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**Revised Financial Accountability Plan**
**For the University of Colorado Denver Campus**

The University of Colorado is resubmitting its Denver Campus Financial Accountability Plan to reflect the tuition action taken by the CU Board of Regents. The Regents met on April 19th, 2012 and voted to approve a tuition increase and structure change for the Denver Campus. Overall, the Regents' action **lowered** the tuition proposal discussed by the Colorado Commission on Higher Education subcommittee in November.

The Board voted to maintain the tuition structure change ("window closure") discussed by the Commission subcommittee last fall. The Board remains committed to a three year plan to eliminate the "tuition window". Denver Campus students currently pay tuition on a per-credit-hour basis for up to 13 credit hours per semester. For FY 2012-13, the Denver Campus will charge students on a per-credit-hour basis up to 15 credit hours. For FY 2013-14, students will pay for each credit hour up to 16 credit hours, and the campus will move to a fully linear tuition schedule for FY 2014-15.

While the Board maintained the tuition structure change, it lowered the per-credit-hour rate increase. In recognition of the reduced funding cut to higher education, the Board approved a lower base per-credit-hour increase, reducing the proposed increase from 4 percent to 0.8 percent. As noted in the enclosed document, the majority of students at the Denver Campus enroll for fewer than 13 credits hours. This means that the FY 2012-13 tuition increase for most resident undergraduate students will be 0.8 percent. Resident undergraduates enrolled for 14 credit hours will see a 9.9 percent increase, and those students enrolled for 15 or more credit hours will see a 17.8 percent increase.

We are seeking the Commission's approval of the amended Denver Campus Financial Accountability Plan.

## SECTION I: PROCESS FOR DEVELOPMENT OF THE FINANCIAL ACCOUNTABILITY PLAN

*Describe the consultative process used to develop the FAP. Include information on advisory committee meetings, public hearings and any other forums held on campus to discuss the tuition plan. Please also describe how the development of the FAP speaks to your institution's role and mission.*

The University of Colorado (CU) is requesting approval for a tuition increase above 9 percent for resident undergraduates at the Denver Campus. The Boulder, Colorado Springs and Anschutz Medical Campus are not seeking Financial Accountability Plan approval at this time. The Boulder campus has been exploring the possibility of a guaranteed tuition plan for resident students over the past two years. We will be communicating any details as they are clarified later this fall. The proposed tuition increases for FY 2012-13 are the product of extensive study and review at the Denver Campus (CU Denver), the Office of the President, and the Board of Regents. As in past years, CU expects to use a process for including and informing students, faculty, and the public about the state of the university's budget and any tuition increases. The Board of Regents and the administration work together throughout the year on a budget strategy that mitigates tuition increases while maintaining the quality of education at CU's institutions. During the July 2012 Board retreat, the Board reviewed and gave informal approval to submit a Financial Accountability Plan for this proposal.

Each campus has a shared governance system. The administration from each campus meets routinely with student groups, providing updates on the budget and soliciting their thoughts on maintaining quality while generating a sufficient revenue base. In addition, the Board solicits feedback from the student groups during its annual tuition setting meeting.

As CU requests approval of our Financial Accountability Plan this fall, prospects for FY 2012-13 state support remains uncertain. CU has based this request upon discussions with the Colorado Commission on Higher Education during the fall and winter of 2010 when the Commission approved our FY 2011-12 tuition rate proposal. CU will continue to have a dialogue with students, parents, and administrators as the financial landscape comes into focus. It is our top priority to secure a stable financial base so that current and future residents have access to a top-tier university education.

From FY 2008-09 through FY 2011-12, CU's state support has been reduced from $209 million to $146 million, a decrease of $63 million. CU received one-time funding from the American Reinvestment and Recovery Act (ARRA) to maintain funding at the original FY 2008-09 state funding levels of $209 million. These funds provided a defined time period in which CU took actions to reduce its operating budgets and increase its efficiency. In addition to these efforts, CU has increased tuition to keep pace with reduced state support, mandated cost increases, and campus renewal projects.

CU took a leadership position in seeking legislation to increase flexibility and efficiency, and the university is determined to continue its sound stewardship of the state's past support. Since FY 2008-09, the university's institutional support (administrative expenditures) budget has decreased 1.7 percent or $2.1 million, while instructional expenditures have increased 14.7 percent or $70.2 million and financial aid expenditures have increased 58.9 percent, or $17.4 million. This highlights the focus the university has maintained to provide Colorado students access to a quality academic experience. Going forward for

FY 2012-13, CU has positioned itself to continue offering a world-class education in spite of a great deal of uncertainty surrounding state support.

