People of Color Affinity Group (QTPOC), Queer Book Club, and Transgender and Non-binary Affinity Group.

Outcomes: Student Experience

UNC continues to examine student success outcomes and evidence of the efficacy of our practices and interventions through available data. Throughout the pandemic, we have conducted regular surveys as a means to assess students' experiences and needs; we have also monitored the success of changes that make advising, tutoring and other academic support more accessible to students.

Findings from UNC Student Experience Surveys

Since March 2020, UNC has conducted five surveys to examine the impact of COVID-19 on UNC students. Surveys were administered in May and November to students who had not registered for the next term. Surveys of continuing and new, first-time students were conducted in Summer 2020. A student experience survey was

also administered during Fall 2020. Results of these surveys were shared broadly across campus with faculty, academic and student affairs leaders, professional advisors, and other student support staff.

While each survey had a slightly different focus and survey population, the information contributed significantly to UNC's COVID-19 response plans, outreach and support efforts, and faculty development for online course design and instruction. Common themes across all surveys include the following:

1. The financial impact of COVID-19 is the greatest source of concern for UNC students.
2. In addition to financial aid, students consistently report needing greater access to mental health services, advising, and tutoring. While some students also reported issues related to access to technology, this does not seem to be a problem for most UNC students.
3. Online instruction has generally worked well for many students and some prefer it due to the flexibility it provides. However, most undergraduate students prefer a more traditional college experience with face-to-face instruction and out-of-class opportunities for interacting with peers and faculty.
4. Students' feelings of belonging and sense of connection with peers and faculty have been negatively impacted by the need to move courses to remote or hybrid modalities and social distancing requirements on campus.
5. Students are generally satisfied with how UNC has responded to the pandemic, the university's efforts to maintain a safe environment, and communication about changes resulting from COVID-19.

Reduced opportunities for interacting with faculty and peers is taking a toll on students, some of whom report feelings of isolation, lack of connection, and challenges making friends. In response, UNC has modified existing and developed new programming and support services for remote delivery, expanded faculty development resources for engaged online teaching, and created a best practices online classroom template that was implemented in 1,400 classes during fall semester. Overall, students report that their courses in the online learning management system (Canvas) are clear and well organized.

UNC asked students about their motivation and their confidence in their ability to learn during fall semester. Students generally report high levels of motivation to do their best in their classes. Most students are also confident in their ability to learn the material. However, some students reported challenges to learning in an online environment based on factors such as their own learning preferences and styles, lack of face-to-face interaction with faculty and peers, and some problems with instructional practices in their online courses.

UNC surveyed students about levels of satisfaction with campus operations during Fall 2020. The areas garnering the highest levels of satisfaction included the following:

1. Library services ($M = 4.96$ on 6-point satisfaction scale)
 2. UNC's efforts to maintain a healthy environment on campus ($M = 4.64$)
 3. Communication from the university related to COVID-19 ($M = 4.57$)
- All items included in the satisfaction section of the survey scored above 4.0 on a 6-point satisfaction scale except for opportunities to participate in out-of-class activities ($M = 3.47$).

Results of Advising, Tutoring, and Other Academic Support and Interventions

Results of remote advising, tutoring, and other academic support have been mixed. Rapport is more difficult to build, reducing the student connection to and engagement with campus that is foundational to academic success. However, a positive outcome for students is that contact times are not limited to traditional office hours, which appears to better suit students and may have contributed to increased usage.

As an example, UNC's advising process includes "progress reports" (early alert) targeting approximately 2,000 undergraduate students (first year through senior year). The request for feedback typically focuses on students who are experiencing difficulty in class or could benefit from additional support. The faculty response

rate to progress reports this fall (2020) was 85%, which reflects an ~ 8% improvement in responses as compared to Fall 2019. This increased response rate results in more intensive advising and other supports, which should yield improved GPAs, credit completion, persistence, and graduation rates. Table 1 below provides prior comparative data illustrating the expected differential in outcomes from more intensive advising (Spring 2018) as compared to Spring 2017.

Table 1. Historical Outcomes Associated with Supporting “Students of Concern”

Metrics (next Fall term)	Spring 2017 Students of Concern	Spring 2018 Students of Concern
Average Cumulative GPA	2.82	2.94
Average Credit Completion	89.5%	91.9%
Persistence Rate	74.4%	75.9%
Graduation rate	7.8%	10.1%
2.4% GPA Improvement for Spring 2018 students of concern	8.1% Increase in attempted credits for Spring 2018 students of concern	2.0% Persistence rate improvement for Spring 2018 vs. Spring 2017 students of concern

Outcomes: Public Health

To date we have no evidence of in-person transmission connected to any classroom. Early in the fall semester, UNC’s efforts around health and safety protocols, social distancing, and surveillance testing kept the level of virus transmission manageable. In September and October we had 32 and 77 positive cases, respectively. However, with the level of community spread significantly ramping up in November and December, UNC’s population experienced a similar spike in cases (270 and 82 cases, respectively) as within the local community. Many faculty teaching hybrid or face-to-face courses moved their courses fully online after the Thanksgiving break. We are hopeful that in early spring we will see community transmission rates fall; lower rates, coupled with access to a vaccine and much more robust testing capacities (thanks to a partnership with CDPHE that has resulted in a free testing kiosk on campus open six days a week), will allow UNC to return to activities like we had in early fall and prior academic years.

- b) Discuss the effectiveness of these policies in preventing and containing outbreaks and how you expect the spring semester may look different.

University of Colorado System

Throughout the CU system each campus had unique circumstances which have been and continue to be addressed. Campus specific discussions are provided below.

CU Boulder Response

CU Boulder used metrics, such as monitoring, daily health questionnaires, wireless data, diagnostic testing and conduct/law enforcement data to monitor how our CU community was experiencing COVID-19. When it saw spikes or increases, the campus was able to create communication and strike teams to address the trends.

In late September, there was a significant surge (6+ outbreaks in our off campus large housing units). The campus was able to create a remote plan, mobilize services and support, and enforce student conduct to bring that surge down rapidly. As a closed system (MOU with BCPH that delegates authority) CU Boulder has been able to create public health offices and clinics that allow our campus to support faculty, staff and students.

UCCS Response

UCCS's efforts showed a high level of effectiveness as there were no outbreaks due to classroom or campus activities. UCCS will continue its prevention policies and protocols in the spring semester and continue to operate with a commitment to the prevention and spread of COVID.

CU Denver Response

CU Denver is planning a similar return in Spring 2021 as in Fall 2020. The campus has approximately 20% of classes with an on-campus component or experience. In Fall 2020, CU Denver did not experience ANY outbreaks of COVID-19 in classrooms. It implemented social distancing as well as limited capacities for classrooms. These actions will continue in Spring 2021 and we hope that we will again see no or few outbreaks of COVID-19 in classrooms.

As for housing, the CU Denver campus continues to have one student per room and believe that between limited occupancy, active programming, and good decision-making by our students outbreaks will be kept to a minimum.

CU Anschutz Response

To-date the CU Anschutz campus has experienced a very small number of outbreaks, and only one program was shifted to online learning for a two-week period. The policies and procedures in place during the fall term will continue moving forward to ensure we can continue to deliver on our mission and ensure the safety of our students, faculty, and staff.

Colorado State University System

CSU - Public health/contact tracing data during the Fall 2020 term did not identify any classroom or academic related spread of COVID. Enhancements for the Spring 2021 term include the deploying of a robust tool for classroom contact tracing and increasing contact tracing human resources (14-22 FTE). Due to the effectiveness of the Fall 2020 strategies deployed and the enhancements for Spring 2021, we do not anticipate that potential classroom spread and/or potential classroom outbreak will be a significant issue.

In working with a local company, we were able to build and deploy unique sanitization stands that included both hand sanitizer as well as wipes to allow for use in sanitizing surfaces.

From March through December, significant efforts and resources were deployed for enhanced cleaning efforts, furniture moves, Plexiglas installs, space planning and mapping, testing planning and setup, HVAC air flow changes, enhanced filters, and replacements, etc.

CSU Pueblo - We believe that testing of athletes was sufficient in fall 2020, but we are aware that risk was considerable among resident students, on-campus faculty and staff, and others who were not required to test regularly. Testing during fall consisted of point-of-care testing, primarily, and did not include surveillance testing for general populations of CSU Pueblo students and employees. As a result, we faced approximately 16 outbreaks across campus (defined as 2 or more linked cases in 14-day window). We believe that we can drastically mitigate risk with required, weekly testing of all students and employees who are living, learning, working, or participating in on-campus activities. As a result, the spring 2021 CSU Pueblo plan considers 1) the risk associated with the weeks immediately following January 1st, 2) the increased safety that expanded

testing and contact tracing can provide for limited in-person living and learning at CSU Pueblo, 3) the likelihood that widespread access to the vaccine by late spring/early summer will create new and improved opportunities for expanded and safe in-person living and learning by April or May.

Beginning January 18, all classes will start on schedule and remotely, with exceptions for health sciences and Nursing courses, approved in advance by the provost. The instructor(s) for any classes approved for in-person learning will contact students directly. Otherwise, classes will be remote for the first two weeks.

We have contracted with a robust testing and contact tracing partner, which will allow us to safely expand in-person learning, living, and student support services for spring 2021. Our own considerable efforts to expand testing and contact tracing, paired with the planned schedule for Pueblo's access to the vaccine, give us renewed hope for expanded in-person learning this spring and a more active summer and fall 2021. Beginning in the spring semester, CSU Pueblo will be collaborating with Spartan Medical to provide NO COST COVID-19 testing to all students as part of the existing coverage students have through the Wolfpack Wellness Center. Likewise, all employees who are living, learning, and working on the Pueblo campus will continue to have access to free COVID-19 testing, both antigen and PCR, thanks to our new partnership.

Based on the recommendation of the Pueblo County Public Health Department and pursuant to the Public Health Emergency Response Policy, the University is requiring that all students and employees who come to campus be tested. The Policy states, "in response to a public health emergency or potential health emergency, the President of CSU Pueblo, in consultation with the Chancellor of the CSU System, may take such action as needed to comply with public health emergency guidance and recommendations." Testing will be required at every level of the Colorado COVID-19 Dial. Failure to comply with the testing requirement may result in removal from campus or student housing, if applicable.

Colorado School of Mines

While we did have cases among students, we were able to mitigate outbreaks. Keys were regular testing, contact tracing and isolating positive cases as soon as possible. We did not have any documented transmission in classrooms or teaching laboratories. The cooperation of students in following procedures and wearing masks was also very important. As a result, we were able to get to the Thanksgiving Break with in-person learning.

For Spring Semester, we are expanding testing availability and contact tracing teams. We anticipate having more in-person learning experiences and look to have more other in-person student activities and programming.

University of Northern Colorado

See response to 1a.

- c) [Rep. Ransom] How are students doing in response to these changes? Are they learning? What is the level of satisfaction (or not) with FY 2020-21 operations?

University of Colorado System

CU Boulder Response

- *Student academic performance:*
 - *Boulder is currently gathering and evaluating data regarding students' grades in fall 2020, as compared to grades earned in the same classes in fall 2019. This will give Boulder good information on student performance during the pandemic vs. before the pandemic.*
- *Student satisfaction with academics:*

- In October 2020, Boulder administered the annual Follow-Up New Student Survey to new undergraduate students during their first semester. Response Rate: 1,986/7,665 = 26%.
- The results showed that students feel better about the start of their academic life during the pandemic than their non-academic life. Almost three-fourths (72%) of respondents agreed that their academic life at CU Boulder was off to a good start. Fewer than half (44%) of respondents agreed that their non-academic life was off to a good start.
- Students did express that remote learning is more challenging and less fulfilling than in-person learning. Many feel that remote learning impedes learning, motivation, test performance, and connection to professors and other students.

UCCS Response

By mid-January UCCS will have more analyses of how students evaluated their courses and whether their evaluations differed by how the course was delivered. Meanwhile, the campus does have grade distributions on hand and it is a mixed bag of results. In the new instruction modes, we see a slightly larger proportion of both A grades and DFIW grades (drop, fail, incomplete, withdraw) compared to the grade distribution in all types of courses last year (Fall 2019). Within the new instruction modes, there are differences in that students performed best in the Hyflex mode whereas they struggled more in the Remote Asynchronous mode. Considering other ad hoc resources like student and faculty surveys, the campus is learning that (a) the hyflex mode that mixes in-person and distance learning is successful and it might be more accommodating to our students' needs than anticipated whereas (b) the remote asynchronous mode that does not have in-person or regularly scheduled meeting times online – practically no interaction -- is not as successful. Below are two charts (Chart One and Chart Two) regarding the grade distributions.

Chart One:

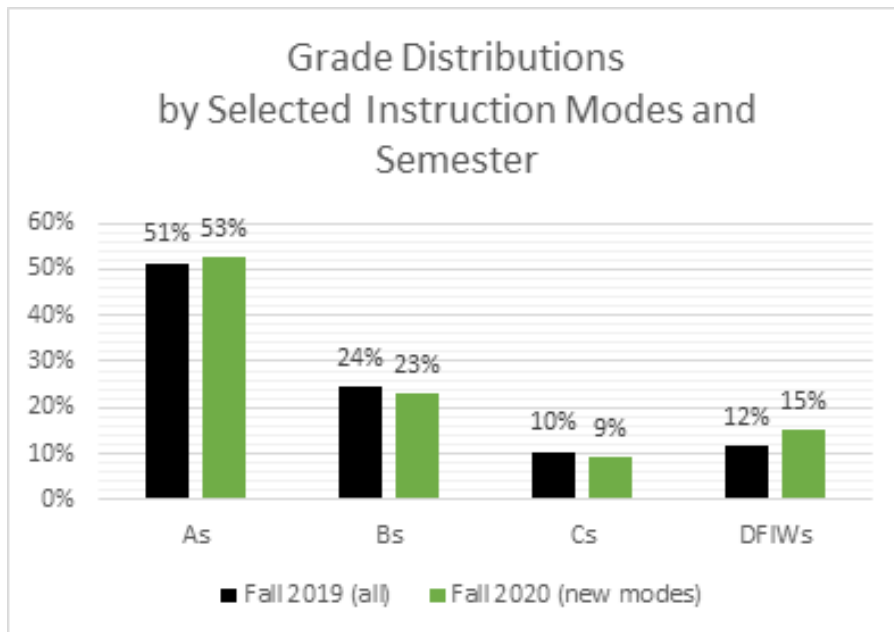
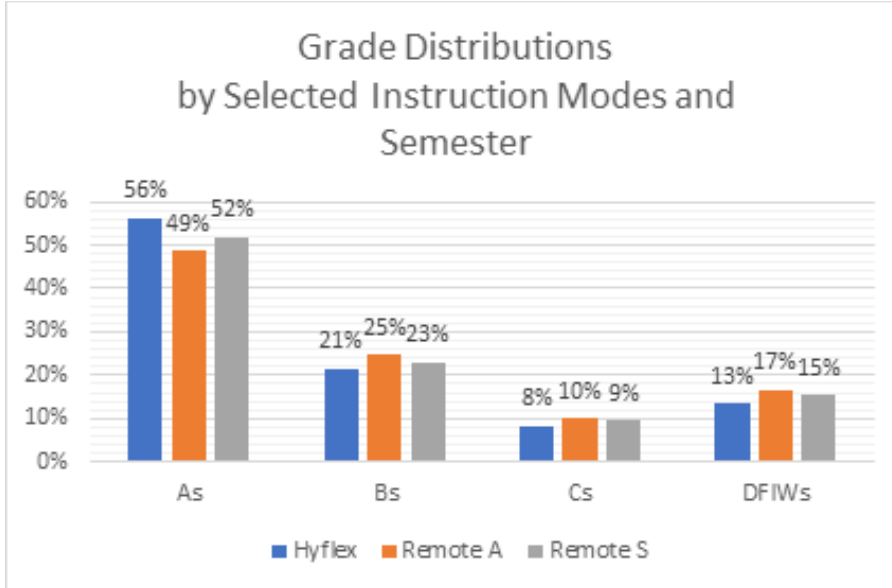


Chart Two:



CU Denver Response

CU Denver continues to evaluate the data from Fall 2020 to evaluate impacts. Anecdotally, the campus has observed a reduction in course withdrawals which we hope demonstrates that remote activities did not lead to lower grades and negative outcomes. From faculty there were positive changes noted with remote/online including greater and broader course participation. Many faculty observed that there were more students who engaged on zoom, on chats, and in other modalities than in the typical classroom setting. The campus' schools and colleges are implementing a review process during January/February to prepare for Fall 2021 and identify best practices that can be adopted from Fall 2020.

Regardless, there is a group of students for whom remote/online was not as successful. CU Denver has an individualized outreach process to students who were not academically successful in Fall 2020 in an attempt to keep them engaged until we are able to offer more in-person activities.

CU Anschutz Response

We have responses from school/college surveys, the results of which have been mostly favorable from a student experience and satisfaction standpoint. From a campus wide perspective, we have seen student needs increase in the areas of financial support and mental health resource access.

Colorado State University System

CSU - We supported all our students by moving the course withdrawal date to the last day of classes in spring and fall. We also allowed students to choose Satisfactory/Unsatisfactory (S/U) grades in place of traditional letter grades. This had a positive impact in reducing the number of students who moved onto academic probation, and we speculate that it also had a positive impact on retention. Initial data suggest these measures helped all students and especially those from marginalized backgrounds.

Fall 2020 Institutional Data

- First-time full-time Fall to Fall retention rate for the Fall 2019 cohort increased to 85.3%, up from 83.2% for the Fall 2017 cohort.

- *The overall racially minoritized student retention has fluctuated, largely remaining flat for Latinx and Native American students, being volatile for Asian students, and decreasing for consecutive cohorts since 2013 for Black/ African American students.*
- *Fall 2016 cohort realized the highest four-year graduation rate in 15+ years of 47%, six-year graduation rate is 69.7%.*
 - *We have had four consecutive years of progress closing our graduation/ opportunity gap for racially minoritized compared with white students.*
- *Both the University withdrawal rate and probation rates were down in SP20 compared to SP19.*
- *During Spring, Summer and Fall 20, to prepare our Faculty for the move to remote and hybrid instruction, CSU offered several professional development opportunities with the following outcomes:*
 - *422 instructors completed one or more of eleven 12- to 15-hour courses, for a total of 13,548 completed professional development hours.*
 - *Seventy 60- to 90-minute webinars, workshops, and other brief events were offered, with an estimated 980 enrollments.*
 - *CSU staffed a chat/phone support service for instructors 7 AM – 8 PM, seven days/week in the early months of the pandemic and 8 AM – 5 PM Monday - Friday for a period after that.*

In Fall 2020, we surveyed a sample of almost 20,000 students with ~1,700 respondents. The respondents are representative demographically of the total undergraduate student populations by racially-minoritized status, first-generation status, and disability status. Female students are slightly overrepresented. The survey was open from October 8 through October 19.

Salient results:

- *While most respondents have access to the internet as well as the hardware and software needed, many struggled to find physical space conducive to learning remotely. We generated and shared ideas with our students of how to help mitigate those issues. We also communicated to students, parents, and to staff who work closely with students (e.g., academic advisors) that if students have financial barriers to having the hardware/software they need, they should go to Student Financial Aid for assistance.*
- *Students reported on a scale of 1-7 that courses challenged them to do their best work, with the mode response being a 5. About 15% of respondents did not feel courses challenged them to do their best work. This may be tied to some of the qualitative comments about “busy work” in courses. It was discussed how important it is that faculty make explicit the connection between low-stakes assignments and larger assignments and learning outcomes.*
- *Overall, the highest quality of interactions reported by students were with faculty, advisors, and other students (in that order). However, the reported quality of interactions with student services and administrative staff were also high; about ¾ of respondents scored those interactions at least a 4 out of 7.*
- *While sense of belonging was very similar across student class level and first-generation status, it was lowest for Black/ African American students. This yielded important information about how we can better support marginalized populations on campus.*
- *First-generation respondents reported feeling less supported, academically, than other respondents, and only 54% of Black/ African American respondents reported feeling that CSU emphasizes providing support for their overall well-being. This finding is consistent with the previous bullet point.*
- *Most respondents (37%) reported very little to no concern about complying with health protocols (masks, social distancing, etc.). However, respondents were slightly more concerned about others following the protocols.*

CSU Pueblo - CSU Pueblo students have proven to be resilient in these times of change and are still actively learning and engaging with the campus. As would be expected, some students are excelling more than others, but our campus is making every effort to provide flexible learning opportunities and support services that enable their success.

