

HESP Feedback:

- October 13- City of Greeley
- October 14- Ft. Lewis College
- October 12- University of Colorado, Colorado Springs
- October 22- Colorado State University System
- October 21- UNC
- October 20- Colorado School of Mines
- October 21- Colorado Christian, Regis University, Colorado College, University of Denver
(Combined Response)
- October 21- Colorado Community College System
- October 21- Metropolitan State College of Denver
- October 12- Adams State College
- October 20- Colorado Workforce Development Council
- October 21- University of Colorado System



October 13, 2010

Jim Lyons, and Dick Monfort
Co-Chairs, Higher Education Strategic Planning Steering Committee

Dear Co-Chairs Lyons and Monfort:

Charting a course from which to navigate the future of Colorado colleges and universities seems not unlike the challenges experienced by a freshman student. Leaving the familiar out of necessity to move forward, hoping for positive change, eager to discover new ground, concerned about meeting expenses to stay the course to the end, a bit apprehensive, and hoping to find sure footing to grow into the future with a satisfying and productive set of life-tools. The work of the Committee shows careful thought to move toward that future in a deliberate and measured way, and the group is to be commended for its effort to arrive at a sustainable, successful model.

Among the recommendations considered by the Committee, I offer some thoughts concerning the role of research institutions. There are fewer places I can imagine the research function to be more essential than in a university whose emphasis is in the field of education. The process of learning and product of education form the basis from which all other trades and higher learning advances. UNC, by example, should retain a strong research emphasis in order to:

- Remain a catalyst for observing trends from which to anticipate and respond to important changes, and to develop learning tools to exploit such changes in a productive and conscientious manner;
- Challenge conventional thought to reveal opportunities and changing practices to produce new forms of discovery, learning and educational achievement;
- Produce meaningful application of research to the community laboratory in which the school is located to benefit the community and the faculty and students associated with the work; and
- Use the educational process to infuse a quality of life in the application of learning to the community environment.

The UNC/City of Greeley association has resulted in:

- Interdisciplinary and outstanding student intern candidates;
- Community research on a number of timely resident assessments including, neighborhood wellness, road conditions, and community indicators;
- Community and campus safety and quality of life initiatives;
- Business incubators and economic development; and
- Joint training, networking and communication on a host of common areas of interest.

Learning how to learn and teaching how to teach may sound like an over simplification of the role of an educational institution, but they are essential research elements of UNC and make relevant its place in the continuum of educational offerings in Northern Colorado.

Our world and work environments require institutions of higher learning to maintain the 10,000 ft view while refining attention to the principles and skills of learning to everyday events. As a practitioner in municipal governance, I think establishing successful and cost effective avenues to apply research to application of learned material is essential and allows the state and its communities to remain nimble to anticipate and respond to changes in ways that will meet the future with responsiveness and success.

I look forward to hearing more about the Committee's work and application to the future well-being of our state.

Sincerely,



Rebecca L. Safarik
Community Development Director

cc: Roy Otto, City Manager



Office of the President

2500 Berndt Hall
1000 Rim Drive
Durango, CO 81301

970-247-7100 tel
970-247-7175 fax

October 14, 2011

Dear Executive Director Munn:

Thank you for providing an opportunity to review the draft strategic plan, "The Degree Dividend." We appreciate the extensive work conducted by the Steering Committee, the various subcommittees, and the Department staff. The draft report is very comprehensive, and is delivered at a crucial time for Colorado higher education.

Most importantly, the draft report emphasizes the critical need for additional State resources. If we do not resolve this issue, and establish a stable funding source to support Colorado's students and institutions, it will be difficult to address any of the other critical state priorities outlined in the report. We fully support the placement of this important issue as Recommendation #1.

To the allocation question of Recommendation #1, we must express our concern that the report states; "all other fee for service allocations should be substantially reduced" outside of CSU and CU (page 17). The fee for service program was developed in order to recognize the academic and geographic differences in Colorado higher education; indeed, it is reasonable to assume that nearly every state provides differential funding for rural institutions. The lack of economies of scale for rural institutions requires a different funding model. To advocate for more money for public higher education, but eliminate a critical area of support for rural Colorado, does not make sense.