**SECTION II: REQUESTED TUITION INCREASE**

*Please detail the governing board/institution requested tuition increase beginning FY 2011-12. Include (based on five-year projections):*

- *Year-to-year $ amount/ percent increase per credit hour for resident students*
- *Differential tuition amounts (if applicable)*
- *Tuition window adjustments(if applicable)*
- *Net expected revenue projections*

SUBSECTION A (IF APPLICABLE): *Describe any current or proposed innovative tuition and fee policies that are included in the tuition and fee proposal, such as flat rate tuition, tuition rebates, tuition discounts or guaranteed tuition plans. If any of the strategies are currently being used, discuss the impact that they are having on student behavior.*

The university is seeking multi-year approval to move to a linear tuition schedule. In this proposal, CU Denver focuses on increasing tuition specifically to achieve linearity, or to adjust the tuition window, for undergraduate students. Currently, the campus has a linear tuition structure to 13 credit hours for undergraduate resident students. By FY 2015-16, no further adjustments are needed to achieve linearity. At that point, students will experience the same increase per credit hour, regardless of how many credit hours they are taking. To achieve linearity, undergraduate resident groups taking between 14 and 18 credit hours will experience double-digit increases for one to three years. Currently a majority (67%) of the undergraduate students at the Denver Campus takes 13 credit hours or less, so the impact of the higher increases will not affect these students. In FY 12-13, it is anticipated students taking 13 credits or less will experience a base rate tuition increase of 0.8 percent while those taking more than 13 credits will experience between 10 percent and 18 percent rate increases. However, the campus will commit additional institutional financial aid to ensure no continuing undergraduate resident student experiences more than a 9 percent tuition rate increase (see section III). After linearity is achieved, the campus has modeled a continuing tuition increase at 4 percent per year for undergraduate students.

| Proposed Tuition Rate Increases for Long Term Tuition Strategy: Based on Credit Hours | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Year | 1 | | 2 | | 3 | | 4 | |
| | **FY 12-13 Rate Growth** | | **FY 13-14 Rate Growth** | | **FY 14-15 Rate Growth** | | **FY 15-16 Rate Growth** | |
| Credit Hours | Up to 13 | Over 13 | Up to 14 | Over 14 | Up to 16 | Over 16 | All | All |
| Undergrad Resident | 0.8% -2% | 10%-18% | 4% | 10 - 11% | 4% | 10 - 17% | 4% | 4% |
| Credit Hours | Up to 12 | Over 12 | Up to 13 | Over 13 | Up to 14 | Over 14 | All | All |
| Undergrad Nonresident | 2% | 5%-8% | 4% | 8% - 9% | 4% | 8% - 9% | 4% | 4% |

In addition to any additional state funding shortfall, the Denver Campus estimates an additional investment of $3.4 million is needed in order to maintain current mandatory costs including, funding health insurance, utilities, controlled maintenance, institutional financial aid, and recruitment and retention programs. Tuition revenue to cover these investments will come primarily from nonresident undergraduate enrollment in FY 12-13 with future revenue sources coming from resident and nonresident undergraduate enrollment. Options for replacing the lost state support are limited. The Denver Campus nonresident tuition is at or above its peers, and any increases jeopardize current enrollment levels. The Denver Campus will take advantage of operating efficiencies authorized through recent legislation, but the university anticipates some one-time upfront costs that will require an initial investment. The longer term savings will be in the continuing budget. As these programs become more developed we will share with you the anticipated savings.

Over the past two years, the Denver Campus began planning for reduced levels of support. Because of this planning, the tuition revenue increases shown above include a mixture of backfilling of state cuts, and revenue increases needed for mandatory spending increases. Over the three-year period detailed above, The Denver Campus will use modest tuition flexibility to begin to invest in student financial aid, restoring some of the state cuts sustained, and begin making progress towards its strategic campus initiatives. CU reserves the right to submit a revised Financial Accountability Plan to the Commission should the state's funding for higher education deteriorate during the five-year period authorized by legislation.