To understand the experience of students in the remote learning environment and what we can do to enhance this experience, we conducted a survey. The survey provided students an opportunity to share their experiences and thoughts on learning experiences and learning spaces. The survey was facilitated via Google Forms, and student responses were prompted via the blackboard landing page, a text notification via the SEAL Office, and through a tabling event facilitated by the Associated Student Government (ASG). Questions were formed in collaboration with the ASG leadership and vetted by a subcommittee of the Flexible Learning Spaces of the Future. The survey was completed by 10% of the total student population.

A key theme of discomfort and frustration with adjusting to COVID restrictions on all ends of the spectrum is apparent. Many students shared discomfort with any in-person campus interactions and adherence to safety measures, while others were frustrated with the restrictions in place. Many students are having trouble with adjusting to a primarily online model of learning and are hopeful that it will not be a long-term reality in their educational experience at CSU Pueblo.

Another key theme in the survey results is a frustration regarding consistency and quality of instruction in online settings. Of the students surveyed, nearly 39% of students noted issues with instructor usage of Blackboard. In the optional comments area, many students expanded on the sources of frustration regarding usage of the Blackboard platform. A key source of frustration shared by students was instructor organization and consistent usage of Blackboard. While the usage of additional platforms such as Nearpod can enhance the online learning environment, it is crucial for students to be provided consistent organization of course materials and assignments provided via the Blackboard shell. Addressing these issues campus-wide will likely have a positive impact for online/hybrid student experience.

In terms of on-campus supports, many students shared comments about the importance of access to the Library and Academic Resources Center (LARC). Many students shared a request for expanded hours in the LARC, and others were concerned with the LARC closing after Thanksgiving Break. It is strongly recommended that the LARC do everything possible to maintain (and expand) hours available to best meet the needs of student learning. A key additional concern shared by students is access to digital materials (including Wi-Fi itself and convenient places to use it). Reliable Wi-Fi is an institutional priority, though it is made especially vital as so many students are connecting to classes virtually via Wi-Fi while on campus. It is recommended to keep the issue of strengthening Wi-Fi connectivity in all areas of campus a technology priority.

Regarding academic support, many students shared a discomfort with utilizing tutoring support. Other students shared a desire for expanded tutoring support in both the breadth and level of courses. Presently, tutoring support on campus heavily favors first-year and second-year coursework. Feedback from this survey suggested a need for expanded support, as well as strategic work to minimize discomfort for students in utilizing tutoring support.

Above all else, the strong student response to the survey and the copious additional feedback provided alludes to the importance of continuously checking in with our students. Students are eager to share about their experiences and bring forward great ideas on how to address their difficulties. In the interest of honoring a

student-centered approach to teaching and learning at CSU Pueblo, it is recommended that we create a culture of outreaching and proactively responding to student feedback by acting upon great ideas and areas of concern.

Response to Survey:

Learning Spaces/Technology Upgrades: The data collected in this survey has directly contributed to supporting arguments in expanding future learning spaces and technology supports for students and instructors. In addition to petitioning for funding resources via grants and other opportunities, some immediate actions that can be taken are enhanced signage and marketing to students of open-study spaces and classrooms available for student use. Additionally, the IT Team is pinpointing reconfiguration of campus Wi-Fi to create better coverage.

Quick Resource Guide for Students: Inspired by the feedback shared in this survey, thoughtfully developed quick reference guides were developed for students to successfully navigate the wrap up of the fall semester. These guides focused on successfully completing the semester academically, resources available, and reminders of key details pertaining to completing remote finals and preparing for the Spring 2021 semester.

Quick Resource Guide for Faculty: A thoughtfully developed quick reference guide was developed for faculty pinpointing key strategies to support student success in wrapping up the fall semester, and effectively utilizing Blackboard and other key learning and student support systems. In addition to the resource guide, the Provost's Office will provide greater support to faculty in ensuring more consistent Blackboard usage and timely student communication.

Potential expanded hours for the LARC: A key concern of students is continued (and expanded) availability of the LARC, especially as the campus navigates a predominantly remote environment. The Provost's Office is actively collaborating with the Dean of Library Services to determine feasibility and best practices to be implemented.

Expansion of academic support and outreach: Tutoring Center Coordinators will work with Intuitional Research to actively pinpoint courses in greatest need of additional tutoring support, and they will then implement that support. Additionally, outreach and communication will continue via various high-impact channels to raise student awareness regarding academic and other support (ex: counseling, Pack Pantry) available.

A complete analysis of the data from the fall semester is underway. However, the preliminary data indicates a small decrease in the completion and passing rates in Fall 2020 as compared to Fall 2019. The completion rate for RI students in Fall 2020 was 94.3% as compared to 96.25 for Fall 19. The passing rates for RI students in the Fall 2020 was 93% as compared to 94% in Fall 2019.

Colorado School of Mines

Students have been very resilient to these changes. They recognized the challenges the university faced by being in-person and modified their behavior to meet those needs. They have expressed appreciation for having in-person learning experiences and have volunteered to work with the university on how to keep campus open.

Early indications are that students fared well academically in Fall 2020.

- *Complete withdrawals and academic suspensions are lower than in previous Fall terms.*
- *79% of students achieved a 3.0 term GPA or higher.*
- *85% of the students completed 12 or more credits, 60% completed 15 or more credits.*

That said, the Fall Semester was very difficult for students on many fronts, especially related to stress and mental health. While they have adapted to changes and generally understand the need for them, there is growing fatigue and frustrations with COVID related restrictions and procedures.

University of Northern Colorado

See response to 1a.

ENROLLMENT CHANGES

- 2 [Rep. McCluskie] Please expand on the enrollment change data you provided that is summarized on p. 45 of the staff budget briefing and highlight the changes that are most significant for your institution. To the extent you have data available, discuss how enrollment changes have differed for: low-income/Pell-eligible students, underrepresented minority students, first-generation students, and any other subcategory you feel is notable (e.g., international versus other nonresident domestic students; part-time versus full-time students; traditional age versus older students).

University of Colorado System

CU's systemwide enrollment was down by -1.4% in student FTE from Fall 2019 to Fall 2020, as reflected on the page 46 of the JBC briefing document (see below). A few noticeable trends in the enrolment included a larger decrease in first-time freshman of -8.2% as well as increased graduate enrollment for both residents and non-resident students (+2.9% and +3.4%, respectively).

CHANGES IN STUDENT FTE ENROLLMENT: FALL 2019 TO FALL 2020						
	ALL STUDENTS	COLORADO RESIDENTS		NONRESIDENTS		ALL STUDENTS
	FIRST TIME UG ENROLLMENT TOTAL	RESIDENT UNDERGRAD ENROLLMENT	RESIDENT GRADUATE ENROLLMENT	NONRESIDENT UNDERGRAD ENROLLMENT	NONRESIDENT GRADUATE ENROLLMENT	TOTAL ENROLLMENT
University of Colorado System (4 institutions)	(8.2%)	(1.5%)	2.9%	(4.8%)	3.4%	(1.4%)

Further CU systemwide information on enrollment based on Fall 2019 to Fall 2020 headcount is bulleted below and followed by a Table Two with campus specific detail.

- *Total headcount is down -0.8%*
- *Resident enrollment is up +0.7%, driven by growth in resident graduates up +7.2%*
- *Non-resident enrollment is down -4.3%*
- *International enrollment down -19.4%*
- *First-Time Freshman enrollment is down -11.5%*
- *Full-Time enrollment is down -1.6%, part-time students are up 3.6%*
- *URM (Underrepresented Minority) enrollment is up 2.2%*
 - *Hispanic enrollment is up +2.3%*
 - *Black enrollment is up +3.7%*
 - *American Indian enrollment is down -4.2%*
- *First Generation enrollment is down, -2.5%*

Table Two:

	Boulder		UCCS		Denver		Anschutz		CU Total			
	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	Fall 2019	Fall 2020	1 Yr #	1 Yr %
Undergraduate	29,928	29,301	10,196	9,767	10,896	10,612	511	470	51,531	50,150	(1,381)	-2.7%
Resident	17,350	17,392	8,849	8,532	9,415	9,226	483	438	36,097	35,588	(509)	-1.4%
Non-Resident	12,578	11,909	1,347	1,235	1,481	1,386	28	32	15,434	14,562	(872)	-5.6%
Graduate	6,039	6,140	1,984	1,980	4,051	4,550	3,781	4,052	15,855	16,722	867	5.5%
Resident	3,711	3,898	1,668	1,682	3,319	3,813	2,935	3,074	11,633	12,467	834	7.2%
Non-Resident	2,328	2,242	316	298	732	737	846	978	4,222	4,255	33	0.8%
Total Resident	21,061	21,290	10,517	10,214	12,734	13,039	3,418	3,512	47,730	48,055	325	0.7%
Total Non-Resident	14,906	14,151	1,663	1,533	2,213	2,123	874	1,010	19,656	18,817	(839)	-4.3%
Total	35,967	35,441	12,180	11,747	14,947	15,162	4,292	4,522	67,386	66,872	(514)	-0.8%
First-Time Freshman	7,113	6,326	1,918	1,698	1,404	1,216	-	-	10,435	9,240	(1,195)	-11.5%
Students of Color	8,973	9,301	4,093	4,066	6,261	6,385	1,156	1,261	20,483	21,013	530	2.6%
URM	5,783	5,947	2,746	2,743	4,506	4,577	662	726	13,697	13,993	296	2.2%
Hispanic	4,317	4,457	2,193	2,202	3,295	3,349	434	469	10,239	10,477	238	2.3%
Black	913	955	510	503	974	1,001	172	205	2,569	2,664	95	3.7%
American Indian	553	535	43	38	237	227	56	52	889	852	(37)	-4.2%
International	2,936	2,228	202	168	963	877	69	90	4,170	3,363	(807)	-19.4%
First Generation	4,947	4,705	2,960	3,172	5,300	5,002	-	-	13,207	12,879	(328)	-2.5%
Full-Time	33,609	32,751	8,569	8,256	10,916	11,020	3,743	3,918	56,837	55,945	(892)	-1.6%
Part-Time	2,358	2,690	3,611	3,491	4,031	4,142	549	604	10,549	10,927	378	3.6%

Colorado State University System

For the CSU System, overall enrollment dropped 6.4% from Fall 2019 to Fall 2020. This is less than initially projected at the onset of the Covid-19 pandemic. International enrollments have declined significantly. Non-resident enrollments have declined more than resident enrollments, which has a significant impact on tuition revenue for the System. Also, both campuses have experienced a significant number of enrollment deferrals for the FY 2021-2022 academic year. Currently, we are projecting enrollment to return to the FY 2019-2020 level for FY 2021-2022.

CSU Pueblo - CSU Pueblo's Fall 2020 enrollment did not decline as precipitously as we had believed it could during the pandemic, as we saw a decline of less than 3.5% overall and 5.8% within our RI-only population. It is important to note that we experienced a significant gain in online enrollment, which was expected due to COVID and was a significant part of our strategy to continue providing access to higher education for Colorado students. As a Hispanic-serving institution, we closely monitor the impact of enrollment trends on our Hispanic student population, as well as our first generation and Pell-eligible students, particularly their representation percentages within our student body. The percentage of RI-only students who are Hispanic declined very slightly from 2019 to 2020, from 34.9% to 34.6% - however, if online enrollment is considered, there was no real change. The total percentage of RI-only students self-reporting as students of color increased from 48.3% to 49.2% between Fall 2019 and Fall 2020. Our RI-only first-generation population grew from 41.7% in Fall 2019 to 42.6% in Fall 2020, while our Pell-eligible RI-only population stayed relatively stable, at 42.1% of RI students in Fall 2019 to and 42.2% in Fall 2020.

Colorado School of Mines

The chart below presents enrollment data for Fall 2019 and Fall 2020 as measured by headcount. Subcategory populations are all resident undergraduate since this is the category that is most reflected in the funding model.

Enrollment increased in most categories. Significant exception is Pell students, which decreased this Fall. We continue to examine scholarship and academic support programs to recruit and retain greater number of Pell students. Decline in First time UG students was partially planned and partially an impact of students deferring due to COVID concerns. Fall 2019 freshman class was larger than capacity, and a slight decrease was already planned for Fall 2020 prior to COVID. Additional students deferred admission due to COVID concerns and their places were not filled.

Headcount

	<i>Fall 2019 Headcount</i>	<i>Fall 2020 Headcount</i>	<i>% Change</i>
<i>Fall First Time UG</i>	1282	1167	(9.0%)
<i>Resident UG</i>	2905	2979	2.5%
<i>Resident GR</i>	834	940	12.7%
<i>Non Resident UG</i>	2227	2229	0%
<i>Non Resident GR</i>	627	600	(4.3%)
<i>Pell – Resident UG</i>	617	568	(7.9%)
<i>First Gen – Resident UG</i>	578	655	13.3%
<i>Race/ Ethnicity – Resident UG</i>			
<i>African American</i>	36	38	5.6%
<i>Hispanic</i>	387	456	17.8%
<i>Native American</i>	10	11	10%
<i>Multi Race</i>	164	160	(2.4%)
<i>Asian</i>	183	199	8.7%

University of Northern Colorado

As highlighted on pages 45 and 46 of the staff budget briefing, UNC experienced significant enrollment losses in Fall 2020 compared to Fall 2019, primarily in first-time, full-time undergraduate students. As suggested by the question, populations who are most at risk—Pell-eligible, underrepresented minority, and first-generation—saw the sharpest enrollment declines for both new and continuing student populations.

Compared to Fall 2019, enrollment by first-time, Pell-eligible undergraduate students decreased by 42%; enrollment by our first-time, non-Pell eligible undergraduate population only decreased by 17%. Enrollment by first-time underrepresented minority undergrads decreased by 33%, compared to a 20% decrease for their non-underrepresented minority peers. Our new first-generation students saw an enrollment decline of 27%, compared to a decrease of 20% by students who are not first-generation.

This trend did not just impact our new incoming undergraduate students. In looking at the overall undergraduate population, we see similar enrollment trends for the students who we would expect to feel the largest impact from COVID-19. Our Pell-eligible, in-state population (new and continuing) decreased by 23% compared to a 5% decrease for those who were not Pell-eligible. Out-of-state Pell students also saw a sharp decline in enrollment—30% lower than Fall 2019.

Another notable category where UNC experienced enrollment loss was from international students. International student enrollment decreased by 37% at the undergraduate level and by 26% at the graduate level.

- 3 [Staff] What are your preliminary expectations for enrollment in FY 2021-22? Are you expecting enrollment to rebound? Increase above FY 2019-20 levels?

University of Colorado System

It is very early in the enrollment planning cycle for FY 2021-22, and CU's campuses all have different circumstances heading into the following academic and fiscal year. These differences and expectations are described below but it important to remember that a return to normalcy is going affected by the status of the COVID pandemic.

CU Boulder Response

Boulder's FY 2021-22 enrollment will be contingent on the status of the COVID-19 pandemic entering Fall 2021. Assuming a return to normalcy, CU Boulder is expecting incoming students to return to pre-COVID enrollment levels that are in-line with FY 2019-20. Continuing student enrollment has been increasing, but due to the smaller FY 2020-21 incoming class, the growth in continuing students is expected to slow. Boulder is expecting a small overall increase to graduate enrollment as graduate enrollment wasn't as affected by COVID-19 as undergraduate enrollment.

UCCS Response

Early indications at UCCS show a slight enrollment decline for FY 2021-22 and this is based on FY 2020-21 actual enrollments. While we believe our incoming freshmen class in Fall 2021 will be strong, there is less confidence with our transfer population, and this has the potential to negate any gains UCCS sees with stronger freshman enrollment. With smaller incoming freshmen cohorts over the past few years, this has reduced the number of students in our sophomore, junior and senior cohorts. Retention has improved in these cohorts, but the impact of smaller incoming freshman classes has an impact on our current upper division cohorts in the future. Graduate enrollment looks to remain steady and this is a positive sign.

FY 2020-21 actual fall enrollment came in much better at UCCS than early expectations based on the spring COVID impacts but was still slightly lower than FY 2019-20. UCCS continues to work on enrollment strategies for access to higher education for Colorado as well as regional and statewide workforce educational needs.

CU Denver Response

CU Denver is currently projecting an enrollment decrease in Fall 2021 compared to Fall 2020. Decreases in undergraduate enrollment in both Fall 2020 and Spring 2021 are anticipated to have a multi-year dampening effect on total enrollment so retention efforts will be even more critical in the coming years.

CU Anschutz Response

The CU Anschutz Medical Campus is currently projecting an increase in enrollment over Fall 2020 census numbers. It is important to remember the CU Anschutz Medical Campus enrollments are not a likely to have large swings up or down due to the strong demand for health care provider education fields as well as enrollment constraints on many of the graduate medical fields associated with accreditation standards, and faculty to student ratios.

Colorado State University System

CSU - As of December 31, First Year Fall 2021 student Applications are up 4% and Admits are up 9% over that of Fall 2020 overall. These rates certainly vary between student status with Admits for Residents being up 16%, Nonresident up 14%, and International up 171%. For Transfer students, applications are up 17% and Admits are down 45% with similar variance by student type. Assuming these trends hold, we are projecting flat enrollment from Fall 19 to Fall 21. In essence, we are expecting to return to our FY19-20 enrollment levels.

CSU Pueblo - CSU Pueblo anticipates that the pandemic and related uncertainty about going to college (particularly among traditionally aged high school students who may have experienced multiple years of online courses in their high schools, with mixed success) could lead to another year of declining enrollment. We have increased our efforts at outreach and engagement with prospective students and their families to address their concerns and are offering increased flexibility with our admissions and scholarship opportunities. We are attempting to mitigate negative impacts to campus budgets due to lower enrollment among traditionally enrolling populations by enhancing our enrollment of adult and online students. Whether we can fully or partially rebound depends largely on the course of vaccinations and COVID-19 within our communities, and the timing of our ability to let students know what the campus experience will look like for the summer and fall.

Colorado School of Mines

We experienced a slight increase to enrollment in Fall 2020 primarily due to our growth in graduate students while undergraduate students remained generally flat. For Fall 2021, there is substantial uncertainty surrounding enrollment of incoming students. Our non-resident student applications are down significantly compared to the same time last year. We are experiencing a very competitive recruiting environment for the Fall 2021 class as many institutions are trying to recover from an enrollment shortfall from this past year.

University of Northern Colorado

Both UNC's Fall 2020 (1,361 students) and Fall 2019 (1,817 students) freshman classes were smaller than the norm of 1900-2000 students. Thus, even if Fall 2021 new student enrollment rebounds, the returning student population will continue to be lower for the next 2-3 years. Public health and economic conditions will be a significant determinant of Fall 2021 enrollment. Undergraduate enrollment is down 2.5% nationally and across the public higher education sector it is uncertain as to whether there will be a general rebound.

At UNC, Enrollment Management underwent a leadership change and an overhaul of strategy development and implementation in mid- to late-2020. As a result of this work, we are planning for gradual growth in new students over the next several years, but still anticipating an overall decrease in Fall 2021 enrollment from Fall 2020 enrollment of 4%.

New undergraduate first-time enrollment is projected to increase over Fall 2020 by about 16% and new transfer enrollment by 8% for Fall 2021. We do not anticipate a full rebound to Fall 2019 enrollment for new first-time or transfer students based on the assumption that those populations most negatively impacted by the impacts of

COVID-19; Pell-eligible, underrepresented minority students and students from first-generation families are unlikely to completely rebound to pre- COVID-19 numbers in the Fall of 2021.

Our assumptions specific to new student enrollment from our most vulnerable students appears to be supported by our early Fall 2021 FAFSA filers. UNC is seeing smaller numbers of FAFSA filers from a larger admit pool compared to last year. As of December 17, 2020, 49.8% of the undergraduate admit pool filed a FAFSA compared to 58% who had filed as of December 17, 2019.

Applications for Fall 2021 have increased from last year's levels as have admits, but applications from first-generation students have decreased 4% and applications from our Latinx populations have decreased slightly as compared to last year. Our access to K-12 schools has been curtailed by COVID-19 restrictions, leading us to revise our strategies for reaching out to and working with students, their support systems, and counselors to assist them through the admission and enrollment process.

We anticipate our graduate enrollment to be flat with the potential to be slightly up over Fall 2020 if international students can safely return to the United States to study. If Embassies remain closed due to COVID-19, it will continue to be difficult or impossible for students to receive visas and we will likely see a decrease in overall graduate enrollment. Much of this is outside of UNC's control.

FINANCIAL CHANGES AND CHALLENGES

- 4 [Sen. Moreno/Rep. McCluskie/Common Question] Please discuss how the COVID-19 pandemic has affected your budget and the steps you have taken to balance, including operating cuts, staff reductions and furloughs, and use of reserves. How significant have these budget changes been from the perspective of your faculty and staff, i.e., what share of your faculty and staff have been affected and how deeply? [Please note if your revenue forecast for FY 2020-21 has changed significantly from the data presented to the Committee by JBC staff in December.]