Interestingly, on page 13, the report notes that Colorado enrolls many students at the two year and research levels, creating an "hourglass" model of enrollment. The report then advocates more funding and student enrollment for the four-year students. We agree, and believe that continued differentiated funding based on institutional size will be an important component to achieving that end.

To summarize, we believe it is premature to list allocation guidelines for future amounts of General Fund. We all need to work together to first dedicate a new funding stream, and, once successful, we can develop parameters for allocation.

To the other recommendations, we believe these are important priorities for Colorado public higher education and are fully supportive.

Please contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Dene Kay Thomas".

Dene Kay Thomas
President



University of Colorado at Colorado Springs

Office of the Chancellor

1420 Austin Bluffs Parkway
Colorado Springs, CO 80918
719-255-3436
Fax: 719-255-3656

October 12, 2010

Mr. Don Elliman, Member
Higher Education Strategic Planning Committee
c/o Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202

Dear Don:

Thank you for the opportunity to comment on provisions of the latest draft document, "The Degree Dividend" that we received on October 1, 2010. We hope you will consider our perspectives and suggestions to help make this plan a document that higher education, the citizens we serve, and the State of Colorado can support as we move to the future.

We would like to begin our comments by complimenting the work that has gone into this plan over the past several months. We know that many contributors around the state have worked hard to provide the input into what higher education should look like in the future for a growing, and increasingly diverse state.

The University of Colorado at Colorado Springs' (UCCS) leadership team has reviewed this latest draft of the plan, and we offer the following comments, concerns and/or support to several of the statements and provisions:

1. We have three overarching concerns with this document and will go into more detail, further in the document. In summary our concerns include:
 - a. There is no mention emphasizing the importance of quality in our future system of higher education. As we face unprecedented funding cuts, to lose sight of the importance of maintaining quality at all levels of the system is shortsighted.
 - b. The value of research universities in particular, the value of tier 2 research and highly specialized research such as the Anschutz Medical Campus is not clearly articulated. Our Tier 2 research institutions provide a distinctive role to the state.
 - c. It was our understanding from attending the Steering Committee meetings that the subcommittee recommendations were not going to be included in the

final document. There are several statements in the subcommittee recommendations around redirecting state support that cause us concern. We support the original proposal to either not include the subcommittee recommendations at all or to clearly identify at the start of the Appendix that these recommendations were not supported by the entire Steering Committee.

2. We most certainly support the sustaining and continued development of a “globally competitive system of higher education” in Colorado to ensure “access to every qualified student” in our state.
3. We also are seeing demographic changes on the UCCS campus as we enroll more students of color, particularly from Southern Colorado, each academic year. The campus concurs that state will experience increased growth in diverse populations, especially the Southern part of the state.
4. We concur that the Colorado public higher education system is efficient in how it uses its resources. This is particularly true for UCCS as recent comparative data [in the IPEDS Data Feedback Report] with our national peers indicates that we are staffed at levels 50% below our national peers. Despite this lean staffing, UCCS continues to gain high rankings, particularly from leaders of other peer institutions, in the annual U.S. News and World Report college rankings.
5. The campus absolutely concurs that funding is not competitive nationally, by any comparison. This lack of financial competitiveness negatively affects our ability to compete for some of the best faculty in the US and continues to challenge our ability to support a growing student body.
6. With respect to Recommendation 1 “Colorado must increase its investment and ensure affordability of higher education. We cannot afford to be last”, UCCS supports the recommendation that the “competitive scenario” should be the target for the state to fund its public higher education system. We would support examining methods to raise the investment to public higher education in the state, however, in the current economic environment, preventing the “accelerated erosion” scenario from actually occurring should be the focus of higher education, the legislature, and the Governor.
7. One of the major challenges facing UCCS is that the majority of our undergraduate students come from counties in southern and southeastern Colorado where the areas have low educational attainment and wealth compared to other areas of the state.
8. With respect to the governance system recommendations the campus respectfully disagrees with the assertion that “Colorado’s public system of

higher education has grown organically and is unique in the nation". We believe that other states look similar to Colorado, particularly the Commonwealth of Virginia, where multiple governing boards provide oversight to an array of institutions in a fashion similar to Colorado. Our knowledge of other state systems would suggest that other states besides Virginia have similar structures. Thus, we are not sure what is referred to as "unique" about Colorado's governance structure.