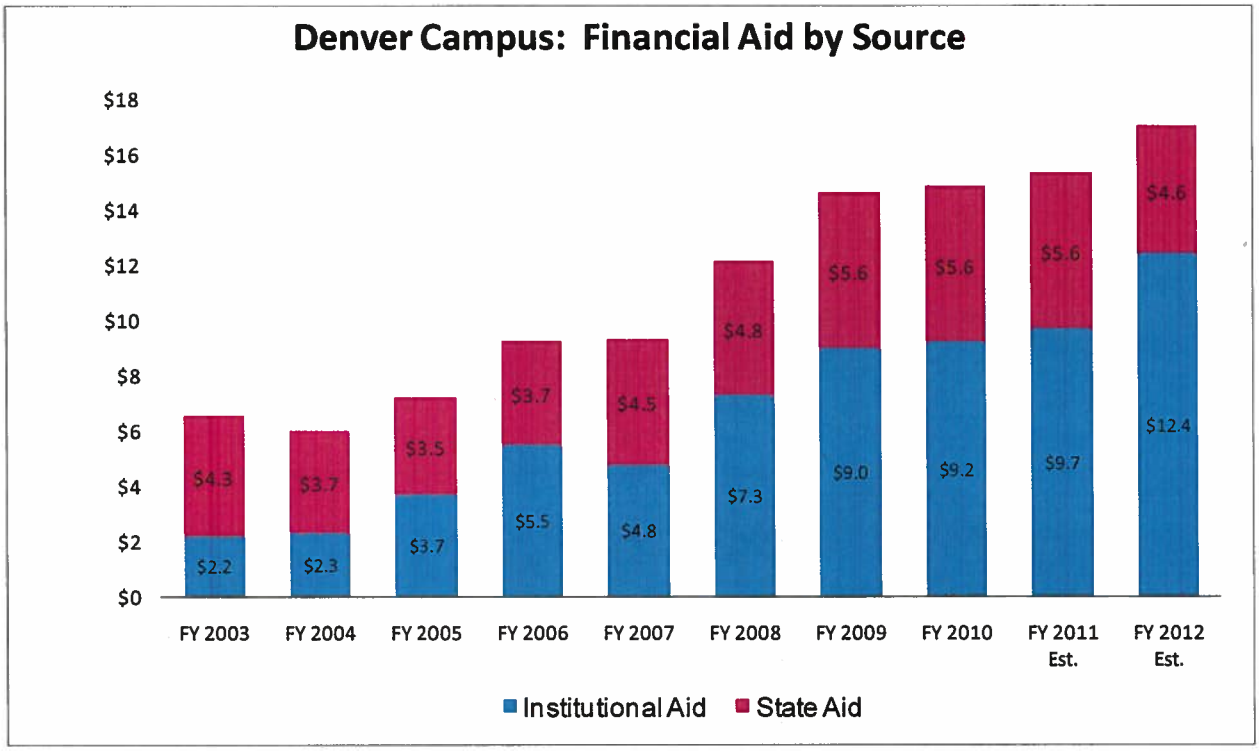
Below is the historical revenue that has been generated from tuition and enrollment growth at CU Denver.

| | ***Denver Tuition Revenue*** | | | |
|---|---|---|---|---|
| | **FY 2008-09** | **FY 2009-10** | **FY 2010-11 est** | **FY 2011-12 est** |
| Resident UG | $42,479,690 | $48,908,365 | $53,256,909 | $56,266,149 |
| Resident Grad | $23,066,914 | $25,968,744 | $26,608,135 | $28,111,607 |
| Nonresident | $21,157,331 | $24,010,467 | $30,128,010 | $32,002,086 |

**SECTION III: PROTECTION OF LOW AND MIDDLE INCOME STUDENTS** *Describe the projected financial aid available (federal, state, institutional & private) to students to mitigate the impact of any increase in tuition and fees. Describe how any additional institutional monies from increased tuition will be allocated to aid and how it will be awarded. Specifically address strategies as they relate to providing assistance to low and middle income students.*

In 2010, the Denver Campus had the highest number of Pell recipients of any designated research institution in the state. One of the goals for the Denver Campus is to provide increased financial aid to its Pell-eligible and middle-tier-income students. The campus plans to invest an increased portion of its tuition revenue in excess of mandated costs into new institutional financial aid. This plan achieves the goals of providing Coloradoans a high quality education, even during times of reduced state funding, while making certain that education is affordable to all qualified students and sustaining and improving the diversity of our student body.

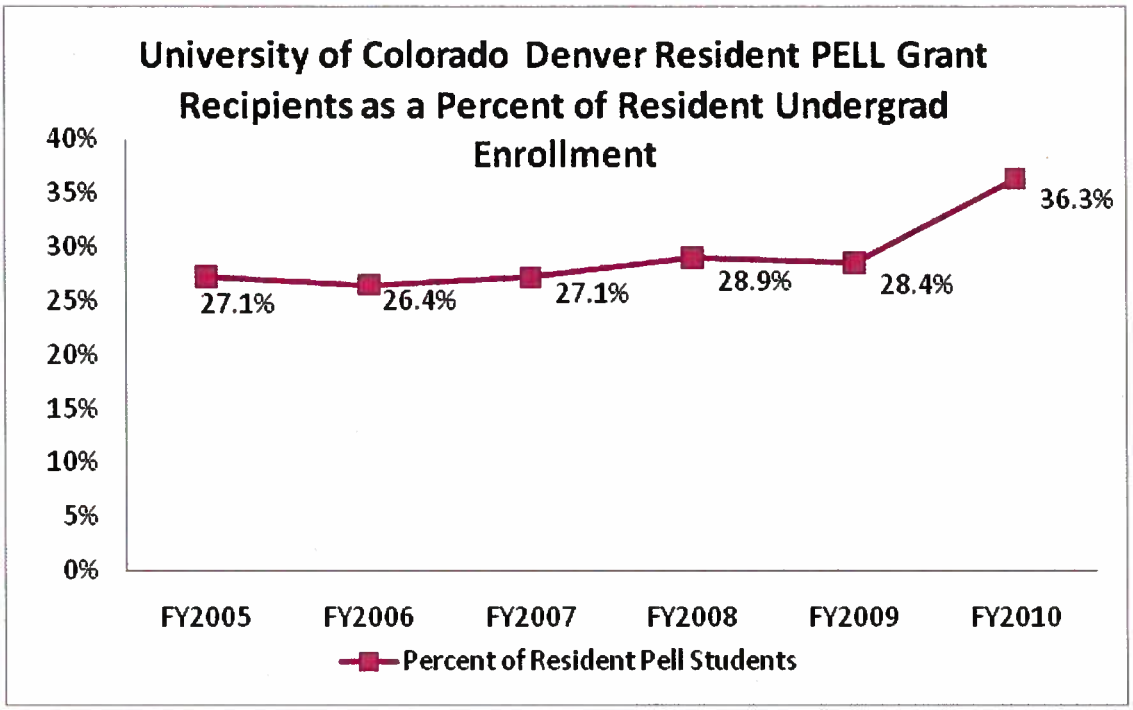
The following graph shows the amount of institutional financial aid available at The Denver Campus compared to the amount of financial aid that is provided by the state over the last 10 years. The historic commitment that CU has made to institutional financial aid will continue. The Board of Regents remains concerned about ensuring affordability and is working with the campus to optimize access.