University of Colorado System

As reported to JBC staff in December, CU's systemwide total E&G operating revenues losses are estimated to be around -\$228.3 million from FY 2019-20 to FY 2020-21, a decrease of nearly 14%. CU's systemwide auxiliary revenues (less athletics) are also estimated to decrease around -\$15.2 million over this time frame. Additionally, due to the COVID-19 pandemic, CU has experienced systemwide increased costs that are estimated to be around \$131.5 million in FY 2020-21. These combined revenue losses and additional cost estimates are around -\$375.1 million in FY 2020-21.

Even after funding from CARES Act HEERF (I) Institution Share amount, CARES Act CRF amount and the new funding from Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) HEERF (II) Institutional share amount, CU is still faced with a shortfall around -\$197.4 million. This is illustrated in Table Three and Chart Three below.

Table Three:

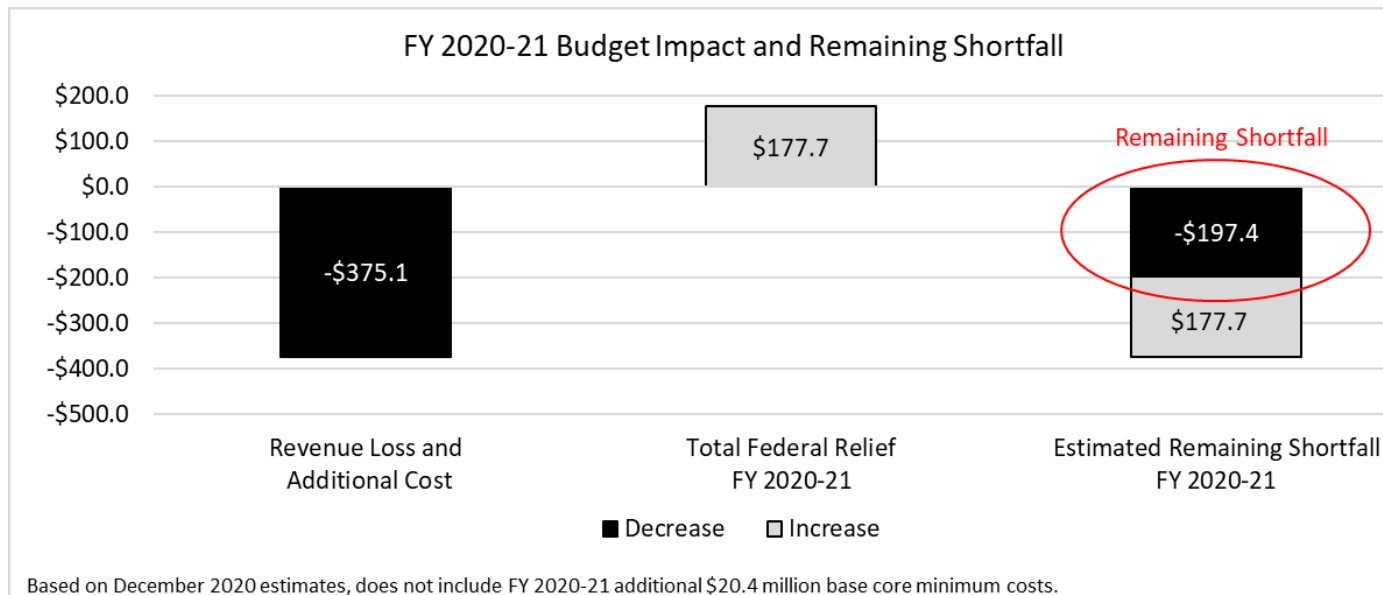
Revenue Loss and Additional Costs (in millions)	
<i>E&G Revenue Loss</i>	-\$228.3
<i>Auxiliary Revenue Loss</i>	-\$15.2
<i>Additional COVID related costs</i>	-\$131.5
Revenue Loss and Additional Cost	-\$375.1

Federal Relief Funding Available in FY 2020-21* (in millions)	
<i>CARES Act HEERF (I) Institutional Share</i>	\$13.1
<i>CARES Act CRF revenues in FY 2020-21</i>	\$121.1
<i>*CRRSAA HEERF (II) Institutional Share</i>	\$43.5
Total Federal Relief in FY 2020-21	\$177.7

Estimated remaining shortfall	-\$197.4
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**Does not include federal funds spent in FY 2019-20 or HEERF Students Share.*

Chart Three:



As a result of the loss in revenues and additional costs, CU has taken steps to maintain a balanced budget. It's also important to note these figures don't account for the base core minimum costs that CU faced in FY 2020-21 as a result of inflation and health/life/dental cost increases, which are an additional \$20.4 million above the \$197.4 million shortfall in the chart above. Further descriptions of campus specific actions are provided below.

CU Boulder Response **Budget Balancing**

As Boulder prepared the FY 2020-21 budget in June 2020, there was still uncertainty with the impact of COVID. Projections were made to keep enrollment and tuition flat from FY 2019-20 and reduce the general fund budget to incorporate its share of the 58% state funding cut (around \$52.9 million). As Fall semester enrollments declined, costs related to COVID increased, and Spring uncertainty remained, CU Boulder reduced revenue projections by a total of \$96.6 million compared to the FY 2019-20 budget. To address the \$96.6 million shortfall, the Boulder campus implemented furloughs for all faculty and staff, cut operating budgets, restricted travel, curtailed hiring, and used reserves to balance.

The Auxiliary budget experienced revenue cuts in the last quarter of FY 2019-20, and was projecting a 13% decrease for FY 2020-21; however, due to the length and severity of the COVID impact, the current projection is now double the original estimate. The main drivers of the decrease are lower enrollment, additional costs due to COVID, reduced capacity in the residence halls, fewer students taking dining plans, lower sales for the Bookstore and reduced need for parking. Additionally, Athletics has experienced a significant decline in revenue due to the loss of ticket sales. Current revenue forecasts have not changed since the December submission.

The Restricted budget, which is almost entirely grants, contracts and gifts, was projected to be flat; however, due to continuous efforts it is now projected to be up around 5%. Boulder's restricted funds have remained largely unaffected from a budget perspective. Current revenue forecasts have not changed since the December submission.

Operating Cuts

In the general fund, Boulder implemented furloughs equal to roughly 5% for all employees making over \$60,000, and 10% for senior administrators. Classified employees have been exempted from furloughs.

Once enrollment began to fall, campus instituted budget cuts and used reserves to balance revenue losses. Boulder has had to cover the majority of cuts through furloughs, operating cuts, cost avoidance, and position management efforts such as eliminating open positions. While the quality of a CU Boulder education has remained high, COVID and the associated budget impacts have affected faculty and staff across the university.

Operating cuts in the auxiliary have been different than the general fund due to uncertainty as to when auxiliary units can begin to restore revenue back to FY 2019-20 levels, and their requirement to have a balanced budget using their own resources. Auxiliary units have instituted periodic and continuous furloughs and have needed to implement layoffs in some units. Units have utilized reserves when possible, but some units simply don't have reserve levels equal to the loss of revenue and have been required to make larger and more impactful furloughs and layoffs.

UCCS Response

The COVID pandemic left the UCCS campus with a \$40,000,000 budget deficit to fill in FY 2020-21. Several strategies were used to help fill this deficit and balance campus budgets. The CARES Act CRF funding through the governor represented one strategy and helped address around 41% of the total deficit, for items that were considered allowable expenditures.

All faculty and staff with a salary more than \$60,000 have been furloughed through FY 2020-21 up until this point; this represents approximately 46% of all employees at the UCCS campus. Faculty and staff making more than \$60,000 were furloughed one day per year. Any individual slated to receive a furlough whose impact would

have taken the salary below \$60,000 were furloughed at a different rate so that in effect no one's salary would drop below the \$60,000 annual threshold.

At UCCS a Position Review Committee has been established and all positions were held open/vacant whenever possible unless needs were determined to be essential and/or critical to campus mission and operations. Some campus operations continued to operate with 25% less staffing. Holding these positions open has addressed 11% of the total deficit.

All departments contributed at some level to operating cuts as well as use of one-time reserves. The use of all campus and department reserves and operating savings represent around 30% of the overall budget deficit at the UCCS campus.

CU Denver Response

The COVID-19 pandemic has significantly impacted the FY 2020-21 CU Denver budget and disrupted campus operations. Last spring, we immediately began to prepare for the potential financial impact by implementing a hiring chill, a pause in merit increases, and a pause on travel. CU Denver utilized several budget balancing actions which included operating reductions across all units, a graduated furlough program with a floor of employees making \$60,000 or more, and the use of reserves. The impact has been directly felt by almost 1,000 faculty and staff across the campus, with a majority of employees receiving a 4.6% compensation reduction due to furloughs.

CU Anschutz Response

In light of COVID-19, the CU Anschutz Medical Campus implemented the following budget related policies: Hiring Freeze - limiting hiring of new employees and replacing only those vacant positions deemed "mission critical," including positions already posted. A process for executive review of these personnel actions has been implemented. Pause on travel— All international and domestic travel sponsored or supported by the university has been suspended. When traveling safely becomes possible, only essential travel will be permitted, and it must be approved through the appropriate channels.

In addition to budget related policies, the CU Anschutz Medical Campus has:

- *Shifted to remote learning where possible.*
- *Employees are working remotely where possible and the institution has revised its teleworking policy to enable employees who are serving as caregivers to family members, more flexibility in defining their work schedules.*
- *Faculty, staff and students undergo daily health screening in order to return to campus. A dashboard was developed to match the health screening results, badging and training to ensure compliance to campus protocols. Individuals are then contacted if not in compliance.*
- *CU Anschutz Medical Campus has increased mental health and other counseling resources.*

Colorado State University System

The CSU System Board of Governors implemented a strategy to close current budget gaps over a three-year period to maintain current service levels to students and maintain stable employment at our institutions, which have a significant economic impact to Northern Colorado and the city of Pueblo. This strategy included the use of reserve spending. Institutions implemented vacancy savings, hiring freezes, and offered early retirement separation agreements to reduce payrolls. In addition, \$18 million in permanent base cuts were made in FY2021 at Fort Collins and Pueblo combined.

Colorado School of Mines

In order to balance our budget, we have enacted several cost containment measures including salary freezes and tightly managing hiring, pausing capital projects, executive furloughs, operating budget cuts, and a voluntary retirement incentive program. Cuts were made across the institution with every department on campus taking a share of the burden. Due to stronger than expected Fall enrollment, some of these budget reductions were partially restored.

University of Northern Colorado

Prior to disruptions caused by the COVID-19 pandemic, UNC had implemented \$30 million in cumulative budget reductions, laid off almost 100 staff, and forgone faculty and exempt raises for three years. This was important and necessary work to reposition UNC in the realities of national higher education enrollment challenges. Additionally, in Fall 2019 UNC initiated a visioning and strategic planning process, aimed at improving our students' success at UNC and building on the strengths of our institution, faculty, and staff. The cost cutting work we had done was helping to rebuild financial reserves that we planned to invest in the success of initiatives identified in a new strategic plan. With the intense operational and financial challenge caused by COVID-19, those reserves have necessarily been redirected to basic operational realities. And, once again, we had to go back to our campus to produce even more savings.

For FY 2020-21, the estimated financial impact of COVID-19 includes:

- *\$23 million revenue shortfall*
- *\$5 million in COVID-19 expenditures including testing, facilities modifications and cleaning, technology, PPE, case management, etc.*

UNC is managing these challenges through \$17 million of budget reductions, \$5 million of budget reallocations, and the Board-approved use of \$6 million in operating reserves. As of January 2021, we anticipate that FY 2020-21 reserve usage will be less than \$6 million, due to continued conservatism in actual expenditures and relief from the most recent federal funding allocation.

To address the COVID-19 fiscal challenges, UNC convened a Financial Task Force made up of more than 30 faculty, students, staff, and administrators. With the exception of senior administrators who took a 10% temporary pay cut, the task force felt strongly that employee salaries should remain intact until all other options were exhausted. Cost saving measures implemented included some savings that naturally aligned with the circumstances of the pandemic—utility savings from reduced building occupancy, travel constraints, a reduction of student workers on campus, etc. Wherever possible, purchases of equipment, computers, and supplies were deferred. Finally, given that 70% of the university's budget is tied up in personnel, staffing reductions—on top of those implemented over the last two years—were necessary.

Personnel reductions included furloughs, early retirement incentives, and additional layoffs. A total of 70 people were furloughed for 4 to 8 weeks. Furloughs were limited to specific staff whose workloads were reduced by the effects of COVID-19, such as summer conference and dining staff. UNC has also offered an early retirement option to faculty and classified staff with 15 or more years of service; 32 classified and 15 faculty have taken this option. Savings will be mostly realized in future years. Finally, more than 70 vacant positions were held open and 20 staff were laid off.

While the quality of work of the Financial Task Force was excellent and the willingness of campus to make significant sacrifices has been strong, people are stretched extraordinarily thin. Positive attitudes and deep commitment to UNC's students has kept people going. But stress of constant adaptation, lack of resources, bare

bones staffing levels, loss of collegial contact, and increased workload has taken its toll. It's an environment where mistakes are more likely, and communication—whether encouragement, operational guidance / expectations, information, or vision / strategy—is incredibly challenging.

The pandemic toll has been particularly significant on the approximately 250 employees who have been required to stay on campus to support our students. Those essential employees required to stay on campus have faced an ongoing threat of exposure to the virus and risk of taking it home to their families. Of the 53 employees who have tested positive for COVID and the additional 89 who have been quarantined, a disproportionate number are in dining, custodial, facilities, technology, and law enforcement staff who have been on-campus. Many of these staff feel as though they were put in a position of choosing between their health and their job.

Our 1,200 faculty and staff working remotely have also been negatively affected. Although they have been able to limit their risk of exposure, this has been a very isolating and lonely experience. Many of our faculty and staff thrive on the in-person student and staff interactions that bring energy and purpose to a college campus. In addition to the layoffs and furloughs directly mentioned earlier in this document, UNC has eliminated over 150 positions total in the past two years. Under these turbulent circumstances, our faculty and staff were left with only an online community to process the furloughs and layoffs of their colleagues and friends. The heightened financial uncertainty and upending of the important connections have led to increased use of our employee assistance programs and fear of job loss that feels very real and immediate.

- 5 [Sen. Moreno] In previous downturns, enrollment has been counter-cyclical. Thus, reductions in state support often occur at the same time as increases in tuition revenue. How has FY 2020-21 differed? Has this made budget balancing easier or more difficult?

University of Colorado System

The COVID-19 pandemic has created a different type of economic downturn than those experienced by higher education in the past. Typically, enrollment is counter-cyclical, but this pandemic induced an economic downturn in part caused by the public health precautions necessary to ensure safety of the population, causing a decrease in enrollment. This is particularly evident with the dip in first time student enrollment at CU in Fall 2020 compared to Fall 2019. While some campuses have experienced increases in graduate student enrollment (still somewhat counter cyclical) the overall impact of this downturn results in loss of significant revenue, from both total student enrollment as well as loss in revenue from the state due to state revenue shortfalls. This has been incredibly challenging since this downturn is on the heels of the chronic underfunding of public higher education of the past few decades in Colorado.

CU is grateful for the Governor's request. To restore statewide funding to the FY 2019-20 level, two years of mandatory cost increases would need to be included (FY 2020-21 and 22). A trading water budget that funds these mandatory costs (assuming a 2.0% compensation increase and 3.0% tuition increases in FY 2021-22) would require about a 7.5% state funding increase (above FY 2019-20 levels) for all of higher education.

Colorado State University System

The current fiscal situation is unlike any we have experienced, and budget balancing has been extremely difficult. Enrollments are declining simultaneously with significant decreases in state support and increases in unforeseen operating costs, mostly to keep campuses safe due to the COVID-19 virus. Our institutions are also having to manage significant decreases in auxiliary revenues, such as housing and dining. The Board of Governors has adopted a three-year budget plan to bridge the gap until enrollments stabilize, including the use of reserves and debt restructuring.

Colorado School of Mines

During economic downturns we typically experience a greater difficulty in attracting non-resident students. This has the effect of putting budgetary pressure on resident student tuition rates as revenue generation from non-resident students is a key factor in keeping resident tuition rates low/ steady. For FY 2019 – 2020 Mines did not increase resident tuition rates but did increase non-resident rates slightly above CPI at 3%. For FY 2020-2021, Mines did not increase tuition rates on any students even though our state funding was decreased. Mines resident and non-resident tuition rates are reflective of our high cost programs and as such, we do not have the ability to increase tuition solely to account for a state budget cuts; this puts significant pressure on balancing our budget.

University of Northern Colorado

For FY 2020-21, state support to UNC declined by 58% and was partially replaced by the state’s allocation of the Federal CARES CRF Act. The combined state and federal support for FY 2020-21 resulted in an overall 5% decrease, or approximately \$2.4 million, in funding compared to FY 2019-20 state funding levels. Importantly, it also meant the loss of an expected 7% funding increase for FY 2020-21.

Enrollment was not counter-cyclical to a reduction of state support for FY 2020-21. In fact, enrollment declines resulted in an 11% reduction in the undergraduate tuition and fee revenue expectations for FY 2020-21, a loss of \$11 million. Graduate enrollment for FY 2020-21 increased by 1%, or 25 FTE, resulting in \$165,000, in graduate tuition and fee revenue.

Table 2. Undergraduate Enrollment at Fall Census for FY 2019-20 and FY 2020-21 by Headcount and Student Credit Hours

	<i>Census Actual</i>			
	<i>FY 2019-20 Fall 2019</i>		<i>FY 2020-21 Fall 2020</i>	
	<i>HC</i>	<i>SCH</i>	<i>HC</i>	<i>SCH</i>
<i>New First-Time</i>	1,817	26,275	1,361	19,667
<i>New Transfer</i>	691	8,587	598	7,145
<i>Continuing (Entered as NFT)</i>	4,375	60,867	4,085	56,689
<i>Continuing (Entered as TR)</i>	1,571	19,011	1,488	17,657
<i>Non-Degree</i>	872	4,988	603	3,317
<i>TOTAL</i>	9,326	119,728	8,135	104,475
<i>FTE</i>		7,982		6,965

The reduction in state support, combined with the overall decline in tuition and fee revenue, made budget balancing significantly more challenging.

Table 3. Comparison of Tuition and Fee Revenue to State Funding in FY 2019-20 and FY 2020-21

<i>(\$ in millions)</i>	<i>FY 2019-20 Actual</i>	<i>FY 2020-21 Budget</i>	<i>Variance</i>	<i>% Change</i>
<i>UG Tuition and Fee Revenue</i>	\$97.2	\$86.1	-\$11.1	-11.4%
<i>GR Tuition and Fee Revenue</i>	\$33.7	\$33.8	\$0.2	0.5%
<i>State Funding*</i>	\$47.1	\$44.7	-\$2.4	-5.1%
<i>*State Funding + Federal CARES CRF for FY21</i>				

- 6 [Staff] What are your preliminary expectations for the size of your FY 2021-22 budget compared to FY 2020-21? To what extent were the actions you took in FY 2020-21 one-time versus ongoing, and how will this affect your FY 2021-22 budget situation?

University of Colorado System

CU Boulder Response

CU Boulder is expecting a budget that will be only slightly higher than a restoration of FY 2019-20 levels. This assumption is highly dependent on state funding, tuition rate decisions, and a rebound in the size of the incoming undergraduate class.

CU Boulder has been able to navigate the revenue decline in FY 2020-21 due to furloughs, one time campus cuts and use of reserves. Though many of these reductions in FY 2020-21 were one-time, several may need to become ongoing as even with a slight increase to expected revenue next year, CU Boulder expects to have continued budget cuts to balance an increase in mandatory costs.

UCCS Response

Preliminary expectations show UCCS budget increasing slightly compared to FY 2020-21 however overall budget will be less than when compared to FY 2019-20 based on initial enrollment predictions due to current national trends as well as lingering impacts of COVID. FY 2020-21 cuts were taken as one-time cuts to evaluate the true impacts of COVID on enrollment and state funding to better align our strategies to our goals. It is possible the campus will need to make further budget reductions in FY 2021-22 to balance and accommodate mandatory costs.

CU Denver Response

The preliminary expectations for the FY 2021-22 budget compared to FY 2020-21 are cautiously optimistic that some disrupted operations may rebound. CU Denver is currently projecting an enrollment decrease in fall 2021 compared to fall 2020 which has a continuing revenue impact. Most budget balancing actions utilized in FY 2020-21 were one-time such as the use of reserves, furloughs, and temporary operations reductions. We anticipate that some of the one-time operating reductions will need to be made ongoing in order to balance the budget in FY 2021-22.