It does not appear to us that the system grew organically. The legislature dismantled the state college system, after a Blue Ribbon Panel recommended the change in structure, separated Fort Lewis College from CSU and created independent boards for these institutions – so the decision to have a large number of independent governing boards was a deliberate one. A statewide view is unlikely to change student preferences or enrollment patterns unless the proposal is to force choices on students through some kind of regulatory body.

Finally, with respect to the statements included about "Falling Behind". UCCS is particularly concerned about the statement that "Our ability to direct statewide policy to address these populations and institutions is limited". Such a statement, in our view would seem to suggest that a central planning or central policy setting strategy would be preferable to the current situation for our system of higher education. We believe that while the state should encourage and support all students attending higher education, it is not possible to "direct" students to a certain institution. Students will go where they are qualified to attend and where they want to attend.

Thus, the UCCS leadership team is concerned that a "central planning model" may not be effective to ensure the needs of underserved areas of the state, particularly Southern Colorado, with quality public higher education opportunities. We also believe that previous efforts to direct students to middle tier institutions should be examined so that the state has a general understanding of what has been successful and what policies have not succeeded in the past in addressing this issue.

9. UCCS is concerned that completion rates listed for four-year schools include the part time students while the similar measure for the two-year schools exclude this portion of the population. Whichever way the report decides to show these data, we would strongly suggest that both the four-year and two-year rates should include similar data. Additionally, the Committee should know, and the report should reflect that the statement in this section that "These [completion] rates are lower at all of our institutions for Hispanic and low income students" is inaccurate. Based on the most recent IPEDS Data Feedback Report, UCCS graduation rates for our students of color were at least as high as the rates for the majority population. We are proud of these results and suggest that modifications are in order for this statement to be accurate.

Additionally, the campus concurs with the detail and statement about the “funding cliff needs to be averted” at the top of the page. These are difficult times for the state and its public higher education system. UCCS recognizes these challenges. However, the state must look for ways not to reduce anemic funding levels even further in FY 2011-12 and beyond.

Additionally, under the bullet that says, “Since 1990, state support has declined from 20% to 9%”. We suggest that this statement needs clarification, such as including the phrase of “total general fund support”.

9. The UCCS is concerned with a number of the statements including, “funds should be linked to measurable progress to spurring innovation through outcome based rewards”. We believe that this is a laudable goal; however, we do not believe funding should be directed in this manner until base funding is restored to higher education. It does not make sense to us that funding would be directed toward goals and new innovation until the base amounts to support our institutions, including UCCS, are restored by the state.

UCCS has some concern about recommendation, “Colorado must identify systemic ways to improve the educational pipeline”-and how this might affect graduate programs at universities without medical or veterinary programs. With over 1,700 graduate students on our campus this fall, the fee for service funding is critical to the ability of UCCS to deliver these higher cost programs to support our community and region.

With respect to the notion in recommendation that State funding should be allocated, in part, based on institutional or philanthropic support of institutions – we object to the idea that campus budgets devoted to institutional financial aid or aid derived from private sources should be in any state funding formula equation. An idea such as this is a tremendous disincentive for institutions to raise private funding for scholarships and other support and could reward those who have not worked to develop alternative sources of funding.

10. We agree in principle that we should make applying for financial aid simpler if at all possible. Such a move, though, could create greater complexity rather than simplification. Our financial aid director noted, “Any simplification being considered and implemented at the Federal level is likely to result in the creation of individual state financial aid applications. This would be a return to the situation of the 1980s, when the College Board Financial Aid Form (FAF) had a version for almost every state and would increase complexity, not decrease it”. We also believe that some of these recommendations will require changes in federal and/or state laws or policies.