As shown in the graph above, institutional aid has increased significantly since FY 2004-05, with most of the increase coming from tuition revenues (as opposed to private donations). The Denver Campus is committed to maintaining access through its current packaging policies. It is anticipated that approximately $1.0 million will be added to financial aid contributions for three years to ensure that continuing undergraduate resident students experience no more than a 9 percent increase in their tuition rates as the rate structure becomes linear. In addition, after year one, the campus aims to apply 25% of future tuition revenue growth towards financial aid, approximately $3 million. The level of financial aid/investment may change depending on enrollment levels and base state funding being maintained.

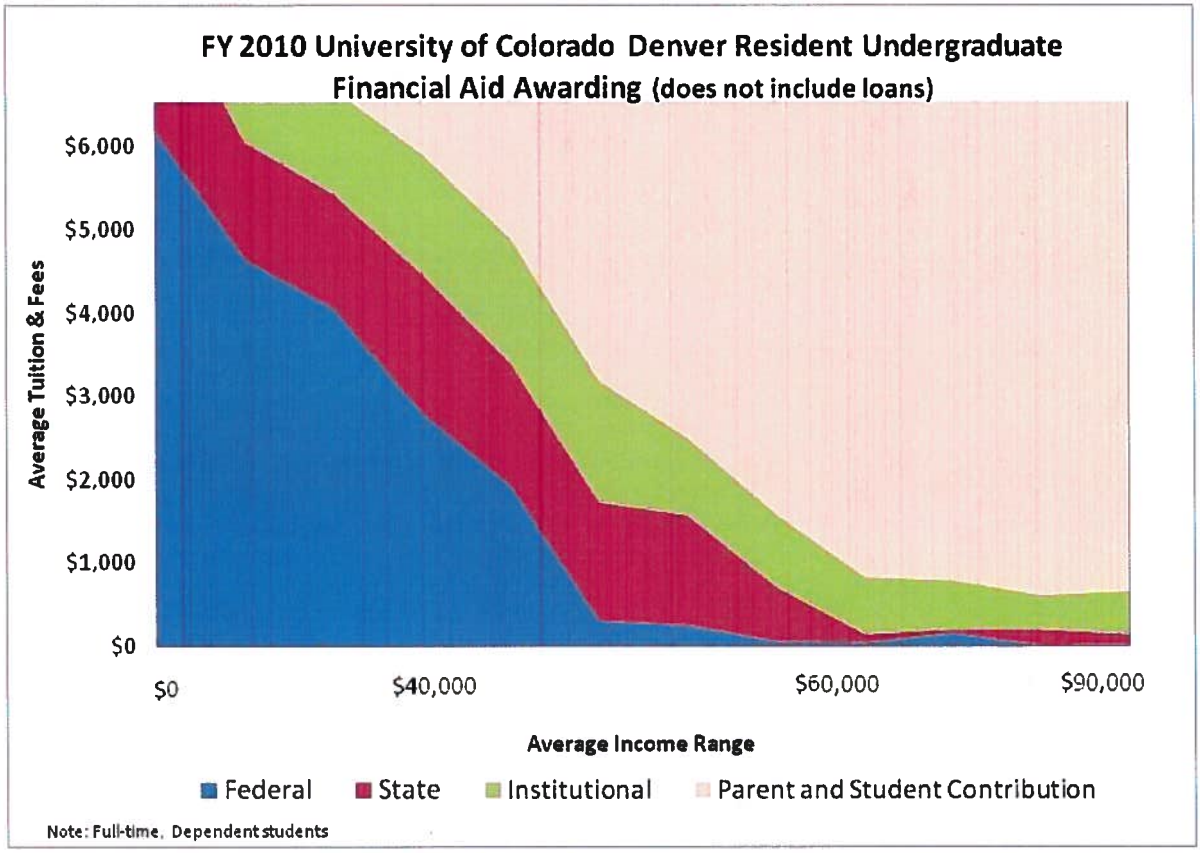
**Commitment to low income students:** The Denver Campus is committed to ensuring that the Denver Campus remains accessible and affordable for low income students. Programs that were initiated earlier this decade will continue if this proposed tuition increase is approved. Beginning in FY 2005-06, CU created the "CU promise" financial aid program which guarantees a financial aid package that includes grant and work-study awards sufficient to fund the student share of tuition, fees, and estimated book expenses for low income students. The graph below shows the Denver Campus Pell Grant recipients as a percentage of resident undergraduates and confirms the University's commitment to low income students. The Denver Campus has raised its tuition since FY 2001-02, and throughout those tuition increases the

population of Pell students served by the Denver Campus has continued to rise, demonstrating that CU Denver remains the most accessible research university in the state.