CU Anschutz Response

For the 2020-21 fiscal year tuition revenues were anticipated to increase by roughly 5% and state funding was reduced by 58% (\$45.8 million share at CU Anschutz). In addition, due to the timing of our budgeting process and unknown impacts of COVID-19 on campus research and clinical operations at the time, the campus budgeted a decrease of roughly \$80 million to grants and contracts, \$6 million to indirect cost recovery from grants and \$120 million for clinical operations.

In order to balance the budget, the campus utilized various mechanisms as part of the balancing plan. This included discretionary Coronavirus Relief Funds that Colorado's governor allocated to public institutions of higher education in Colorado, temporary expense reductions, labor reductions through furlough and layoff, and the use of campus reserves.

Through Fall 2020, research operations remain largely operational with no meaningful financial impact on grant and contract expenditures and indirect cost recovery, and clinical revenues have experienced a resurgence as the prohibition on elective procedures was lifted by the state early in the fiscal year.

Clinical faculty that were temporarily furloughed at the end of FY 2019-20 have for the most part been reinstated as of early FY 2020-21. It should be noted that two areas on campus have not yet returned to normal operations: Auxiliary Service Centers and the School of Dental Medicine clinics. These areas are currently balancing budgets via temporary labor reductions and other actions.

For FY 2021-22, the campus is modeling is heavily reliant on state funding levels. Additionally, the campus believes that the clinical and research operations will continue to remain strong through FY2021-22 and have budgeted modest increases in revenue in each area to reflect that assumption. With that being said, the campus continues to monitor the state action, as well as opportunities for federal stimulus and other economic assumptions, and is in the process of planning multiple alternate scenarios. If necessary, the levers identified to balance the budget in FY2020-21 could once again be deployed to balance the budget in FY2021-22.

Colorado State University System

The budget for FY 2021-2022 is still very preliminary. Assuming state funds are restored to FY 2019-2020 funding levels and there is modest bounce-back in enrollment, the System will continue to face budget hurdles due to the significant loss in auxiliary revenues and mandatory cost increases. The system took permanent base reductions of \$18 million in FY 2021, which will not be restored in FY 2022.

Colorado School of Mines

As previously mentioned, there is substantial uncertainty surrounding enrollment of incoming students. Applications are down significantly among non-resident applicants compared to the same period last year. This may lead to a lower non-resident student population which will strain our FY 2021-22 budget situation, requiring a continuation of operating budget cuts and other cost containment measures enacted in FY 2020-2021.

University of Northern Colorado

As noted above in response to question 3, although enrollment of new first-time full-time and new transfer students is expected to increase for Fall 2021, overall enrollment will not immediately return to normal levels. In fact, the overall enrollment is projected to be even lower than Fall 2020 by about 4% due to small freshman classes in both Fall 2020 and Fall 2019.

Continued depression of tuition and fee revenue in FY 2021-22 will present significant challenges for the university as we work to maintain physical and staffing capacity to serve a normal level of student enrollment.

Of the \$17 million in budget reductions in FY 2020-21, at least 80% were one-time actions. Decisions were made in the framework of reduced numbers of faculty, staff, and students physically on campus (lower levels of custodial services, building temperature setbacks, reduced utilities, etc.) or deferral of normal equipment and technology purchases. Assuming in-person instruction returns to normal levels in Fall 2021 and most faculty and staff are physically present on campus, the specific cost reductions utilized in recent months will no longer be viable. However, in light of current enrollment and revenue projections for FY 2021-22, alternative cost-saving measures will have to be identified.

FUNDING MODEL FOR FY 2021-22

[Background: The Department request restores funding to the governing boards to the FY 2019-20 level and uses solely the Step 2/performance section of the funding model, which provides allocations that range from 0.8 percent below to 0.5 percent above the FY 2019-20 appropriation.]

- 7 [Sen. Moreno/Rep. McCluskie] Do you support the R1 proposal to allocate funds based on the Performance Section/Part 2 of the funding model, if, as requested, total funding for the governing boards is restored to the FY 2019-20 level?

University of Colorado System

CU is grateful that the Governor's FY 2021-22 November request seeks to restore overall state funding for higher education to the FY 2019-20 funding level. CU agrees and supports this funding being allocated through Step 2 of the new funding model developed in H.B. 20-1366. This level of state funding doesn't account for base core minimum costs that public institutions of higher education have experienced in FY 2020-21 or the request year FY 2021-22. Assuming these base core minimum costs, a 2.0% compensation pool, and tuition rate increases of 3.0%, a state funding increase of about 7.5% above FY 2019-20 funding levels for all of public higher education would be necessary. We respectfully request that this additional level of funding be allocated through Step 2. CU supports the CEO agreement for the FY 2021-22 funding request.

Colorado State University System

The CSU System supports the R1 proposal and the distribution of funds based on the Performance Section/Part 2.

Colorado School of Mines

Yes, we support the restoration of funding to all the governing boards to FY 2019-20 levels and to allocate that funding solely using the Step 2 section of the funding model. If additional funding is available, we are supportive of utilizing the entire model (i.e., all sections) as a means of allocating any additional funding.

University of Northern Colorado

UNC believes that the Performance Section/Part 2 of the funding model is the core of the model and that the bulk of funding should be allocated through this section.

- 8 [Sen. Moreno/Rep. McCluskie] Would your governing board/institution still want to use solely the performance section of the H.B. 20-1366 model if the General Assembly could provide *more or less* funding than a straight restoration to the FY 2019-20 funding level?

University of Colorado System

CU supports covering base core minimum costs for FY 2020-21 and FY 2021-22 in Step 2 of the funding model which amounts to around a 7.5% state funding increase (assuming 2.0% compensation and 3.0% tuition rates in FY 2021-22). CU supports the CEO agreement for the FY 2021-22 funding request of which, the Step 2 funding increase is part. Of course, if resources are available beyond those requested in the CEO agreement, CU would be grateful for additional funding being allocated through Step 1 or Step 3 of the model for specific policy goals and would respectfully request the JBC ask institutions to work together to recommend an allocation.

According to the CDHE commissioned Hanover Study, significant funding gaps exist for all of public higher education in Colorado. When using IPEDS and Budget Data Book data, to bring all of Colorado's public institutions of higher education up to their average Hanover peer state funding level per student FTE would cost around \$942 million. CU's portion of this \$942 million funding gap is around \$457 million (or 48.5 percent of the statewide gap).

We recognize addressing this funding gap will take many years but it is helpful to know the magnitude of the challenge facing Colorado's institutions of public higher education as we work to compete in the national marketplace and provide a superior experience for Colorado's college students.

Colorado State University System

The CSU System and Board of Governors appreciate all the effort from the Executive and Legislative branches on HB 20-1366. In general, we believe the performance section should be used in both growth and cut scenarios, but we acknowledge that across-the-board reductions may risk operational sustainability for some institutions. In this case, "Step 1" of the model is appropriate to mitigate such situations.

Colorado School of Mines

We support the restoration of funding to all the governing boards to FY 2019-20 levels. If additional funding is available, we are supportive of utilizing the entire model (i.e., all sections) as a means of allocating the additional funding. In the case of a material reduction in funding, we would support a proportional reduction of funding based on the FY 2019-20 funding allocations.

University of Northern Colorado

UNC advocates for recognition of core minimum cost increases for both FY 2020-21 and FY 2021-22 in total FY 2021-22 funding. UNC supports the majority of funding being allocated based on Step 2 (performance section) of the model, with an additional allocation for First-Generation students through Step 1.

Investing in core minimum cost increases for higher education is simply treading water and significant funding gaps remain. A straight restoration to FY 2019-20 funding levels is essentially a cut and would require additional reductions at UNC.

REQUEST R2 - TUITION INCREASES

- 9 [Staff] What tuition increases do you currently expect to seek for FY 2021-22? Will you seek to increase resident undergraduate tuition above 3.0 percent if the Executive Request is approved and this is an option?

University of Colorado System

CU will be considering a tuition rate increase during its annual budget setting process and will initiate the conversation with the Board of Regents at the February board meeting. We appreciate the three percent flexibility included in the Governor's request. We may ask the committee to consider a proposal to improve cost transparency for students and their families by eliminating mandatory fees and rolling them into tuition.

Colorado State University System

At this time, the CSU System is modeling resident, undergraduate tuition rate increases at no more than 3% for FY 2021-2022 and will not seek to increase tuition above the Executive Request.

Colorado School of Mines

As a reminder, pursuant to the provisions of 23-41-104.6 (5)(c), C.R.S., the Board of Trustees has authority to establish resident and non-resident tuition rates for Mines. However, we are not planning to seek an increase in resident undergraduate tuition above 3.0 percent. Affordability remains one of our Board of Trustees' top priorities. Accordingly, we have kept resident undergraduate tuition flat for the past two years.

University of Northern Colorado

As shown on page 15 of the JBC Staff Higher Education Briefing, the recent Hanover study found that UNC's tuition and fee revenue is 5% below our national peers. Within Colorado, UNC's tuition is among the lowest of the Colorado public 4-year institutions and lower than all other research universities.

Table 4. Colorado Public 4-Year Resident Undergraduate Annual Tuition Rates FY 2019-20

<i>Adams State University</i>	<i>\$5,736</i>
<i>Colorado Mesa University</i>	<i>\$8,343</i>
<i>Colorado School of Mines</i>	<i>\$16,650</i>
<i>Colorado State University</i>	<i>\$9,426</i>
<i>Colorado State University-Pueblo</i>	<i>\$7,936</i>
<i>Fort Lewis College</i>	<i>\$7,056</i>
<i>Metropolitan State University of Denver</i>	<i>\$7,236</i>
<i>University of Colorado-Boulder</i>	<i>\$10,728</i>
<i>University of Colorado-Colorado Springs</i>	<i>\$8,850</i>
<i>University of Colorado-Denver</i>	<i>\$9,900</i>
<i>University of Northern Colorado</i>	<i>\$7,596</i>
<i>Western State Colorado University</i>	<i>\$6,624</i>

Source: [CDHE](#)

For FY 2021-22, UNC's initial tuition planning is for a 3.0 percent resident undergraduate tuition increase, but our Board will consider a range of options including the potential of increases greater than 3.0%.

REQUEST R3 - CYBERCODING CRYPTOLOGY

- 10 [Sen. Moreno] Describe the programs you operate that have been supported with cybercoding cryptology funding. How have you used this funding, and what do the programs look like (number of students, curriculum, did they graduate, did they end up working in the field)?

University of Colorado System

UCCS Response

Programs at UCCS that have been supported by the Funding are the Engineering and Applied Science Computer Science Cybersecurity degree programs at the Bachelors, Masters and Doctorate level as well as building programs at those levels in cybersecurity Management in the School of Business. The money has also gone to support the Director of Cybersecurity position that is working with all 6 Colleges to expand cybersecurity curriculum in those areas as well such as cybersecurity in public service, education (teachers need to know about it to incorporate it into their teachings and build a pipeline for future student focus in this area), data analytics (cyber is in every profession and the College of Letters Arts and Sciences has started a new certificate in data analytics o bring this knowledge into every one of their degrees), and nursing (the need for cyber knowledge in the medical arena is necessary to protect patients and records). UCCS had 234 graduates in these cybersecurity programs alone last year and that number is increasing with every year not just in existing programs but with the addition of new programs and certificates in cybersecurity. As for whether our students are working in the field, that is a little harder to track. We do know our students were recruited and conducted internships in the technical cybersecurity discipline for many years. The number of students and opportunities available have increased drastically and we estimate there are more of our students out doing this work. Cybersecurity is involved in every job to some extent as teachers, police, nurses, physicists, linguists, sociologists, psychologists, etc. all need to have a working knowledge of cybersecurity to function

in their desired disciplines and employment. UCCS contributes to more engineers and computer scientists in the fields in Colorado and across the country, but we also are training people to develop expertise in the entire spectrum of cybersecurity from policy, governance, risk management, vulnerability, training, education, privacy and other specific areas that are constantly evolving in cybersecurity.

Colorado State University System

Five programs within the CSU System are supported by the grant:

- a. Computer Science at CSU-FC – focusing on advanced cryptographic activities, including distributed ledger technologies such as bitcoin and blockchain. Progress includes new courses, new IT Security content in existing courses, internships, penetration broadly into the curriculum, consulting with industry, and new research grants.*
- b. Computer Information Systems at CSU-FC - focusing on advanced IT security initiatives, including bitcoin. Progress includes new courses, internships, penetration into the curriculum, and consulting with industry.*
- c. Systems Engineering at CSU-FC – focusing on a variety of IT security initiatives in engineering systems, including Internet of Things (IoT) technologies, as well as securing systems at the chip level. Progress includes new courses, internships, penetration into the curriculum, consulting with industry, and high-value new research grants.*
- d. Central IT at CSU-FC – deployed IT Security interns in central IT, who gain real-world experience in IT security at an enterprise level. Seven to twelve new IT Security interns have been deployed in central IT, using new enterprise-level IT Security tools with which they become facile that support their activities.*
- e. IT Security in the Business College at CSU-P – developing and implementing advanced, contemporary IT Security instruction in a wide variety of courses. This program has been extremely active with numerous funded internships, seminars, and engagement with industry.*

Academic programs are i) integrating their IT Security initiatives into new courses and integrating new IT Security content into existing courses into their curricula, ii) expanding their research activities, and iii) integrating IT Security into their outreach activities. Numerous successes so far in research funding include new research grants from i) Statnett in Norway on Energy Security, ii) Department of Energy, on Energy Security, iii) Cyber Risk Research on Consumer Security and Privacy funding, and iv) National Science Foundation. Activities through the first half of FY 21 are illustrated in Table 1 below:

<i>Table 1 SB 18-086 Appropriation Expenditure Report - FY's 19-21</i>			
<i>Item</i>	<i>FY19</i>	<i>FY20</i>	<i>FY21**</i>
<i>Total SB 18-086 Appropriation</i>	<i>\$1,200,000</i>	<i>\$1,200,000</i>	<i>\$729,412</i>
<i>Actual Amount Spent on Scholarships</i>	<i>\$122,435</i>	<i>\$306,050</i>	<i>\$286,005</i>
<i>Number of faculty/ adjuncts hired</i>	<i>2</i>	<i>32</i>	<i>9</i>
<i>Number of student internships created</i>	<i>71</i>	<i>121</i>	<i>118</i>
<i>Number of degrees/ certificates awarded</i>	<i>28</i>	<i>303</i>	<i>471</i>
<i>Number of presentations/ seminars given***</i>	<i>83</i>	<i>143</i>	<i>15</i>
<i>Amount of all other matching money raised</i>	<i>\$50,000</i>	<i>\$7,700,000</i>	<i>\$2,167,000</i>

We do not track graduates by the sub-field they are pursuing in their career, so we are unable to provide this information comprehensively. However, anecdotally, we know that some of our students have been hired and are employed in IT Security activities at very distinguished companies and governmental entities. Students who have matriculated through these programs are highly sought after for employment.

Colorado School of Mines

Colorado School of Mines did not receive any funding from SB18-086.

University of Northern Colorado

N/A

11 [Sen. Hansen] Do you expect the programs to become self-sustaining?

University of Colorado System

UCCS Response

We do envision that the programs will become self-sustaining but that takes time. Meaning that it takes years to build up the student flow, curriculum and faculty depth and research and funding connections. There is hard work to be done to continue building a respected reputation and program that brings not only students and faculty but government and industry funding to create partnerships. This is happening for UCCS as it was awarded a \$300,000 grant this year by the national Security Agency to be the Center for Academic Excellence (CAE) Hub for all of the CAE in Cybersecurity programs (33 institutions) in the Northwest Hub (FEMA regions 8 and 10). UCCS has also received extensive funding from the National Science Foundation (NSF). The College of Engineering and Applied Science alone last year matched the \$2.8 million in state funding with matching NSF grants. Across UCCS and in partnership with National Cyber Security Center, UCCS was able to leverage the state funds to secure an additional \$19 million in private and federal dollars. This amount, though for specific research and activities at UCCS based on each organization's grant scope, is a promising sign that the UCCS program could eventually be self-sustained. UCCS has made a concerted effort from the leadership to the student to commit to building self-sustaining cybersecurity across campus, these efforts weaves cybersecurity practices into university processes and practices, bringing it out of the classroom and into experience for everyone on campus.

Colorado State University System

All five areas are heading in the direction of becoming self-sustaining but are counting on full funding from the State over the five years to provide the time needed to develop funding and self-sustaining models for their activities. In addition to heading toward self-sustaining models, full funding over the next three years will also allow additional, much needed attention to be applied to IT Security in our current operational, instructional, research, and outreach activities.

In particular, the program is blossoming at CSU Pueblo: "...the CIS-Cybersecurity programs are growing at CSU Pueblo, the Sturm Campus (Arapahoe Collaboration) and at the Colorado Springs Campus (PPCC Collaboration) and will be generating net tuition revenue, above program costs."

Funding to date has allowed deep and broad penetration of IT Security topics to be instituted into the curricula and in interaction with industry, but these initial steps require additional time to mature in terms of content and relevance. Also, a great deal of success has occurred to date in enhancing the research environment in IT Security (funding from NSF, DoE, NIST, ONR, and DARPA, as well as others), but these also require additional time to mature, flourish, and then develop into activities that generate additional and sustaining research grants. These changes in the academic and research areas are expected to be enduring in a self-sustaining mode beyond the

five-year term of the grant. The interns in central IT are also expected to be enduring and self-sustaining, but maybe not at the level funded by the grant. Additional time funded by the grant will provide much-needed IT Security operational enhancements in our current IT environments, as well as evolution and consolidation to the most valuable topics and operational model for interns.

Colorado School of Mines

N/A

University of Northern Colorado

N/A

- 12 [Sen. Moreno] Describe how you addressed the funding cut in FY 2020-21. Did you cancel courses? Backfill with other sources?

University of Colorado System

UCCS Response

The 2020-21 funding cuts were addressed by keeping faculty and personnel in place, continuing curriculum and cybersecurity degree delivery, continuing to give as many cybersecurity student scholarships but we were required to limit the number of graduate students working on cybersecurity research because of the cuts. Through the curriculum, industry and government outreach, grant applications, career internships and hiring efforts continued, the hands-on research elements of the program were impacted. For employment in the cybersecurity industry, applicants are increasingly needing more than a degree. Industry hiring process demands continued certifications and hands on experiences (either through internships or Cyber Capture the Flag and other academic practical applications). The main way to achieve this hands-on experience for our students is to put in place expensive technical labs, both hardware and software, that can be dynamically maintained and programmed to explore the breadth and depth of cybersecurity topics and challenges. UCCS has been working to do this through partnerships with industry that has this capability as well as developing its own ability to provide the additional depth for students making them more appealing and qualified applicants for the myriad cybersecurity jobs in Colorado and across the nation.

Colorado State University System

Funding for FY 20 was at the 60% level of full funding, and for this we remain very, very grateful. The succeeding paragraphs present a quantitative analysis of our activities in FY21 versus FY20. As seen below, we were able to sustain most of the activities funded by the grant. This was possible because we used the carryover funding from the first year of the grant, which accrued because it took us some time to ramp up grant activities, and the funds not spent in this ramp-up period were carried over into FY20 and FY21. These funds have been used for FY21, and thus we would be unable to sustain even this level of activity were funding for FY22 or FY23 reduced from the full amounts. One area where we did experience significant degradation of impact was in central IT, where we had to reduce the number of IT Security interns almost commensurately with the funding level reduction for FY21.

Colorado School of Mines

N/A

University of Northern Colorado

N/A

HIGHER EDUCATION CAPITAL CONSTRUCTION

13 [Sen. Moreno] Discuss how your institution has been using internal resources to fund capital costs.

- a) To what extent are internal resources/cash funds being used to address controlled maintenance and other renovation needs as opposed to new construction?

University of Colorado System

CU continuously invests in controlled maintenance and renovation. We have self-funded \$1.2 billion in controlled maintenance and renovation projects since FY 2010-11, including \$0.3 billion for maintenance projects and \$0.9 billion for renovation projects.

Colorado State University System

CSU has ~\$3M annually budgeted for controlled and deferred maintenance. Access to these funds each year is dependent on the University achieving enrollment targets. Units also have various resources dedicated each year for the purpose of renovating and improving spaces to accommodate new faculty and employees, as well as improve the student experience.

The deferred maintenance backlog associated with some facilities is at the level that it is more prudent to demolish and build new vs. addressing the deferred maintenance backlog. Very few projects that have been funded over the past decade have been purely new builds, with most falling into the categories of either a major renovation or demo and rebuild.

In FY 19-20, CSU Fort Collins expended \$31,640,252 on maintenance and renovations, and \$55,670,532 on new construction. The details related to these figures were provided to DHE in our annual required Capital Cash Expenditure Report.