We hope that you take these recommendations and concerns in the spirit that we have very similar goals for the state and its public higher education sector, particularly as it relates to the Pikes Peak Region and Southern Colorado.

Overall, we are pleased that so many influential Coloradans have taken the time to examine the challenges our public higher education system faces. These are complex issues with many points of view to be considered.

We thank you for the opportunity to provide feedback to this draft of the Higher Education Strategic Plan.

Sincerely,

A handwritten signature in black ink, reading "Pamela Shockley-Zalabak". The signature is written in a cursive, flowing style.

Pamela Shockley-Zalabak
Chancellor
University of Colorado at Colorado Springs

Cc: Bruce Benson, President, University of Colorado
Kelly Fox, Vice President for Budget & Finance, University of Colorado



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU - Global Campus

October 22, 2010

Mr. Rico Munn
Executive Director
Colorado Commission on Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202

Dear Rico:

On behalf of the Board of Governors of the Colorado State University System, we are providing this letter as a response to your request for feedback regarding the Higher Education Strategic Planning committee's final recommendations presented in the "The Degree Dividend" report. The Colorado State University System appreciates the opportunity to comment on the recommendations prior to your final submission to the Governor and the 2011 General Assembly.

The CSU System recently adopted a five-year strategic plan entitled "Our Commitment to Building a Stronger Colorado." An element of this strategic plan is creating financial sustainability for the system. Under this goal we will collaborate to obtain a sustainable source of funding for Colorado's public higher education system. Because the HESP recommendations regarding long-term sustainability of our higher education institutions will have significant impacts on the success of the CSU System, I ask that you consider incorporating the following suggestions into the final report.

- Recommendation #1 – "Colorado must increase its investment and ensure affordability of higher education. We cannot afford to be last."

The success of the HESP recommendations will center on increasing state support for higher education and being able to sustain that level of funding through tough economic times. The funding level the committee is recommending is a significant increase over today's level of state support. The report should clearly show that the committee is recommending doubling state support for higher education. While we are supportive of this recommendation, it must be made clear in the recommendation that the citizens of Colorado will be required to approve any revenue increases identified in the HESP report.

Since there is no specific recommendation by the committee on determining what that funding source will be and how it will be obtained, we recommend showing a timeline of action steps to be used in identifying the funding sources and determining the feasibility of obtaining additional state support for higher education. Furthermore, the report may want to note that any attempt or action to raise more public funding for higher education will need to be done in partnership with the business community and other community leaders.

Recommendation number one also makes reference that “certain graduate programs should be funded through fee for service.” We would request the statement be expanded to include the veterinary medicine program and Colorado State University agencies: the Colorado State Forest Service, Colorado State Extension Service and the Agricultural Experiment Stations. These programs and agencies currently receive funding through the fee for service contract and provide services to the citizens of Colorado throughout the state.

- Recommendation #2 – “Colorado must reduce regional, income, and ethnic gaps in college admission, retention, and completion.”

The CSU System suggests adding a statement to this recommendation that emphasizes the ability of on-line education to help reduce the gap. On-line degree programs at CSU-Global Campus allow students from across Colorado who otherwise would not have the opportunity given location, family, and career obstacles to enroll and complete a degree.

- Recommendation #3 - we have no recommended changes.
- Recommendation #4 – “The governance of higher education should be structured to allow for the advancement of state priorities.”

It is essential that outcomes, such as high graduation rates, high retention rates, and access be acknowledged and rewarded. Student access coupled with student success is essential in developing a sustainable public system of higher education throughout Colorado. The CSU System suggests changing the key strategy of implementing performance funding to more specifically focus on outcomes. We recommend changing the strategy to state “Implement outcomes-based performance funding that focuses on graduation and retention rates of all students and ensures graduation in a timely manner.” That strategy will move the state closer to achieving the goals of the “Degree Dividend.”