**Commitment to middle income students at CU:**

One of CU Denver's objectives is to improve student retention and graduation rates through enhanced financial aid and academic and student support services. The Denver Campus proposes setting a goal of funding between 25% and 100% of tuition, fees, and books for all students with incomes up to $100,000. In addition, the Campus would like to increase the amount of aid it can provide to students based on merit. Assuming the implementation of the tuition strategy discussed above, the Denver Campus would be able to increase the aid available to students coming from families that are above poverty and Pell levels, but still struggle with paying for the cost of undergraduate education. These "middle-tier" income families are the focus of this new aid strategy at the Denver campus. CU has a strong commitment to maintaining accessibility and affordability to middle income students. For resident undergraduates with family incomes (Adjusted Gross Income) between $40,000 and $52,000, the Denver Campus covers approximately 52% of tuition and fee charges through federal, state, and institutional grants. The campus covers 100% of tuition and fee charges for students with family incomes less than $40,000. The graphs on the following page shows the average resident undergraduate financial aid packaging provided to full-time dependent students at the Denver Campus.

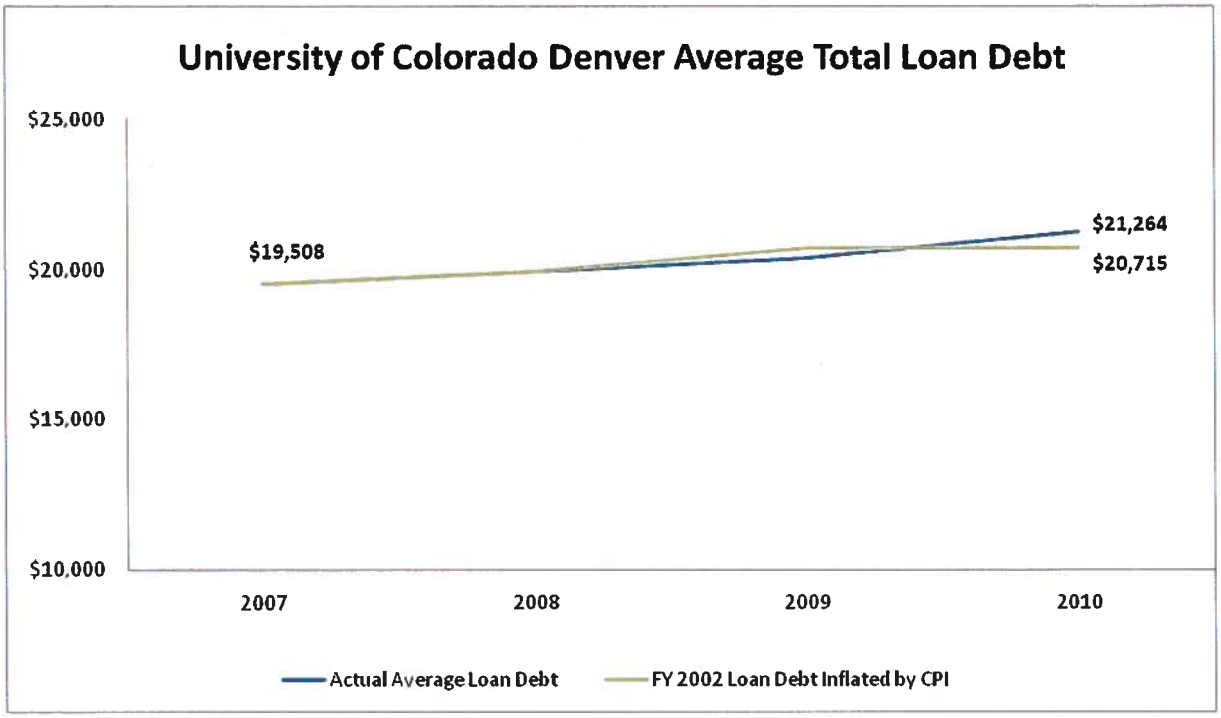



**SECTION IV: STUDENT DEBT LOAD** *Describe the institutional/governing board strategies to ensure, to the degree possible, that student debt load is minimized as a result of tuition/fee increases.*

Student loan debt upon graduation is a measure that CU tracks each year in order to help ensure that students are graduating with manageable debt loads. Minimizing loan debt for students has become increasingly difficult over the last decade given the erosion of the state's ability to support institutions and financial aid programs. However, the Denver Campus has made strides to address loan debt by increasing the amounts of available institutional financial aid along with intensive efforts by the financial aid office to counsel students on federal loans and to discourage students from using private alternative loans whose rates may not be the most beneficial for the student.