CSU Pueblo – Yearly, Colorado State University Pueblo submits project requests to the Colorado Department of Higher Education and the Office of the State Architect for State funding for capital construction/ capital renewal and controlled maintenance projects. CSUP relies heavily on funding from these project requests to improve and repair the facilities on campus. CSUP does not have funding available to self-fund these projects. When CSUP auxiliary facilities (non-State funded facilities) have Capital Construction or Controlled Maintenance needs, bonds are generally issued to fund the projects, and revenues generated by Auxiliary Services are used to make the bond payments.

Generally, each year several Departmental projects are completed to meet programmatic needs. Usually, these projects are \$25,000 or less and do not meet the criteria for either a Capital Construction/ Capital Renewal or Controlled Maintenance project listed above.

Over the past year, CSUP Facilities Department has had to make campus-wide adjustments to address the presence of COVID-19. With limited activities occurring on campus, the need for Departmental projects has greatly reduced, and many of the programmatic projects are on hold. Currently, CSUP is constructing an indoor athletic practice facility with donations generated by the CSUP Foundation and a solar field installation funded through the Energy Performance Contract. Other than that, no new construction is occurring on the CSUP campus.

*Other than that, CSUP is only funding **Maintenance Driven** projects to ensure that our facilities are properly maintained. Over the past year, projects of this type have included repairing water lines, replacing a compressor necessary for a building HVAC system, and repairing the roof leak in the HPER Building.*

Also, CSUP Facilities Department is continuing the Preventative Maintenance Plan that has been created for campus. This will allow the Facilities staff the ability to continuously monitor the infrastructure of campus buildings and potentially extend the facilities' useful life as well.

Colorado School of Mines

In order to address much needed deferred/controlled maintenance and capital renovation/renewal projects, it has been necessary to set aside a certain amount each year to fund these much-needed repairs or capital projects such as lab or classroom renovations, build-outs for specialized equipment, remodeling projects or other improvements or changes to space. The overall amount of the capital budget varies each year based on the level of funds that can be allocated in our budget; typically, the annual capital budget has been between \$2M and \$3M over the past several years which is only approximately 10% of the annual depreciation of our assets.

University of Northern Colorado

The university allocates a portion of student capital fees to capital reserves. These reserves are used to address controlled maintenance needs not funded by the state of approximately \$4 million per year. We have also funded approximately \$1 million per year in small capital renovations to support facilities changes, many of which are associated with academic program needs.

Last fiscal year, UNC received \$2 million in state-controlled maintenance funds. As noted above, UNC finances approximately \$4 million each year for deferred/controlled maintenance projects with internal funds.

The combined funds available in a typical year using both state and UNC funds is considerably lower than our target funding level. The Association of Higher Education Facilities Officers (APFA) recommends that 1.5%-2.5% of the CRV of facilities be invested annually in capital projects. This equates to \$12-\$20 million per year for UNC.

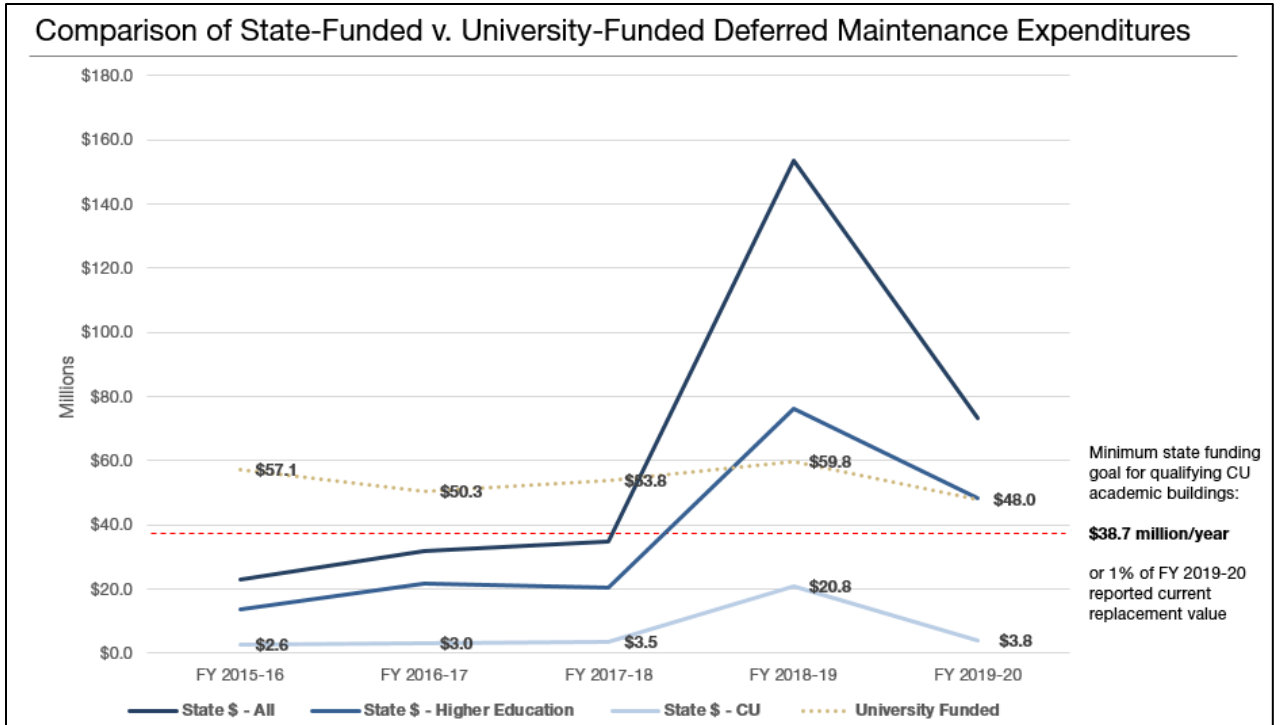
Of particular concern with state-controlled maintenance funding is that generally only level one projects are funded. This often does not include funds for roofing, HVAC systems, and other major needs.

- b) What share of your controlled maintenance costs are addressed by the State versus internal resources?

University of Colorado System

In the last five fiscal years — which includes the large one-time infusion of controlled maintenance dollars through the first tranche of Senate Bill 17-267 certificates of participation — the state's share of CU's total controlled maintenance spending was 11.1 percent compared to the CU self-funded share of 88.9 percent. The detail is shown in the Chart Four below.

Chart Four:



Colorado State University System

CSU - In FY 19-20, CSU Fort Collins received \$3,794,625 in state-controlled maintenance funding. This is 12% of the internal resources that CSU expended.

CSU Pueblo - Auxiliary Services funds all its own controlled maintenance needs through auxiliary reserves or bonds. For CSUP State facilities, most of the CM funding is provided by the State of Colorado. CSUP does not have the funds available for the Controlled Maintenance (CM) projects.

Colorado School of Mines

Over the past 5 years, state controlled maintenance funding has averaged approximately \$1.6M per year.

University of Northern Colorado

See response to 13a.

14 [Sen. Moreno] How much deferred maintenance is on your campuses (dollar value)?

University of Colorado System

The cost to eliminate CU's deferred maintenance backlog (measured, in part, by the cost to increase building FCI scores to 85) is \$1.5 billion. Of this \$1.5 billion, \$1.3 billion is attributable to the CU Boulder campus. The following Table Four shows the costs by campus and by General Fund (eligible for state-controlled maintenance) and Non-General Fund inventory.

Table Four:

Boulder	\$1,338,142,982
General Fund	\$878,050,000
Non-General Fund	\$460,092,982
Denver	\$41,710,842
General Fund	\$35,389,213
Non-General Fund	\$6,321,629
UCCS	\$79,196,782
General Fund	\$69,693,515
Non-General Fund	\$9,503,267
Anschutz	\$48,791,183
General Fund	\$35,951,120
Non-General Fund	\$12,840,063
Total	\$1,507,841,789
General Fund	\$1,019,083,848
Non-General Fund	\$488,757,941

Colorado State University System

CSU - At CSU, current deferred maintenance is estimated to be approximately \$641M as reported by the Office of the State Architect.

CSU Pueblo - For CSUP the deferred maintenance need is between \$50M and \$75M.

Colorado School of Mines

Mines estimates it has approximately \$40M in deferred maintenance on campus.

University of Northern Colorado

Our most recent facilities condition audits have identified deferred maintenance needs exceeding \$236 million (includes state/academic, auxiliary, student fee, utilities, and infrastructure).

- 15 [Sen. Moreno] How is the current financial crisis likely to affect your ability to address current and deferred maintenance needs in the near- and longer term?

University of Colorado System

The current financial crisis puts our ability to aggressively self-fund controlled maintenance and renovation at risk in the near term, but CU will continue to prioritize and fund the maintenance of our building inventory. We recognize that we are stewards of important historical buildings and that our students deserve buildings to be in top condition as part of their on-campus experience.

State support remains a key component of our plan to address the backlog of controlled maintenance. CU is grateful for the legislature's proven commitment to maintaining state funding for controlled maintenance in the face of budget restrictions.

CU owns a quarter of the gross square footage of the state's building inventory (20.6 million GSF or 25.5 percent).*

The size of CU's asset inventory — paired with the age of the inventory — requires a sizable annual investment just to limit the rate of growth of the deferred maintenance backlog. Over a third of CU's total asset inventory is more than 50 years old, including 72 percent of the buildings on the CU Boulder campus. The annual campus growth rate of the deferred maintenance backlog is: CU Boulder (7%), CU Denver (0.2%), CU Anschutz (5%), and UCCS (2%). (The variation in the growth rate is based on the relative age of the asset inventory on each campus and the complexity of some of the systems used in research-intensive buildings.)

**When this total is limited to General Fund-supported GSF only, CU owns 11.2 million GSF or 23.1 percent of the total building inventory. These totals are reported in the Office of the State Architect December 2021 Annual Report.*

A working group on deferred maintenance and sustainability has been meeting since fall 2019 as part of a larger ongoing strategic planning effort. The working group has identified best practices and key metrics for deferred maintenance and is finalizing action steps to make larger inroads on the backlog of controlled maintenance in the longer term.

Colorado State University System

CSU - For purposes of balancing our budget in FY21, CSU incurred budget reductions of \$17.5M relating to our education and general operations. The allocations of these reductions were shared differentially across campus, with Facilities Management being allocated the largest percentage reduction. Given the fact that volume changes in services did not decline in a similar manner as the budget, the area impacted most significantly is spending on controlled and deferred maintenance.

Many of our auxiliary operations, self-funded units, have also experienced significant drops in revenue due to the need to provide quarantine space and limit facility capacity to allow for social distancing. Again, the expenditures impacted the most are those that are discretionary and controlled deferred maintenance.

CSU Pueblo - CSUP is very concerned about how COVID has impacted future funding for Capital Construction and Controlled Maintenance State funding requests. As stated previously, CSUP cannot provide the funding necessary for the Capital Construction and Controlled Maintenance campus needs.

Colorado School of Mines

During times of financial crises, deferred maintenance funding is often reduced in state budgets in order to balance budgets in the near-term. To balance the FY2020-21 budget, Mines reduced its deferred maintenance funding by 30% with hopes to restore that funding in this upcoming budget cycle. Further financial strain will continue to reduce our ability to self-fund current and deferred maintenance needs.

University of Northern Colorado

Many projects in the current year's capital plan were deferred with only critical projects continuing as a cash-saving measure. Auxiliary revenues normally available for capital evaporated due to losses in housing occupancy, conferences & events, and parking operations.

FUNDING PROVIDED FOR STUDENTS WITH FEDERAL HEERF FUNDS

- 16 [Sen. Moreno] How did your institution allocate and utilize the 50 percent of federal HEERF funding that was required to be provided directly to students? How did you determine who would receive funding? What share of your student body received funds? What was the average/range of funding provided per student?

University of Colorado System

The following Table Five illustrates the amounts, average awards, award ranges, students awarded, and percent of students funded.

Table Five:

Campus	HEERF Student Share Award	Average Award	Award Ranges	Number of Students Awarded HEERF	Percent of Eligible Student Body	Percent of Total Student Body
CU Boulder	\$9,366,204	\$2,253	\$350 to \$6,000	4,152	23%	12%
UCCS	\$3,962,823	\$1,935	\$200 to \$3,000	2,048	18%	13%
CU Denver Anschutz	\$5,092,042	\$1,322	\$400 to \$6,000	3,852	34%	26%

Addition information on the award processes by campus is provided below.

CU Boulder Response

CU Boulder has distributed \$9,366,204 in emergency financial aid grant funds under Section 18004(a)(1) of the CARES Act to 4,152 students. The estimated total number of students at CU Boulder with eligibility for this aid, as defined under Section 484 in Title IV of the Higher Education Act of 1965 is approximately 18,322 students based on Spring 2020, Summer 2020, Fall 2020 and Spring 2021 enrollment.

On May 6, 2020, CU Boulder began accepting Student Emergency Fund applications to allow students to request emergency financial aid grants. The value of the grant varies according to the needs of the student but cannot exceed \$6,000. Awards typically range from \$350 to \$1,800 and are allocated based on type of need. Applications were reviewed on a first-come, first-served basis and students were required to submit a FAFSA so Boulder could determine if they met the federal requirements.

UCCS Response:

UCCS has distributed \$3,962,823 in emergency financial aid grant funds under Section 18004(a)(1) of the CARES Act to 2,245 students. The estimated total number of students at UCCS with eligibility for this aid, as defined under Section 484 in Title IV of the Higher Education Act of 1965 is approximately 11,632 students based on Spring 2020, Summer 2020, Fall 2020 and Spring 2021 enrollment.

At UCCS priority was be given to students with EFC equal to or less than 15,000. The campus sent out an email to all students about the availability of funding AND the application process. UCCS utilized an appeal form already on website in the forms section, but added in COVID-19 related expenses as a category (www.uccs.edu/finaid). Both forms will reiterate that funding is limited and once depleted, will not be able to accept additional grant requests. The form will request the reason for request and the request for documentation – such as layoff notice, childcare expenses, etc.

CU Denver/Anschutz Response:

CU Denver and CU Anschutz split the \$5,092,042 in funding between the two campuses and primarily utilized an emergency needs application to allow students to quickly share their need for the funding. For the primary emergency application students indicated areas of need and that was used to help determine the amount of funding distributed to each student. An emphasis was placed on Pell Eligible students per the wording in the CARES Act which was reinforced by the Secretary of Education in follow up messaging to the higher education community. Additional dollars were set aside to be utilized by the case management teams on each campus for students for needs not addressed in the emergency application or those students with needs beyond the initial awarding.

Campuses determined that 11,442 students met the initial eligibility requirements for application and 34% of those students received funding. Awards ranged between \$400 and \$6,000 with the average awarding being \$1,322.

It is important to note that the initial eligibility requirements were very open and many students did not meet the more restrictive secondary requirements to have had incurred additional pandemic related expenses due to the disruption of campus operations. Awarding, as per the wording in the funding agreement, limited us to those elements within the students cost of attendance which were impacted by the sudden change in education delivery.

Colorado State University System

CSU - Colorado State University Fort Collins (CSU-FC) administered the CARES Act HEERF funding in accordance with the federal implementation guidance issued to the higher education community. The University prioritized funds to students with the greatest level of demonstrated financial need who also met prescribed federal eligibility requirements. Funds were distributed via an application process for the Spring 2020 semester, and via automatic "block grants" for the Fall 2021 semester. As of September 30, 2020, CSU-FC had disbursed \$8,728,450 to over 9,100 students. An estimated total of 17,056 students at CSU-FC are eligible to receive HEERF grants under Section 18004(a)(1) of the Federal CARES Act. The typical grant amounts provided to students ranged from \$500 to \$1,500.

CSU Pueblo - To provide prompt assistance to as many eligible students as possible, 90% of the HEERF dollars CSU Pueblo received were distributed among the identified student population using a combination of need and spring 2020 enrolled credit hours. Students were categorized by the 2019-2020 Estimated Family Contribution (EFC), if applicable. A "per credit" dollar amount was then allocated to each need category, again prioritizing highest need with the largest allocation. The dollar amount was multiplied by spring credit hour enrolled (as of March 13, 2020), to determine the allocation for each student within the population. Undergraduate students were given an award of \$25-\$55 per credit hour based on need category. Graduate students were allocated a range of \$35-\$65 per credit hour, to account for the higher cost in tuition and lack of federal grant aid for post-bachelor's degree programs. The average award for undergraduate students was \$558.21, and \$458.80 for graduate students. The remaining 10% of the total HEERF allocation was set aside as an Emergency Aid Program to assist needy students with unexpected expenses incurred due to COVID-19. Such expenses included moving/travel costs in relation to loss of or change in housing, food insecurities, pandemic related medical expenses, or a combination of these due to loss or reduction of employment. Students from the eligible population could request emergency aid funds in addition to the immediate relief grants by completing a simple electronic application indicating their need for relief. 86% of the spring 2020 student population received HEERF Funding via either immediate relief, emergency aid grants, or both.

Colorado School of Mines

Mines used a hybrid model to allocate the funds from the Emergency Financial Aid Grant. The institution first allocated \$600 to those students who were 250% of the maximum award of the federal Pell Grant or approximately a \$14,000 EFC determined by the FAFSA.

Mines then created an application that students, including the above mentioned, could complete and submit online for Emergency Financial Aid Grant funding. The Dean of Students determined their need and awarded grant funding for housing, food, medical and childcare costs and/or technology needs due to COVID-19. 72% of qualified students received CARES Act grants (approximately 44% of the student body regardless of eligibility). The grants ranged between \$500 and \$2,500.

University of Northern Colorado

In disbursing the \$3.8 million in CARES Act funding, UNC prioritized students with the greatest demonstrated need and ensured that funds were distributed as widely as possible. As of December 1, 2020, UNC has made 7,126 CARES student disbursements for a total of \$3.5 million. (A student may have received more than one disbursement.) The remaining \$0.3 million was reserved for students who are continuing to face significant financial hardship and will be disbursed during Spring 2021.

Approximately two-thirds of the funds were initially disbursed directly to all Title IV-eligible students with the amount of each student’s emergency grant being determined on a sliding scale based on their Expected Family Contribution.

Table 5. Direct Distribution of UNC CARES Funds to Students by Expected Family Contribution

<i>EFC Category</i>	<i>CARES Act Amount</i>
<i>\$0</i>	<i>\$ 625</i>
<i>\$1 - \$5,576</i>	<i>\$ 525</i>
<i>\$5,577 - \$8,364</i>	<i>\$ 425</i>
<i>\$8,365 - \$9,999</i>	<i>\$ 325</i>
<i>\$10,000+</i>	<i>\$ 225</i>

The remaining funds were set aside for distribution through an application process to students enrolled in Summer 2020, Fall 2020, and Spring 2021. [Title IV eligibility](#) is a requirement to receive CARES Act assistance through the direct allocation or application process, as directed by the Department of Education. Disbursement amounts have typically been around \$750, but have been much less, depending upon student financial circumstances.

EDUCATOR PREPARATION - READING INSTRUCTION

17 [Sen. Rankin] Section 23-1-121 (2)(c.5), C.R.S., added through S.B. 19-190 (Educator Preparation), specifies that educator preparation programs are required to include “Course work that teaches teacher candidates the science of reading, including the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension, and the skills and strategies to apply to ensure that every student learns to read.” If your institution provides an educator preparation program, how do you ensure compliance with this provision?

University of Colorado System
CU Boulder Response

At CU Boulder, reading instruction content is aligned with the Colorado Elementary Education Grades K-6 (4.02) standards in multiple courses in the Elementary Education program. Students in the Elementary Teacher Education Program take a required course in the fall semester of their third year to meet that standard. References to the specific (4.02) standards for Reading are listed after each Learning Goal. These standards are also aligned with course goals in other literacy classes. The required course in the Elementary Teacher Education program, EDUC 4320 is designed to fulfill the requirements for a BA in Elementary Education, as well as a Colorado K-6 Teaching License.

EDUC 4320 (also known as Reading Methods) is taken after Children's Literature (EDUC 4311) and before Writing for the Elementary Classroom (EDUC 4321). Additionally, students will enroll in further reading assessment modules during their second semester of student teaching. As part of the Teaching Culturally and Linguistically Diverse (CLD) sequence, they will take another literacy class, Methods of Biliteracy Instruction (EDUC 4455), during the same semester as their writing course.

Within this sequence of literacy-related courses, Reading 1 focuses on the structure and components of reading instruction in K-5 classrooms, the five pillars of the reading process (phonics, phonemic awareness, fluency, vocabulary, and comprehension), and the analysis and implementation of evidence-based reading instruction practices, with some connections to assessment and writing instruction. A student's literacy classes integrate assessment and teaching for a diverse range of learners, with the expectation that student knowledge and skills will develop in depth and breadth over time.