The following graph shows the average loan debt upon graduation for undergraduates at the Denver Campus compared with FY 2001-02 loan debt burden adjusted for inflation. This illustrates that in current dollars, students are graduating with a debt load similar to FY 2001-02.

In addition, the impact of debt load and whether it is manageable can be measured in part by student default rates. The Denver Campus has one of the lowest default rates in the state (3.3%). The statewide average default rate for public 4 year and research institutions is 6.2%. Counseling is the primary avenue used to mitigate excessive loans.




**SECTION V: ADDRESS THE NEEDS OF UNDERSERVED & UNDERREPRESENTED STUDENTS** *Describe how your institution will continue to address the needs of underserved and underrepresented students to maintain access, provide appropriate outreach, and ensure success. Specifically address the following populations:*

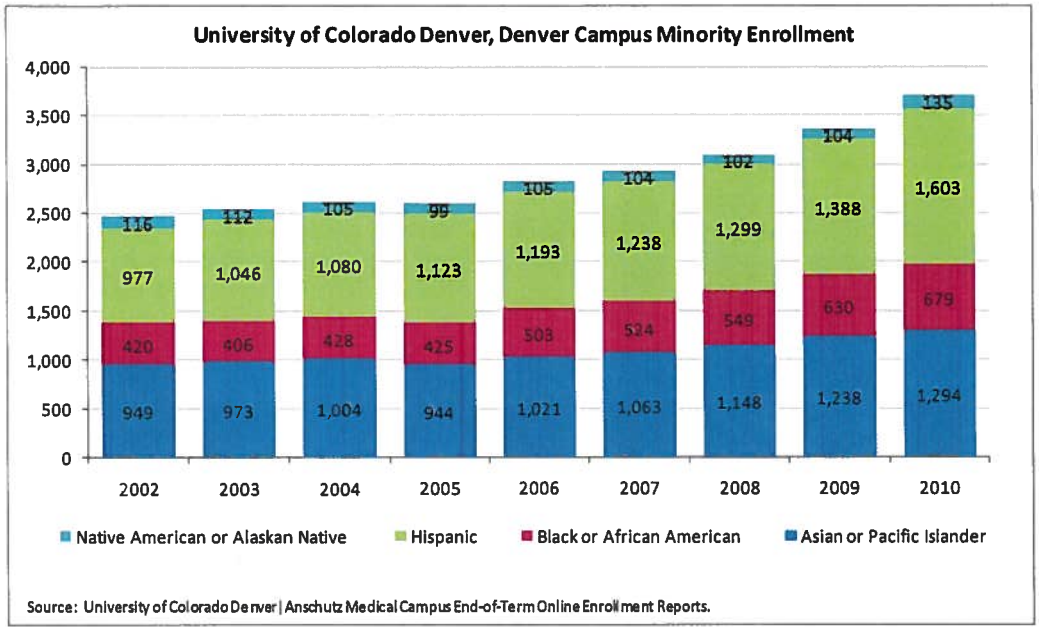
*1. First generation students*

*2. Minority students*

*3. Students from low socioeconomic backgrounds*

CU Denver is committed to serving a diverse population – including first generation students, minority students, and students from low socioeconomic backgrounds. This commitment is reflected in its strategic plan, which identifies increased diversity as a key priority. Under tight budget constraints, CU Denver has dedicated resources to enhance the recruitment and retention of underrepresented students and will continue to support such efforts in the future. If the tuition plan is approved, CU Denver will be able to maintain support for these programs at current levels.

CU Denver enrollment of underserved students has grown steadily. Since 2002, enrollment of minority students has increased 51 percent. The black and Hispanic student populations have experienced the largest increases during this period (62% and 64%, respectively). Furthermore, minority students at CU Denver have retention and graduation rates that are comparable to, or better than, the student population as a whole. It is difficult to say with certainty that increases in enrollment are a result of any one program; we do believe our initiatives have been effective.




CU Denver has also been successful in attracting first generation college students. More than a third of undergraduates are first generation students (neither parent possesses a four-year degree).

**Outreach**

The Pre-Collegiate Development Program at the Denver Campus is an important mechanism for reaching underrepresented students and drawing them into the higher education pipeline. This program, which engages middle school and high schools students, is designed to introduce students to the university experience and provide them with the academic preparation, opportunity, support, and exposure necessary to attain a college degree. Program content includes workshops, seminars, and other activities that address topics such as academic preparation, financial aid, family financial planning, critical thinking, study skills, interpersonal communication skills, and career exploration.

To be eligible for the Pre-Collegiate Program at CU Denver, students must be a potential first generation college student, attend one of the 16 target high schools or nine target middle schools, and have a minimum 2.5 grade point average. In the last academic year (2010-11), nearly 500 middle and high students participated in the Pre-Collegiate Development Program at the CU Denver. Data indicate that the program has been highly successful in channeling students toward postsecondary education. Of the 75 participants who graduated high school in spring 2010, all but one indicated that they planned to continue their education, and most (70) planned to attend a four-year institution.

CU Denver also expands the higher education pipeline through the CU Succeed Silver and Gold Programs, which collaborate with more than 90 high schools in Colorado. They offer junior and senior high school students the opportunity to get a head start on their college careers by taking Denver Campus courses for both high school and college credit, during the school day, on the high school campus. The Silver Program was initially designed to focus on students of color and first-generation college students; therefore, the majority of high schools that participate in this program are those with high percentages of

this demographic (Denver Public Schools, for example). Courses in the Silver program are taught by faculty from CU Denver. The CU Succeed Gold Program faculty is comprised of high school teachers who have been certified and granted an adjunct faculty appointment by a CU Denver academic department.

**Retention & Graduation**

CU Denver not only places importance on recruiting underrepresented students, but also on ensuring their success once enrolled. The TRiO Student Support Services program is at the center of efforts to ensure that students receive the support that they need to graduate. TRiO is a federally funded program that supports low income, first generation, and disabled students in the achievement of their academic goals. Students served by the program have access to wide range of services, including:

- Academic Support and Guidance – academic coaching, course planning, tutorial services, study skills seminars, computerized study area, and graduate school information
- Student Success Seminars – seminars to enhance a student's capacity for learning and foster academic, personal, and professional success
- Career and Professional Development – guidance in academic and career exploration, resume writing, interview assistance, and job search strategies
- Assistance with Financial Aid and Scholarship Process – workshops to help students complete their financial aid application, assistance with the scholarship applications
- Peer Mentorship – shared experiences on how to navigate the campus
- Service Initiatives & Leadership – local and regional service initiatives and monthly culturally competent leadership seminars designed to prepare students to lead in a multicultural and global society
- Social and Cultural Events – social and cultural events designed to build community and foster an appreciation and awareness of diversity
- Tutorial Services – tutoring through the Learning Resource Center

CU Denver has also made strides toward improving campus climate and engaging with their communities to create an environment where students from all backgrounds feel welcome. CU Denver has allocated resources to improve student recruitment, retention and graduation and will continue do so moving forward.

**Community Outreach**

CU Denver recognizes that providing access to Colorado's underrepresented students is central to its public mission but it also believes that it is important to reach out to the larger community. The university offers a wide range of programs and services to individuals across the state. Just a few examples are provided below.

Through the Culturally Responsive Urban Educator (CRUE) Center, the School of Education and Human Development is helping to develop the capacity of educators and school systems in Colorado to meet the needs of culturally, linguistically, and economically diverse urban students. The program prepares school personnel in culturally responsive pedagogy and practice by offering consulting services, two-day

institutes, a certification program, technical assistance, networking, and needs assessment and strategic planning services.

The Denver Community Leadership Forum (DCLF), a program within the School of Public Affairs, helps shape the skills of community leaders. The program objectives are to: build strong linkages and working relationships among leaders from different sectors in the community; build a critical mass of leaders with a sense of shared concern and commitment to city, state and nation; provide an understanding of new leadership needs and capacities; develop a deeper understanding of self and purpose as a leader; and learn leadership skills that can achieve results and bring about necessary change.

The Children, Youth and Environments Center for Community Engagement, housed within the College of Architecture and Planning, works with the design professions and allied disciplines to contribute to the health, safety and welfare of children and youth. The Center undertakes and supports interdisciplinary activities in research, teaching, and community outreach that connect the worlds of research, policy and practice. It focuses in particular on children and youth in environments of disadvantage and those with special needs.

The Center for Education Policy Analysis (CEPA), within the School of Public Affairs, works to improve public education by serving as a resource for education decision-makers. The Center collaborates with schools, districts, state and federal agencies, and other universities and nonprofits to provide cutting-edge research and analysis on the pressing issues facing public education. Services include program design and evaluation, quantitative and qualitative research, policy and legal analysis, planning and facilitation, and expert staffing for public commissions and processes.

The Colorado Center for Community Development housed within the College of Architecture and Planning, provides Colorado communities with design and planning assistance on community development, community service issues, and architecture and planning services. The Rural Assistance Program specifically focuses on the underserved and rural communities throughout the state, generally serving small communities with no planning staff.

The Denver Writing Project, in the Department of English, is part of a national, federally funded initiative that helps writing teachers to improve their teaching skills by providing professional development. Since hosting its first Summer Institute in 2000, the program has served teachers from all disciplines and grade levels in the Denver area and throughout much of Colorado. The Denver Writing Project also offers a summer camp for middle and high school students interested in developing their writing skills.

**SECTION VI: OPERATIONAL FLEXIBILITY** *Describe how the institution/governing board will utilize institutional flexibility to maximize operations, maintain quality, increase efficiencies and create cost savings.*

Operating flexibility granted to institutions through SB 290, SB 3, HB 1181, and HB 1301 allow institutions to minimize costs and maximize opportunities all in an effort to maintain quality classroom instruction in the face of declining state support. CU began implementing several strategies immediately after flexibility legislation was enacted.