The faculty are currently updating course design and content for Spring 2021, and they are familiar with the content expectations in the 45-hour READ Act training.

UCCS Response

The question is timely as the UCCS campus is working with representatives from the Colorado Department of Education and the Colorado Department of Higher Education to schedule our next state re-authorization visit. UCCS has requested an extension for reauthorization because of COVID-19. The visit is tentatively scheduled for April 2022.

In preparation for the state reauthorization visit, UCCS has been reviewing programs and courses to ensure that it will be able to demonstrate that the program meets all of the state standards, and in particular the standards related to the science of reading.

UCCS has taken the following steps to ensure that all students enrolled at the undergraduate and post baccalaureate licensure program levels have a deep knowledge of the science of reading and are prepared to teach reading using pedagogical methods aligned with the legislated reading standards.

- *Aligned all courses to the state matrices or rubric for Reading Standards*
- *Changed required texts to ensure that all texts selected meet the requirements of effective reading instruction*
- *Require that all students pass the Praxis Reading Test: 5205 (Beginning Spring 2022)*

The following programs and courses are impacted by this legislation at UCCS:

IECE: Inclusive Early Childhood Education (Ages birth through 8; Initial license in Early Childhood with an added endorsement in Early Childhood Special Education)

IECE 3010: Early Language and Literacy I: Ages Birth - 4

IECE 4010: Early Language and Literacy II: Ages 5-8

Proposed BA IECE Under Review:

IECE3500 Young Dual Language Learners and Family Literacy

IECE3010 Emergent Literacy and Language Development

IECE4010 Literacy Development, Instruction, and Interventions

IELM: Inclusive Elementary Education (Grades K-6; Initial license in Elementary Education with added endorsements in Culturally and Linguistically Diverse Education (CLDE) and Special Education Generalist, Ages 5-21).

IELM 3100: Language and Linguistics

IECE 4010: Early Language and Literacy (Ages 5-8)

IELM 4015: Teaching Reading and Writing Grades 2-6

Elementary – (LAS major with licensure) undergraduate and post baccalaureate

IECE 4010: Early Language and Literacy (Ages 5-8)

IELM 4015: Teaching Reading and Writing Grades 2-6

Special Education Generalist: (undergraduate and graduate licensure)

SPED 5010 Multisensory Structured Language Education

TED 5570 Elementary Literacy Methods (our students are taking CURR 5400 - Tch Rdg&Wrtg in Content Areas this semester in an effort to improve enrollment across programs)

CU Denver Response

As found in the federal, research-based “What Works Clearinghouse,” reading researchers have arrived at a general consensus that there are five foundational aspects of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. We know very few educators who would argue against intentional, systematic instruction in any of these elements for beginning readers, or the value of automatic decoding skills.

As such, CU Denver has designed our preparation for candidates in early childhood, elementary and special education licensure programs with outcomes based upon the science of reading. Across our courses and field experiences, candidates develop skills in the intentional, systematic teaching of phonics and phonemic awareness, and skills for building vocabulary, fluency and comprehension.

CU Denver has designed literacy coursework aligned with the requirements of the Colorado READ Act, and have reviewed and revised where necessary to confirm that we are in compliance.

Colorado State University System

CSU - Our campus has required a Literacy and the Learner course (EDUC 340) for more than 20 years. In that course, students learn and apply strategies for teaching reading across disciplines. CSU does not have an elementary education licensure program; however, we do have a very strong early childhood education (ECE) program that is in alignment with the requirements of the READ Act. Our ECE program includes a strong emphasis and focus on the five essential components of reading instruction, beginning with birth and through age eight. Instruction within our ECE program surpasses the 45 hours that are required by the READ Act and, in alignment with the guidelines/parameters of the READ Act, we spiral content throughout multiple courses (Educ 340 & 400); support learning with multiple exposures to content and developmental assessments; and culminate with a summative assessment in the Science of Teaching Reading in EDUC 400.

EDUC 340- Literacy and the Learner focuses on the foundations of literacy and numeracy, focusing on emergent literacy. During this class, students are introduced to and study two essential components of reading instruction: phonics and phonemic awareness.

EDUC 400- Diagnostic Teaching of Reading is aligned with the Colorado Teacher Quality Standards and focuses on the K-3 setting. The major emphasis of this course is on designing, implementing, and guiding research-based reading instruction. This course spirals content from EDUC 340 (phonics and phonemic awareness) and builds in the remaining essential elements of reading instruction (vocabulary development, reading fluency, and reading comprehension). The end of course assessment in the Science of Teaching Reading is housed within this course.

Given that our courses are designed with a strong emphasis in the Science of Teaching Reading, we are confident that all graduates within the ECE program, beginning in 2022, will qualify for a license to teach in Colorado. We have already met with colleagues at CDE and CDHE to discuss, and our ECE faculty are members of the review committee for the Educator Preparation Program application that is in development. Our ECE faculty will work with the state in Spring 2021 to submit documentation of how this content maps into courses and the program.

CSU Pueblo - What we have done to be compliant is threefold: 1. Ensure that our courses cover all literacy standards as outlined in Colorado statute (from the READ Act, etc.); 2. Learned as much as we could about what CDE meant by the "science of reading" and what they may be expecting for that; 3. Added a new course to the curriculum to address potential gaps based on what we learned in item 2.

For item #1 above, our program has had a strong track record with covering required standards. Not only in our most recent reauthorization visit, but also from the addition of our Early Childhood Education program, we got glowing feedback about the degree to which these standards were covered.

Item #2 has been more challenging. It has not been easy to ascertain exactly what is wanted here. However, we have followed what CDE requires of our partners in K-12 education regarding this issue. In our discussions with Pueblo School District 70, we have learned what they are doing to develop their teachers in conjunction with representatives from CDE's literacy unit and what the approved curricula are for the READ Act literacy grant monies. We are training School of Education faculty in these areas, specifically LETRS.

Based on this information, we are developing a new course to better cover linguistics and language acquisition. It also covers the 5 Components of Reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension)

in more detail, especially in the first three components listed for young readers. We are offering this new course for the first time this spring.

Colorado School of Mines

Colorado School of Mines does not provide educator preparation programs.

University of Northern Colorado

The State of Colorado requires that the Colorado Department of Higher Education (CDHE) and the Colorado Department of Education (CDE) reauthorize educator preparation programs in Colorado approximately every five years. In UNC's most recent reauthorization cycle, CDE chose UNC to be the first Institute of Higher Education (IHE) with educator preparation programs to go through an additional layer of reauthorization efforts focusing on reading. In the initial reauthorization step, CDHE and CDE determined that 31 of UNC's 33 educator preparation programs met or exceeded all standards related to "course work that teaches teacher candidates the science of reading, including the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension, and the skills and strategies to apply to ensure that every student learns to read."

Following the initial CDHE/CDE reauthorization site visit, we focused our efforts on changes to the Elementary Education and Early Childhood Education programs to more explicitly address the CDE educator licensure requirements in teaching reading. Based on the feedback from CDE, under the leadership of Dr. Corey Pierce, the UNC Elementary Education and Early Childhood Education programs have made significant curriculum revisions through more than 30 faculty meetings at different levels to ensure each reading standard for teachers is covered with significant depth and breadth. UNC's leadership team continues to improve communication with CDE to make explicit the ways these programs have been meeting these standards for years. In addition, the Elementary Education and Early Childhood Education programs are conferring with the International Dyslexia Association (IDA) to review syllabi based on their Knowledge and Practice Standards (KPS). An initial review by the IDA team in Fall 2020 showed a very high degree of clarity in both programs effectively embedding the IDA KPS standards in their programs. Although the READ Act standards and the KPS standards are highly similar, IDA has used feedback tools in their review to offer clarity to the UNC team.

Through the state reauthorization efforts and consultation with the International Dyslexia Association, we are confident all UNC educator preparation programs meet all State standards associated with "course work that teaches teacher candidates the science of reading, including the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension, and the skills and strategies to apply to ensure that every student learns to read." As a result of faculty's effort, all revised curricula (including one new course, two significantly revised courses, and two moderately revised courses) have been approved through the UNC curriculum process for full implementation by Fall 2021. To ensure the content in the reading courses completed by students in the Elementary Education and Early Childhood Education programs is up-to-date and in line with the READ Act requirement, the faculty who teach the reading classes have engaged in more than 70 hours, per person, of professional development related to the READ Act and CDE educator preparation reading standards. Combining all the newly developed and significantly revised courses, including end-of-course assessments, UNC's Elementary and Early Childhood education programs will require more than 90 contact hours in its curriculum to be implemented in Fall 2021, directly and explicitly addressing the READ Act.

Meanwhile, a plan has been established to help the candidates who will make up the 2022 graduating class to be equipped with an appropriate level of knowledge and skills related to the READ Act. First, the content related to the Science of Reading (SOR) in the new curriculum, that will be fully implemented starting Fall 2021, will be incorporated in three of the literacy courses delivered as part of the current curriculum. Second, once the new

curriculum starts its full implementation in Fall 2021, whenever possible, students in the 2022 graduating class will be assisted to enroll in the new or revised SOR-based courses as substitution of those in the curriculum for their catalog year. Third, starting from Spring 2021, both practicum and student teaching will require the teacher candidates to practice SOR-based teaching strategies in the field.

Finally, the UNC teacher preparation program leadership team is considering having teacher candidates in the 2022 graduating class take a test approved by the state focusing on reading content as required by the READ Act prior to graduation, taking into strong consideration the burden the additional cost of testing places on students. The READ Act requirements have been thoroughly and numerously communicated to and discussed by the educator preparation faculty in 2020, which has resulted in the significant revision of the curriculum to be implemented in Fall 2021. The READ Act requirements and the UNC plan of action to align its curriculum with the READ Act will be communicated with all students at the beginning of each semester at the mandatory check point meetings so that all students understand these requirements and the importance of teaching reading based on scientific research as a foundational aspect of the Elementary and Early Childhood teaching licenses. All literacy instructors will also reinforce READ Act requirements in each literacy course students are required to take.

QUESTION SPECIFIC TO CSU-PUEBLO - INSTITUTE OF CANNABIS RESEARCH

18 [Sen. Rankin] Provide an update on recent activities, programs, and funding for the Institute.

Colorado State University - Pueblo

The Institute of Cannabis Research (ICR) continues to focus its effort on accordance with the role and mission to conduct and fund research related to cannabis and publicly disseminate the results. The details regarding FY20 activities and budget have been published in the Institute's Annual Report (attached and located on the ICR's website at <https://www.csupueblo.edu/institute-of-cannabis-research/annual-report.html>).

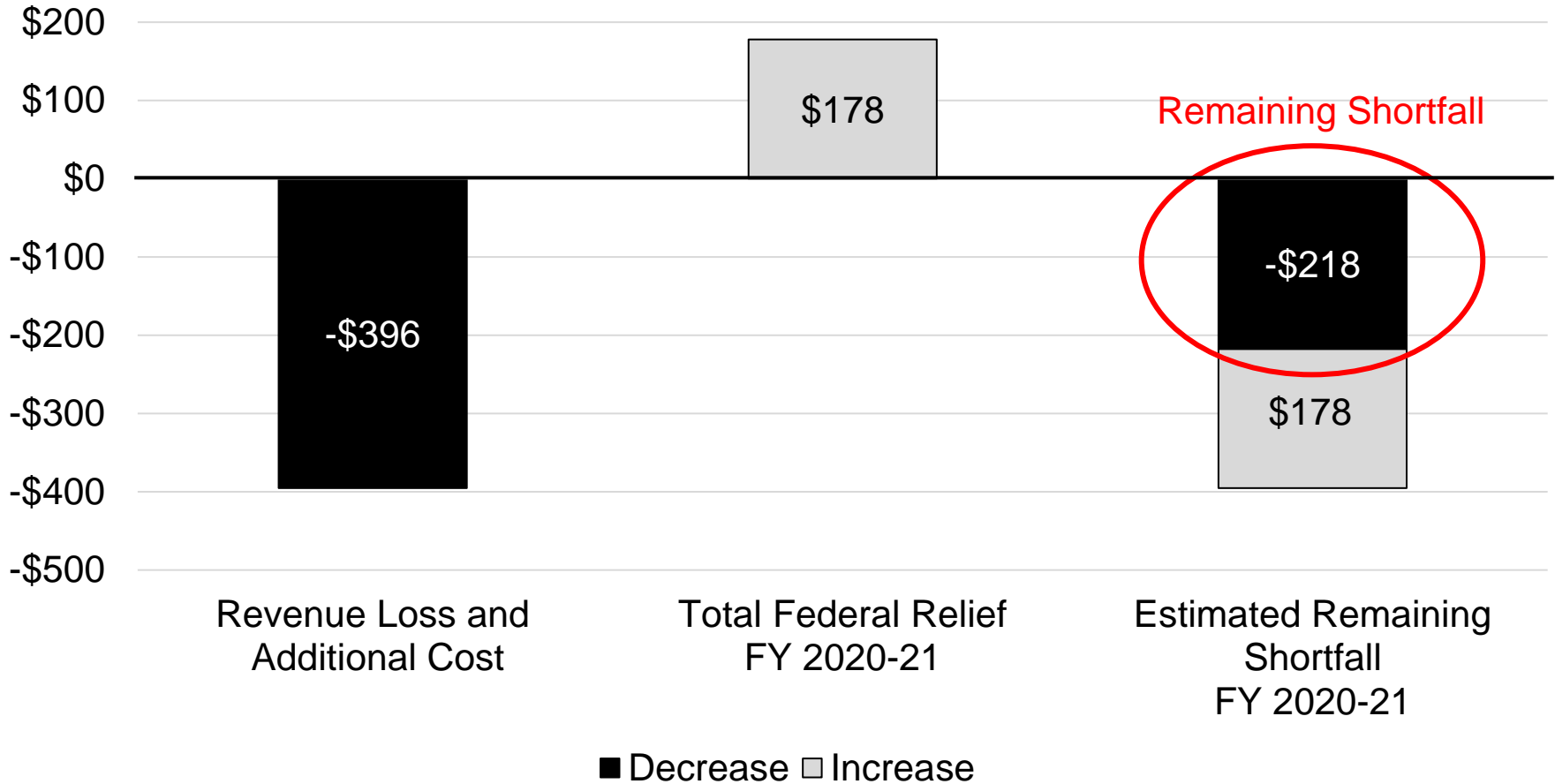
In compliance with statutory requirements of HB19-1311 an electronic copy of the report along with a document of highlighting feedback on the report from the ICR Governing Board was distributed to the Joint Budget Committee and the Educational Committees of the Senate and House in the fall of 2020. The Governing Board, while recognizing the difficult fiscal climate considering the COVID crisis, recommended that the State tie funding for the ICR and cannabis research to the State's marijuana tax revenue. The Board further recommended that the ICR be granted roll forward authority for State funding received. This is critical to following national best practices for funding research. A copy of the Boards feedback distributed to the legislative committees is included with this response.

The ICR is halfway through FY21 and is focusing on the following activities:

- The appropriation to the ICR was cut by almost 45%. This dramatically reduced the amount of research that the ICR can support. It is critical that the ICR increase its funding to be able to support cannabis research efforts effectively and sustainably on behalf of the state.
- The ICR in consultation with its Governing Board is actively working on the diversification of its funding portfolio to complement the state appropriation. This includes applications for funding from federal agencies:
 - NIH (conference grant; pending)
 - USDA (research grant submitted by the ICR Senior Scientist; unsuccessful)
 - Other Sources:
 - Pueblo County BOCC (commitment from County to support research at CSU Pueblo through the ICR; exact details pending)

- *Sponsored Programs through private sector (pending)*
 - *The ICR held the postponed ICR Conference 2020 virtually in August (original date was April 2020).*
 - *The ICR launched the first statewide competition for cannabis research funding (LOIs were due Dec. 1, 2020 and full proposals are due Feb. 1, 2021) per the requirements of HB19-1311.*
 - *The ICR is currently in the planning stages of the newly branded “Cannabis Research Conference” 2021 which will also be delivered virtually in August 2021 in partnership with the Global Hemp Innovation Center at Oregon State University. The Conference website can be accessed at: <https://www.cannabisresearchconference.net/>*
 - *The ICR has continued to bolster its outward facing communications through two major initiatives in the fall of 2020:*
 - *The bi-monthly ICR e-Newsletter (<https://www.csupueblo.edu/institute-of-cannabis-research/outreach/index.html>)*
 - *The monthly ICR Webinar Series (<https://www.csupueblo.edu/institute-of-cannabis-research/webinar.html>)*
- *The ICR continues to support the Journal of Cannabis Research (<https://jcannabisresearch.biomedcentral.com/>), the official journal of the ICR. The Journal has seen a dramatic increase in the number of research/scholarly articles submitted and published now in its second year of publication.*

FY 2020-21 Budget Impact and Remaining Shortfall (Systemwide, in millions)

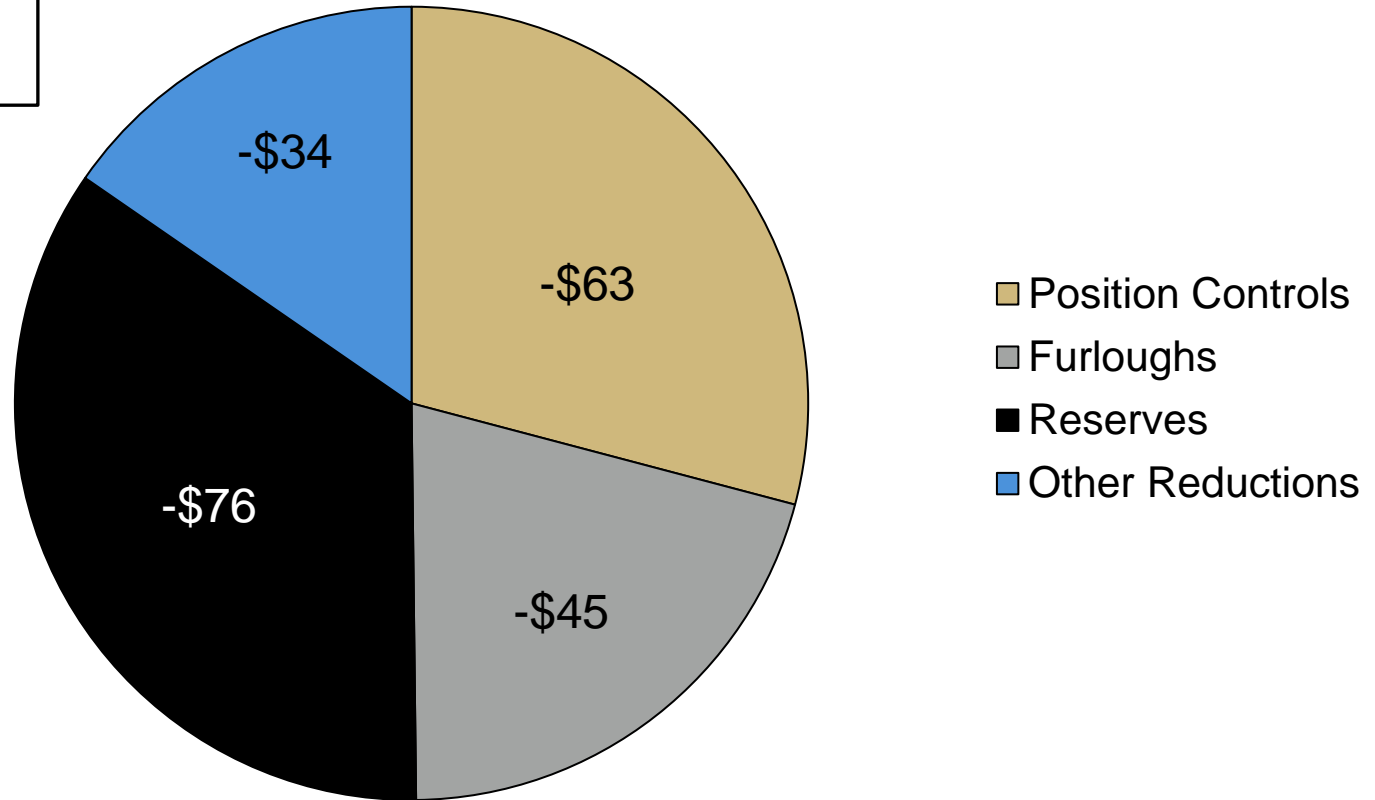


Source: Based on December 2020 estimates, includes FY 2020-21 additional \$20.4 million base core minimum costs.
Analysis by the CU System Office of Budget and Finance.