Some examples of the benefits include:

- Procurement card –CU has contracted for replacement of our procurement cards using flexibility granted from recent state legislation. Under our new agreement, CU expects to save at least $7.5 million system-wide over five years.
- eProcurement - eProcurement is an important part of an overall strategy for reducing costs and leveraging efficiencies. While eProcurement was not a direct result of legislation, its implementation was made possible by the passage of efficiency legislation during the 2010 session.
- Strategic Sourcing Contracts –CU negotiated its own copier contract resulting in estimated savings of more than $750,000 over the existing state copier contract. Additionally, the university has negotiated contracts for scientific supplies and office supplies that led to lower costs across departments.
- Opt out of fiscal rules – The Board of Regents voted to opt out of State Fiscal Rules, reducing administrative efforts for routine transaction processing. In addition, the legislation excluded higher education institutions from the requirement to input personal services contracts and other vendor information into the centralized Contract Management System. This relieves the burden on accounting staffs that have been reduced due to hiring restrictions.
- PERA retirees- Because many areas of the university are highly specialized, it is often cost-effective to hire a PERA retiree with unique knowledge and skills to allow for a transition to a new faculty or staff member.
- Exempts institutions from the requirement to use the Dept. of Corrections when disposing of surplus state property. Also exempts institutions from the requirement to purchase goods and services from Juniper Valley in FY 2012-13.
- Redundant Reporting Elimination- Eliminates redundant data and security plan reporting institutions are currently required to submit to CCHE and the state CIO.

Capital Construction & Facilities Flexibility

- Property Acquisition – The Board of Regents approved the purchase of a property on CU Boulder's East Campus using the new flexibility granted in flexibility legislation. This building was built in the Boulder research park for Sybase with mechanical and electrical systems that are well-suited to address the deficit of research space on the Boulder campus.
- Capital Construction - The State Building Division's small construction "public project" threshold was increased from $150,000 to $500,000, eliminating burdensome procedures and accelerating completion on small construction projects.
- Cash Funded - SB 09-290 streamlined the approval process for cash funded capital construction projects. It also reduces redundancies in reporting by changing expenditure reporting from a quarterly to annual basis.
- Construction Bonds: Cleans up the bonding statute to provide flexibility to use surplus revenues for other capital facility construction and maintenance uses.

These are some examples of how CU's use of operational flexibility will allow us to mitigate the impact of reduced state support on student classroom instruction. In addition to these initiatives, the university will continue to pursue operating efficiencies that can be implemented without legislation. These initiatives include:

- Increased use of shared services – both within CU and with other institutions.
- Increased use of technology – more activities are being conducted electronically, reducing printing expenses and allowing for 24 hour processing cycles.
- Organizational streamlining – where feasible, departments are being consolidated to reduce overhead.

**SECTION VII: ALIGNMENT WITH STATEWIDE STRATEGIC PLANNING** *Describe how the implementation of the elements of this FAP provides either opportunities for or barriers to alignment with the ongoing statewide strategic planning process.*

The Denver Campus has graduated over 70,000 alumni (approximately 70% still living in Colorado), provides over 2,000 direct jobs, and affects more than 4,000 additional jobs in Colorado. Nearly 20% of its degrees are awarded to minority students and more masters-level degrees are awarded than any other Colorado institution. A recent economic impact study found that the Denver Campus has a total state economic impact of $604 million. The Denver Campus also provides affordability; in FY 2009-10, the average tuition and fees for full time resident undergraduates was $6,657, while its peers' averaged over $8,000. We also serve Coloradans through unique programs, such as the only College of Architecture and Planning in the state and one of the largest in the country, the state's first College of Arts and Media, the largest accredited graduate Business School in the region, and the largest graduate School of Education and Human Development in the state. Our College of Engineering and Applied Science is home to the only bioengineering department in the state. The School of Public Health is a collaboration of the University of Colorado Denver, Colorado State University, and the University of Northern Colorado.

CU Denver's Financial Accountability Plan is necessitated by the fact that tuition revenue must be increasingly relied upon to maintain investment in areas that are critical to student success. The priorities of the university align with many of those identified in the statewide strategic plan. A primary focus of the strategic plan is to increase access and completion among Colorado residents – particularly those fro underrepresented populations. The FAP indicates that the use of financial aid dollars and the investment in recruitment and retention programs support this goal.

As in the past, the Denver Campus will be providing a significant portion of increased tuition revenue to financial aid. This commitment to institutional aid will help underserved students attend the university by offering a lower net cost-of-attendance than they might receive in the absence of approval of the Financial Accountability Plan.

Greater financial stability will also allow the Denver Campus to continue to support pipeline programs and student support services that are not only crucial in attracting more students to higher education, but also to seeing them through to graduation. These programs and services are an important part of the CU Denver's commitment to students and to the state's ability to reach its goals.

The statewide strategic plan also addresses the funding crisis facing Colorado's institutions, not only by exploring options for increasing revenues but also by asking institutions to identify ways to reduce costs. Among the specific HESP recommendations are "leveraging administrative efficiencies" and

"coordinating administrative operations." The measures outlined in Section VI demonstrate that CU has made a substantial effort to identify operational efficiencies to lower costs and reduce the financial burden placed on students.