FOUR CAMPUSES UNITED

How CU has balanced in FY 2020-21 (Systemwide, in millions)

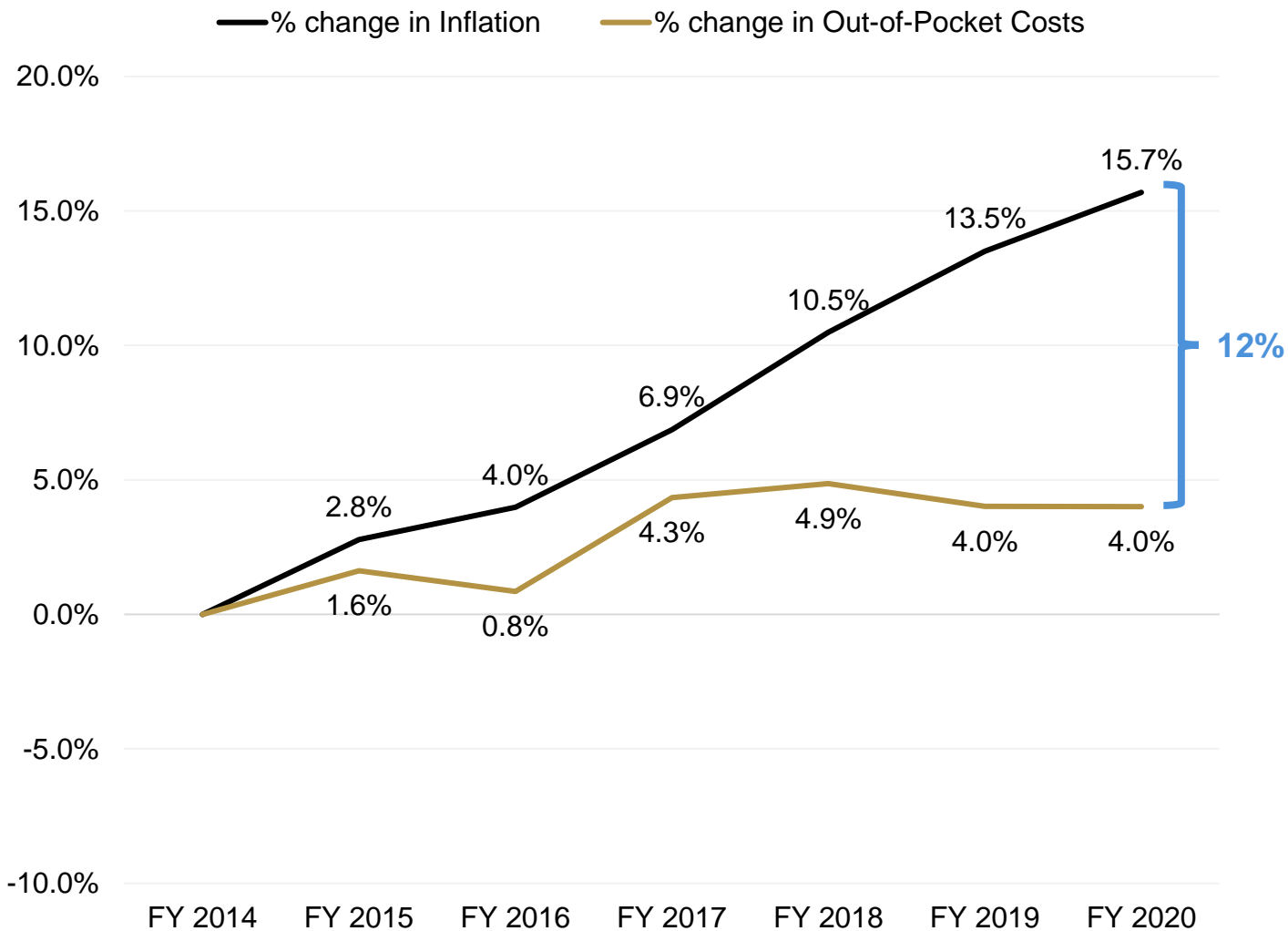
\$218 million
Budget Gap



Notes: Based on December 2020 estimates.
Analysis by the CU System Office of Budget and Finance.

Out-of-Pocket Costs – CU System

Resident students applying for financial aid with income < \$100,000



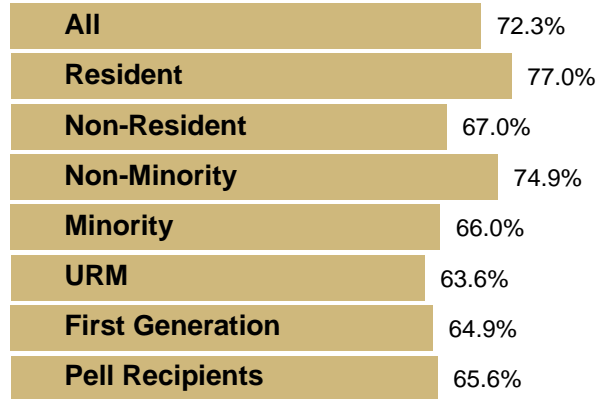
- Average Cost of Attendance (COA) minus average grant aid package
- Grant aid is the sum of federal, state, institutional aid and other scholarships;
- Includes resident undergraduates applying for financial aid.

Source: CU System Office of Budget & Finance; Inflation based on CPI (Consumer Price Index) Denver-Aurora-Lakewood.

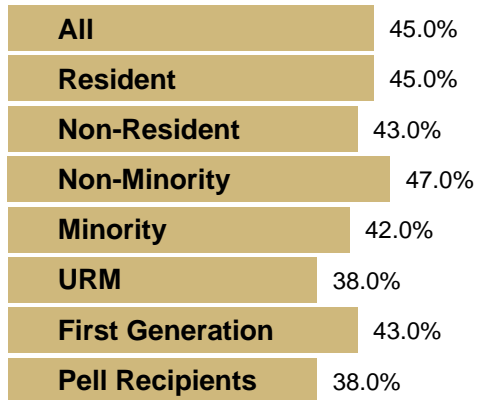
Six-Year Graduation Rates

First-Time Full-Time Cohort, Fall 2014 through FY 2020

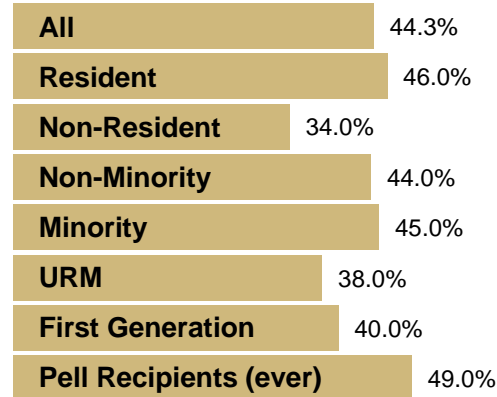
Boulder - 6-Year Graduation Rates
First-Time Student Cohort Fall 2014



UCCS - 6-Year Graduation Rates
First-Time Student Cohort Fall 2014



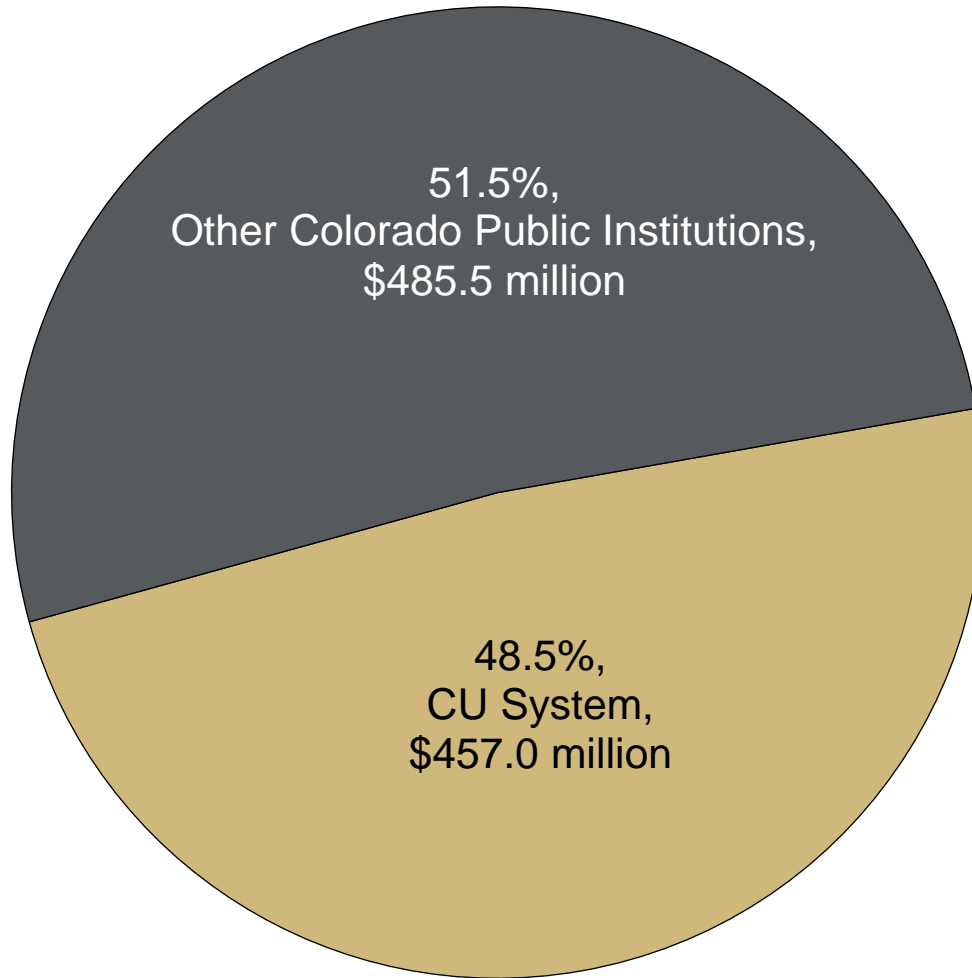
Denver - 6-Year Graduation Rates
First-Time Student Cohort Fall 2014



- Six-year graduation rate is based on first-time, full-time freshmen.
- The rate is the percentage of students who earned a degree within six years.

Source: CU System & Campus Offices of Institutional Research

Total state dollars needed to fund at Hanover peer levels: \$942.5 million



Total based on state support dollars per student below peer average, multiplied by student FTE

Source & Methodology: Revenue data from IPEDS Finance Survey, 2016-2018; Calculations per SFTE are based on average amounts per institution divided by average student FTE (12-month full-time equivalent enrollment). For Colorado institutions, state funding includes Fee For Service, COF, tobacco settlement, and marijuana research reported in Budget Data Books actuals. Peer list based on CDHE's 2020 peer selections. Analysis by the CU System Office of Budget and Finance.

DEPARTMENT OF HIGHER EDUCATION
FY 2021-22 JOINT BUDGET COMMITTEE HEARING
WRITTEN RESPONSES ONLY - Due January 29, 2021
[Questions as of 12/16/20]

COLORADO COMMUNITY COLLEGE SYSTEM

GAMING REVENUE

[Sen. Hansen] Discuss the impact on current programs or, more generally on the Office itself, of passing Amendment 77, which increased the limits gaming establishments cannot exceed for gaming devices.

At this point, the Colorado Community College System (CCCS) has not seen an impact from the passing of Amendment 77 because the gaming revenue to CCCS is distributed based on the prior year's gaming proceeds, meaning we won't know the impact of Amendment 77 until next fiscal year.

DEPARTMENT, HISTORY COLORADO, GOVERNING BOARDS

COMMON QUESTIONS: PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.

NOTES:

- The Department and History Colorado will Respond to All Questions
- The Higher Education Institutions do not need to provide separate responses to Questions 4 through 8.
- DHE is requested to provide a consolidated response on 5 & 6 that incorporates input from the institutions about cost-drivers for the governing boards/the higher education sector.

- 1 Provide a list of any legislation with a fiscal impact that the Department/Governing Board/Institution has: (a) not implemented, (b) partially implemented, or (c) missed statutory deadlines. Explain why the Department has not implemented, has only partially implemented, or has missed deadlines for 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

None

Mesa State University

None specific to CMU.

Metropolitan State University of Denver

There are no pieces of legislation that MSU Denver has not implemented, partially implemented, or missed statutory deadlines.

Western Colorado University

Western does not have any unimplemented legislation.

Colorado State University

The CSU System is in compliance with all applicable legislation.

Fort Lewis College

Fort Lewis College has implemented all legislation.

University of Colorado

The University of Colorado has implemented all legislation with a fiscal impact and not missed and statutory deadlines.

School of Mines

Colorado School of Mines (“Mines”) has partially implemented the legislative requirements in the Equal Pay for Equal Work Act (“Act”). By the end of February 2021, Mines will have created a job architecture inclusive of standardized job descriptions and job levels with compensation grades that align to a market-based compensation structure, an internal equity analysis that will identify pay disparities, and a recommended implementation plan to make good faith efforts in correcting pay disparity. Job posting requirements have been implemented. Other phases of the project including System Optimization & Execution, Performance Integration & Incentive Pay Programs, and Continuous Improvement & Maintenance will continue through 2021 and 2022. The implementation of the Act was slightly delayed primarily due to significant turnover in our Human Resources Department and the readiness of the processes and data necessary for the implementation.

University of Northern Colorado

UNC is not aware of any legislation that has not been implemented.

Community College System

There are none.

Colorado Mountain College

None. All legislation specific to CMC with an implementation deadline on or before January 1, 2021 has been implemented.

Aims Community College

Aims has no legislation with a fiscal impact that has not been implemented, partially implemented or missed deadlines.

ATCs

The Area Technical Colleges are not aware of any legislation that has not been implemented or which statutory deadlines have been missed.

Does the Department/Governing Board/Institution have any HIGH PRIORITY OUTSTANDING recommendations with a fiscal impact identified in the Office of the State Auditor's "Annual Report: Status of Outstanding Audit Recommendations"? What is the Department doing to resolve these HIGH PRIORITY OUTSTANDING recommendations? Please indicate where in the Department's budget request actions taken towards resolving HIGH PRIORITY OUTSTANDING recommendations can be found.

The 2020 report can be found at this link: http://leg.colorado.gov/sites/default/files/documents/audits/2056s_2020_annual_report_status_of_audit_recommendations.pdf.

Adams State University

No

Mesa State University

From July 1, 2011, through June 30, 2020, CMU received no audit recommendations.

Metropolitan State University of Denver

No, MSU Denver does not have any high priority outstanding recommendations with a fiscal impact identified in the Office of the State Auditor's "Annual Report: Status of Outstanding Audit Recommendations".

Western Colorado University

Western does not have any outstanding audit recommendations.

Colorado State University

The FY 2020 CSU System audit is expected to be released in February 2021. We do not anticipate having any High Priority Outstanding items.

Fort Lewis College

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

University of Colorado

*The OSA's November 2020 Annual Report: Status of Outstanding Audit Recommendations, states:
"From July 1, 2014, through June 30, 2019, the University of Colorado System (System) agreed to implement four financial audit recommendations. Based on the OSA's follow-up audit process, as of June 30, 2020, the System has no unimplemented audit recommendations.*

In our 2019 Annual Report: Status of Audit Recommendations Not Fully Implemented, the System also had no unimplemented audit recommendations."

School of Mines

Colorado School of Mines has no High Priority Outstanding audit recommendations at this time.

University of Northern Colorado

UNC has fully resolved and addressed all FY2020 audit recommendations, findings were resolved during FY2021 by reviewing and revising internal procedures. This was accomplished by existing staff and the University did not have to identify additional budget to resolve these findings.

Community College System

No, CCCS does not have any high priority outstanding recommendations.

Colorado Mountain College

No

Aims Community College

Aims has none

ATCs

The Area Technical Colleges have no outstanding audit recommendations.

For the FY 2020-21 hearing process, the Department/Governing Board/Institution was asked to respond to the following questions related to public awareness campaigns.

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?

Please provide an update to your response from last year, including any changes to existing campaigns and/or the addition or discontinuation of campaigns.

Adams State University

In FY2020-21 Adams State has created public awareness campaigns to highlight health and safety measures related to COVID-19 and expectations and requirements of students, staff and faculty. Adams State has also partnered with local agencies, Alamosa County Public Health and the city of Alamosa to highlight and promote health and safety measures for both campus and the community at-large. Expenditures on campaign include social media paid promotions and printed collateral at a cost of around \$2,000. Adams State also routinely executes general awareness campaigns about the University and appropriates an estimated \$30,000 annually for digital branding, social media branding and select print publications.

Mesa State University

CMU has a planned investment of \$1.1M in FY 2021, from non-state and federal fund sources, for paid public awareness campaigns 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.

Metropolitan State University of Denver

Yes. Starting in the summer, MSU Denver launched a series of marketing and advertising campaigns focused on showcasing our strengths as a university, leveraging our programs, partnerships and innovation to demonstrate our growing impact in the Colorado community, and stabilizing and boosting enrollment through recruitment and retention of students.

These campaigns are designed to strengthen awareness of our brand by creating a more cohesive, consistent and centralized approach to advertising, marketing and communications across the University. From aligning our messaging and ensuring a consistent brand identity to identifying ways to collaborate in our advertising and marketing efforts across campus with academic departments on cost generation programs such as our Master's Degrees.

The cost of these campaigns was \$1 million. It includes ads on various digital platforms including YouTube, Spotify, predictive banners and social media as well as key improvements to the MSU Denver website – the University's largest marketing tool. This cost included all creative costs (copy and design), media buying and placement on media channels for the various campaigns. It also includes a robust external communications plan to seek earned media placements that tell the MSU Denver story using the campaign strategy.

We measure success of these campaigns through increases in our online engagements with stakeholders – visits to our websites, requests for information, applications, etc. Additionally we assess our influence through a brand audit conducted every other year. The last brand audit conducted in 2018, gathered feedback from business leaders and external partners as well as our students, faculty, staff and alumni.

A key 2018 goal was to break the 80 percent threshold for community recognition. The University surpassed that goal then, hitting 84 percent. This positioned MSU Denver to meet and surpass its Strategic Plan goal of 85 percent recognition by 2020.

In addition to the brand audit, the University measures the campaign from website and digital ad impressions, as well as earned and social media placements.

MSU Denver is not currently working with other state or federal departments to coordinate this campaign, but we do partner with other higher ed institutions, state and federal institutions from time to time on media relation campaigns that support access and affordability for our students.

Western Colorado University

Yes, Western spends money on public awareness campaigns, both on a local and regional level. The majority of spend is focused on attracting new students to Western with a lower level of spend focusing on local university events such as summer camps for high school counselors, and youth interested in STEM learning. Campaigns include digital and print ads as well as billboards, banners and signage for the university. Less than 20% of public awareness campaign spending is for standalone campaigns.

Western uses social media for our organic and paid media goals. The platforms we focus on are Facebook, Instagram, Snapchat, LinkedIn, Google, Microsoft Ads and TikTok. We have found particular success in Facebook, Instagram and Google in regard to lead campaigns and generation. We are not currently working with other state or federal departments to coordinate campaigns.

Colorado State University

All CSU System campaigns are fully designed and executed by in-house staff. The CSU System and governing board have engaged in public awareness campaigns this year around freedom of speech and progress on the Spur campus, and the System has also supported campus efforts to promote awareness and safety messaging around the COVID-19 pandemic and public health. In general, 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, community engagement, social media, and a twice-per-year magazine that highlights impact and outcomes around the state, this year focusing on university response to COVID-19. 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.

Fort Lewis College

The response from last year is still accurate.

Fort Lewis College spends approximately \$380,000 annually on print materials and advertising costs. The vast majority of these expenditures are directly related to student recruiting. Of this amount, approximately \$250,000 is directed towards increasing awareness and reputation of the college through advertising and \$130,000 towards costs of print materials. Existing marketing and communications staff are leveraged to accomplish this brand awareness. Some of the efforts include:

- Print materials used by admission counselors to recruit students (viewbooks, road pieces, brochures, fliers, etc.).*
- Feature stories and profiles about faculty, students, staff and benefactors that capture the brand of Fort Lewis College.*
- Electronic and social media is used to deliver messages in a targeted way.*
- A reputation building campaign in regional and nationwide media to tell the Fort Lewis College story.*
- Wall displays and ads at the Denver airport and the Durango-LaPlata County Airport*
- The FLC Magazine, now in its seventh issue, is mailed to appropriate leadership including governmental and civic leaders, local school systems, parents of current students, and benefactors.*
- The Fort Report e-newsletter, created biweekly, is sent to alumni, donors, community members, family members of students, as well as campus constituents.*
- Traditional TV and streaming campaigns through Comcast that target students in Colorado and northern New Mexico.*
- Underwriting on Rocky Mountain PBS to communicate to influencers.*
- Digital media and television campaign on KKTv in Colorado Springs.*
- Digital marketing campaign with Glacier Communications, to reach prospective students via Facebook, Instagram, Spotify, and search.*
- Wall-mounted ads in 14 high schools in our target market.*

- *Print ads in magazines, including Hemispheres, Essential Durango, The Gulch, and Winds of Change.*
- *Enhanced premium profiles on college search sites, including Peterson's, Niche, Naviance, Cappex, Study USA, and Strive 4 College.*

University of Colorado

CU System Office Response:

CU System office has spent \$285,257.87 on marketing/promotion in the current fiscal year. The funds are from earnings on CU investments (no state funds or tuition revenue is diverted to the project). The funding was for the final phase of the All Four: Colorado marketing campaign, which has run for the past four years. 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 newspaper opinion pieces from the president and the president's monthly electronic newsletter that is distributed to nearly half a million alumni, donors, friends, parents, faculty, staff, and students.

The goals of the All Four: Colorado marketing campaign are to:

- *Promote the value and contributions of CU to targeted segments of key constituents;*
- *Leverage campus-based marketing efforts and provide connective tissue among them;*
- *Support fundraising activities.*

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 will not undertake further campaigns in the current fiscal year, and the All Four campaign finished in October.

The CU System also has a contract with RTD for naming 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 five-year mark in April). Due to fulfillment issues on the part of RTD, the campaign will extend one more year at no expense to the university. CU does not work with other state or federal departments to coordinate the campaign.

CU Boulder Response:

The CU Boulder campus is continuing an integrated reputation campaign that demonstrates that CU Boulder is a bold, innovative and inclusive 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. Due to budgetary impacts of the COVID pandemic, the campus plans to spend a smaller annual budget of approximately \$75,000 in FY 2020-21 on its reputation campaign.

CU Anschutz Response:

In October 2019, the CU Anschutz Medical Campus launched its first ever marketing campaign "This Is Breakthrough" - an umbrella campaign which includes CU Anschutz, UCHHealth, and Children's Hospital Colorado. Designed in concert with local advertising agency Karsh Hagan, the campaign's focus was to elevate the reputation of the CU Anschutz Medical Campus as a world-class medical destination and to amplify the recruitment

and retention of the unparalleled talent that powers this campus and positions us at the forefront of life-changing research and science, education, and patient care.

“This Is Breakthrough” is both a regional and national campaign. It has featured both print and digital placements in the New York Times, Wall Street Journal, Journal of American Medicine, New England Journal of Medicine, Scientific American, prominent medical journals/ conferences, across the Denver and Colorado market (including three television commercials) as well as other outlets and platforms such as Pandora.

Using detailed tracking tools, (such as SMARI, Kantar, Nielsen Media Research, Stellar, Cision, Media Metrix, and Simmons) to measure the campaign’s metrics and effectiveness with regards to both awareness and reputation across our consumer, opinion leader, and physician audiences, shows strong success to date.

With over 78m traditional impressions and 70.6m digital impressions through October 2020, combined with completion rates for our online videos reaching 140% of the benchmark, we are reaching and connecting our intended audiences. The campaign was also honored with a Silver Award for Total Ad Campaign with TV at the National 37th Annual Healthcare Advertising Awards.

More awareness and exposure of CU Anschutz has also resulted in a larger earned media presence, allowing us to get important health and medical information more broadly out to the community. More than ever, our experts are trusted voices in responding to the COVID-19 pandemic - in research, media, and government, both in Colorado and around the country. FY20 included a 2.5 billion digital reach, 97.8m print and broadcast reach - overall, a 354.8% increase for CU Anschutz over FY19.

Due to the COVID-19 pandemic, “This Is Breakthrough” has been in a lower exposure ‘maintenance mode’ since March 2020. New campaign materials will launch in Q1 of 2021, with a focus on the campus’ role in fighting the pandemic and a message of resilience for our community. “This Is Breakthrough” was produced at an initial cost of approximately \$1 million in production and marketing for the campaign during the Summer 2019, from funds provided by a donor for this purpose.

CU Denver Response:

The CU Denver campus has the same efforts in place as the prior year and spends approximately \$1 million for advertising and public awareness. This includes approximately \$400,000 in production and \$600,000 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 research efforts, academic quality and variety of degree programs. Success is measured via a biennial tracking study that measures advertising recall, overall image and awareness and likelihood to recommend CU Denver to others. Annual metrics include click-thru-rate and engagement rates on a variety of digital and social ads, video completion rate and website unique visits, time on site, bounce rate, among others.

UCCS Response:

In 2018, UCCS launched its new “UCCS Fuels Success” campaign, based on the pillars of affordability, location, career-focused education, small class sizes, innovative degrees and UCCS as part of the CU system, with a focus on building brand awareness throughout Colorado and key feeder regions. Based on the success of the campaign in terms of growth in positive perception and awareness, UCCS continued this campaign with an overall paid media budget for FY 2020-21 of \$450,000. All earned media is coordinated in-house. Effectiveness is measured through a real-time dashboard of digital measures but ultimately measured by applications and enrollment.

With the onset of the COVID-19 pandemic, UCCS shifted much of its budget allocation and strategies to engage the local population who might be reconsidering their higher education and career options. UCCS refreshed the creative concept behind the UCCS Fuels Success campaign in the fall of 2020. Newly conceived creative launched in early

2021 with a continued focus on the pillars of affordability, location, career-focused education, small class sizes and innovative degrees.

In addition, UCCS launched a targeted media campaign in support of the new William J. Hybl Sports Medicine and Performance Center, a groundbreaking collaboration between UCCS and Centura Health offering state of the art research, academic and client services. The Hybl Center campaign includes print, digital, streaming radio, out-of-home and direct marketing with a \$100,000 budget for the first year.

School of Mines

Colorado School of Mines contracts with Clear Channel to advertise at Denver International Airport. The cost of the campaign for FY20-21 is \$72,000 which is \$10,000 less than the previous year. We discontinued sponsorship of CBS4 Future Leaders program as part of our cost cutting efforts. The goal of the airport advertising program is to continue to bring awareness of Colorado School of Mines to visitors to Colorado given the importance of non-resident students to revenues and the high number of visitors to Colorado through DIA.

University of Northern Colorado

UNC does not spend money on general public awareness campaigns outside of marketing to prospective students.

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 2019-20, our 13 colleges collectively spent \$3.8 million on marketing/advertising, which represents approximately 0.4 percent of the total expenditures by our colleges.

Colorado Mountain College

Public awareness and marketing-driven campaigns continue to 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)

Statenside awareness and recruitment support:

- high school gym ads (\$18k) (paid media)
- out of home (\$50k)
- online display, paid search, sponsored social (\$185k) (paid/ owned media)
- print advertising in magazines and industry newsletters (\$10k) (paid media)
- press releases (earned media)

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.

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).

Aims Community College

Aims has spent no funds on any public awareness campaigns

ATCs

Emily Griffith Response:

Emily Griffith Technical College has a comprehensive and robust communication and marketing plan that includes digital advertising, email marketing, social media outreach, SMS campaigns and strategic public relation. All of these efforts are meant to tell the story of Emily Griffith as a brand and long-standing institution of Colorado.

Emily Griffith has dedicated \$200,000 to a brand awareness campaign for external audiences. This campaign is meant to demonstrate the breadth and depth of Emily Griffith from its history and long-standing commitment to powering Colorado's workforce. Increasing public awareness of Emily Griffith's impact on Colorado's economy further expands the reach of Emily Griffith and thereby ensuring the steadiness of enrollment.

Emily Griffith also has dedicated \$80,000 to career pathway and program specific marketing. This allows a strategic and directed advertising campaign solely aimed at increasing enrollment.

Finally, Emily Griffith has dedicated \$30,000 to strategic public relations efforts, designed to tell the unique, relevant and historical stories of Emily Griffith's students, alumni, faculty and staff. It is most important to tell how a brick and mortar has become so integrated into the entire state of Colorado to create jobs, build careers and cultivate community. Most of our press releases and blog storytelling have led us to thoughtful articles on Emily Griffith. We were also able to get a day designated by the Mayor of the City and County of Denver as an annual Emily Griffith Day!

Here are some highlights of the press we've garnered and earned:

- *During 2020, 59 media placements were secured through proactive media pitching. Over the course of the year, we pitched 9 unique story angles and 10 press releases. Per the table below, 13 of the 19 story angles were*

covered. Coverage garnered more than 57.8 million impressions. Outreach was targeted at consumer and business media to reach potential students and the business community to position Emily Griffith as THE school for trade education, continuing education, career advancement and entrepreneurship in the Rocky Mountains.

PR/Media coverage highlights include:

- *9 mentions about Emily's birthday, the soup giveaway and food drive*
- *2 radio interviews on Colorado Public Radio*
- *9 TV segments on KMGH Denver 7, FOX31/CW2, KCNC Channel 4*
- *19 articles included back links to the Emily Griffith website*
- *12 articles about new executives and the new strategic vision of the school*
- *10 student stories*
- *Coverage in a variety of consumer and business print / online media outlets*

The below highlights some return on our investment data from all of our efforts:

- *We are spending money on public awareness campaigns. Campaigns include a Branding campaign to drive overall awareness of Emily Griffith and the breadth of programs they offer, a Culinary Quick Start campaign to specifically support the Culinary Quick Start program, and a Massage Therapy campaign to specifically support the Massage Therapy program.*
 - *Branding and Culinary Quick Start were planned and executed at the same time, which allows both of these campaigns to benefit from the other. While flighting differs slightly to take advantage of specific seasonality that affects the different messaging, having both of these efforts in-market allows for more depth in media choices and an increased market presence. This synergistic approach creates an opportunity for Emily Griffith to communicate its benefits using both high-reach and niche audiences consistently across the calendar year.*
 - *The Massage Therapy campaign was implemented in order to specifically support increased enrollment for the specific program. This campaign requires a lower budget, so tactics were evaluated for those that can be specifically targeted to segments that are most likely to engage with the messaging. Additionally, timing is limited to a concentrated 3-month period to ensure appropriate media levels over the course of the campaign. Behavioral targeting, keyword targeting, retargeting, SEM and social media all were implemented for this effort.*
- *The goal of the paid campaign messaging has some slight variations:*
 - *Branding Messaging – the goal is to increase awareness of Emily Griffith and the variety of programs they offer. Additionally, by being active it allows us to inform potential students that classes are still available during the pandemic (in many cases adjusted to hybrid, but still an option for students to continue their learning). The ultimate goal of the Branding campaign is to drive increased inquiries across all available programs, drive total applications, and support an increase in enrollment.*
 - *Culinary Quick Start – the goal of this campaign is to provide awareness of this unique program AND very specifically, to help fill each of the cohorts. This is meant to be a traffic-driving campaign to the website, yielding increased class applications.*
 - *Program Specific Campaigns – the goal of this campaign is to alert potential students that this class is available and to drive increased inquiries and applications during a very concentrated 3-month period leading up to the class start date.*

- *The cost of each campaign is as follows:*
 - *Brand Awareness: \$200,000*
 - *Culinary Quick Start (Grant Funded): \$200,000*
 - *Program Specific:*
 - *Massage Therapy: \$25,000*
 - *Construction Essentials: \$25,000*
- *Metric tracking for all campaigns include understanding how many website visits are being driven by the efforts, the site engagement for each digital tactic, the number of information requests submitted, the number of time the 'Apply Now' button Is selected, the number of contact forms submitted, and the number of newsletter signups that are being driven. Additionally, historical trends are being considered and used to help determine optimization decisions. Finally, application and enrollment numbers that are shared by the marketing department help shed light on how the media is performing.*
- *Over the past 6 months, 2,715 future students have signed up through the website interest form and received emails about Emily Griffith through our lead generation campaign. The campaign has an average open rate of 49.38%.*
- *Since our new brand and updated look and feel, the website traffic has increased exponentially. At the launch of the new brand in July of 2020, there were over 201,000 page views from 35,000 visits with individuals spending nearly three and half minutes on the website.*
- *In addition to our general lead outreach, we have implemented several program specific campaigns to encourage enrollment in certain programs, including Massage Therapy, Professional Baking, and Construction Essentials. As well as campaigns for specific audiences, such as high schoolers who have attended a college fair and future students who have filled out an application but have not moved forward in the process. The average open rate for program and audience specific outreach is 46.75%.*
- *We have sent 36 emails over the last 6 months to current students, including our student newsletter, Emily's Edge. Our emails to students have an average open rate of 55.46%.*
- *We have sent 7 emails in the last 6 months to partners and alumni updating them on what's going on at Emily Griffith and encouraging them to get involved. The average open rate for these campaigns is 31.13%.*
- *Emily Griffith's Instagram following grew by 48% YoY at an incremental growth rate of 3.5% MoM while maintaining an average engagement rate of 3.8%. Our Facebook following grew by .69% WoW with an average of 1,000 engagements per month. The annual percent growth rate equaled 3.51%.*
- *We have run several targeted texting campaigns and contacted 1,681 students and prospects. Of which, we are able to interact via live chat or through our AI bot. These campaigns have generated over 3,300 interactions with 1,323 responses from students. Specifically, we have run campaigns for upcoming start dates for our Culinary Quick Start program, English Language program, and a general re-enrollment for those who had expressed interest in the past. Our engagement rate in these campaigns is 3.32% with 1,113 students remaining active and 40 opt-outs.*

Through all of these efforts, we've garnered many successful results from both paid and earned media. We are looking forward to continuing our successes. Our goals for enrollment in 2021 are high and we expect all of our marketing, advertising and PR efforts to deliver on these goals.

Pickens Technical College Response: *Pickens Technical College (PTC) recognizes the importance of an effective and strategic marketing plan to promote the College, its brand, and its resources to the community. PTC is uniquely positioned to help the local Aurora community and across the State of Colorado recover from the economic impacts of COVID-19 and beyond.*

Key Message/Moto: *A Great Place to Start // Education that Works*

Campaign Theme: *The focus of our campaign is to establish PTC as being a place to launch, to get a fresh start, instilling a sense of hope for tomorrow. Whether you are looking for a short-term credential, an industry credential, or a 1- to 2-year program, PTC is the right place for you to get into the workforce and/or back to work.*

Our Marketing efforts focus on three priorities:

- 1. Raising Awareness – raising the profile of PTC locally and statewide*
- 2. Boosting Enrollment and Recruitment – enhancing the perception of PTC as a desirable place to launch a career*
- 3. Advancing the PTC Brand Within APS – furthering our relationship with APS, aligning with APS 2020 Goals and building an appreciation for the usefulness of a technical education among APS faculty, staff, students and families to plan, develop skills and obtain credentials*

General brand awareness. We continue to try and eliminate the label of being Aurora's best kept secret. We are working to raise the profile of PTC locally and statewide.

- Engaged in ad campaigns for both
 - Paid advertising (Marquee in the Aurora Mall, Bus stops throughout Aurora, Aurora Sentinel, Aurora Chamber of Commerce, Google, Niche, Snapchat).*
 - Producing authentic content that is pushed out via PTC social media channels (YouTube, Facebook, Instagram, Twitter and LinkedIn).**
- Advancing the PTC Brand Within APS – furthering our relationship with APS, aligning with APS 2020 Goals and building an appreciation for the usefulness of a technical education among APS faculty, staff, students and families to plan, develop skills and obtain credentials.*

Targeted marketing for low enrollment programs. Not everyone knows about all of our programs or what career options exist for students in those fields. To help address this concern, we have incorporated both paid and authentic media to focus on these specific programs.

"Mythbusting" - CTE programs have traditionally been stereotyped for certain types of students, whether that be students who traditionally dominate a certain industry (males in welding, for example), or academics (CTE programs are for students not ready for college). We have worked to try to dispel both of these myths and show that CTE can be an appropriate and successful career path for students even if they are very ready and equipped for college.

- Establishing a market perception survey and are looking to key feedback mechanisms and demonstrate a 10 percent improvement on perception based in 2021.*

We continuously measure metrics to evaluate the success of our media campaigns.

- Incorporating a "where did you hear about us" question on our application. We can also track many of our media efforts through paid advertising and SEO (Search Engine Optimization).*
- The effectiveness of these ad campaigns is measured through traffic to our website and 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 PTC Website metrics include:

- **Avg. Session Duration** (The total duration of all sessions divided by the number of sessions): 2:53
- **Bounce Rate** (The percentage of visitors to your website who navigate away from the site after viewing only one page): 38.95%
- **New Users** (The session-level status of users who have never been to your site before and are initiating their rst session on your site. Users can appear as a new user twice over the course of two): 36,000 per year
- **Pages Per Session** (The average number of pages viewed during a session on your website): 2.9
- **Return Users** (The user-level status of a user who has visited the site before within a rolling 2 year period): 43,000 per year

We are not working with other state or federal departments to coordinate our campaign directly, but we are working to ensure our campaign is aligned with local, state and federal initiatives when possible. For example,

- PTC is committed to being a visible player in The Colorado Comeback. To do so, we are leveraging our Marketing channels to highlight our customized training and its ability to meet students where they are. We are launching Ed2Go and Online Credentials to expand our reach throughout The Denver/ Aurora Metro Area and Colorado. When people think of the recovery plan, PTC is playing a part in the revitalization across the state.
- We believe we are uniquely positioned to help support and align messaging in support of Governor Polis' 2021 focus on equity in the Colorado workforce.

The budget for these campaigns and their support services is \$135,950.

We also have a team of career counselors who work with guidance counselors in Aurora Public Schools and outlying districts around outstanding educational opportunities at PTC.

Technical College of the Rockies Response: The Technical College of the Rockies has a small marketing budget, most of which is spent to buy small items (shirts, pens, etc.) to give to students and visitors. We also sponsor local events and fundraisers. We did not engage in any major public awareness campaigns over 2020-21, nor do we plan on doing so during this upcoming year.

Please identify how many rules you have promulgated in the past year (FY 2019-20). 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.

NA

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

The largest cost driver for the higher education sector is personnel costs. The public higher education system is a large enterprise in the state, and institutions employ a large number of personnel to deliver education and support services through interaction with students. The compensation costs for personnel, including health care costs, tend to increase at a higher rate than the CPI and coincide with the total compensation increases approved by the General Assembly. These cost increases need to be met to maintain existing levels of services and operations.

Higher education institutions tend to have higher costs than in other industries because they employ a significant proportion of educated professionals, who command higher salaries. The costs for employing highly skilled, educated workers has steadily grown over time in the higher education sector as in other services industries. Institutions need to pay these higher salaries to attract and retain personnel.

In addition to compensation costs, utility and technology costs at institutions are a cost driver and can often increase faster than the CPI. Furthermore, hiring and maintaining staff to comply with regulations, notably federal Title IX and IV, is a cost driver at institutions.

Changes in student and employer demands for degree programs and credentials are also a cost driver and are affecting the services higher education institutions need to provide. Certain degree programs, such as science, technology, engineering and mathematics (STEM) programs, tend to increase employability as well as earnings. Thus, enrollment in STEM-related programs has steadily increased. However, these programs can be more costly to offer than other programs due to their greater utilization of technology and equipment, as well as higher-paid faculty. As STEM-related jobs are projected to increase faster than overall jobs by the U.S. Bureau of Labor Statistics, enrollment in more costly STEM programs is expected to continue to grow.

Further, the shift to more online education caused increased costs at institutions when the pandemic hit. This shift is not likely to completely recede post-pandemic. Thus, institutions will need to continue to invest in information technology infrastructure as well as instructional design and course development to accommodate increased online offerings for the longer-term.

How is the Department's caseload changing and how does it impact the Department's budget? Are there specific population changes, demographic changes, or service needs (e.g. aging population) that are different from general population growth?

Overall Colorado higher education enrollment dropped 5% this fall due to the pandemic. Some student populations declined at a higher rate, particularly lower-income, underrepresented minority students, and first-generation students. Outside of the experience this year with the pandemic, the state's public institutions have experienced growth in the share of students of color due to the demographic shifts that are occurring in the state and U.S. overall. This rising share of students means that the students enrolled in the state's public higher education institutions are statistically more likely to be lower income, speak a language other than English as their first language, and be the first generation of their family to attend a higher education institution. These students tend to need different types of services compared with white, traditional-age higher education students and those with greater financial resources. Specifically, these groups benefit from things like increased student services, higher levels of academic support, and a more diverse faculty. Institutions will need to continue to adapt to better serve the growing share of these students. In the near term, the pandemic has intensified the demand for student services as more students have had needs for counseling, disability services, and other services.

In some cases, the roles and duties of existing FTE may have changed over time. Please list any positions that have been created in the Department since FY 2018-19 that were not the result of legislation or a decision item.

For all FY 2021-22 budget requests that include an increase in FTE:

- a. Specify whether existing staff will be trained to assume these roles or these duties, and if not, why;
- b. Specify why additional FTE are necessary; and
- c. Describe the evaluation process you used to determine the number of FTE requested.

NA

Please describe any programmatic impacts resulting from cash fund transfers impacting the department as part of the FY 2019-20 and FY 2020-21 balancing process.

NA