The last recommended change is technical in nature. We would request that the slide entitled “Today – Efficient spending,” the statement be edited re CSU-Global Campus as follows: “CSU-Global Campus, an online graduate and degree completion institution, has served more than 3,000 students since courses were first offered in fall 2008.”

Again, on behalf of the Board of Governors, thank you for the opportunity to comment on the “Degree Dividend” report.

Best regards,



Joseph B. Blake, Chancellor
Colorado State University System

UNIVERSITY of
NORTHERN COLORADO



Board of Trustees

To: Colorado Commission on Higher Education
Attn: Suzanne Stark

From: Daniel R. Satriana, Jr., Secretary to the Board of Trustees
University of Northern Colorado

Date: October 21, 2010

Re: HESP DRAFT Strategic Plan

We appreciate the time and talents invested by many people in the development of Colorado's Strategic Plan for Higher Education through the planning process launched by Governor Ritter in December 2009.

We agree with the draft plan's assertions that it is essential to the future of Colorado that we increase our state's investment in public higher education, work toward the elimination of existing inequities in access to higher education, and improve the pipeline to educational opportunities. As a board, we stand ready to work with other governing boards, the administration, the legislature, the business community and concerned citizens to build support for funding for higher education in order to achieve the goals of this strategic plan. We support connecting state funding with results on an institutional basis, such as through performance contracts. We understand that each of Colorado's public colleges and universities must undertake continuous examination of its operations in order to fulfill its role effectively and efficiently and to achieve fiscal sustainability in an increasingly competitive environment. We believe that that the University of Northern Colorado has engaged, and continues to engage, in that process such that, in the absence of state funding, it can achieve goals that are consistent with both its unique role and mission and with the spirit of the HESP draft report.

Collaboration among higher education institutions is a crucial factor in Colorado's ability to achieve the goals identified in the HESP process. UNC will continue to partner with other institutions in efforts that leverage our complementary missions, create efficiencies and build our capacity to serve students. At the same time, each of the governing boards for Colorado's public colleges and universities requires the flexibility to navigate its way, as a unique institution, through a very challenging landscape. This need becomes only greater in a prolonged economic downturn. In this letter, we highlight the methods by which UNC can and will respond to the present challenges facing public higher education.

1. The University of Northern Colorado makes a unique and valuable contribution to the societal and economic benefits created by Colorado's public research universities.

UNC is uniquely positioned by its history, tradition, size and location, as well as by the students it serves, as a specialized public research university. We embrace this role and strive to be neither a smaller version of CU or CSU, nor a larger version of Colorado's four-year colleges.

Graduate programs at UNC are a natural extension of our comprehensive undergraduate programs, and serve the needs of both our students and the state. The University followed a common path for the evolution of a former normal school into a 21st century public university, adding programs in other public service professions, such as nursing and public health, as well as core arts and sciences to the undergraduate and graduate curriculum. Many of these graduates remain in Colorado, making a significant contribution to the state's economy and workforce, particularly in the field of education.

In close collaboration with UNC's graduate education programs, many faculty focus on applied research that addresses state priorities such as nursing, math and science teaching, and special education. This work results in public services and outreach programs that enrich the community around the University and in numerous partnerships with local school districts, health care providers, government and economic development agencies.

Many of the students who graduate from UNC are those for whom educational opportunities historically were limited by socio-economic status, by the fact that no one in their family was a college graduate, or by demographics such as race and ethnicity. Given the flexibility to do so, we will find creative ways to continue serving these students—to unleash their potential and develop their capacity to succeed in a rapidly changing world.

2. Given the profound and permanent change in Colorado's ability to provide financial support for higher education, UNC has already begun to develop greater sophistication in its command of finances and operations.

Significant improvement in our ability to manage enrollment using targeted recruitment, financial aid awarding and student support programs has been demonstrated in UNC's draft Financial Accountability Plan submitted to meet the requirements of the Higher Education Flexibility Bill (SB 10-003). UNC is also linking enrollment planning to multi-year financial planning and annual budgeting; deliberately developing and using reserves to smooth out the impact of decreased state funding; identifying sustainable cost savings; and setting aside a significant portion of the revenue from tuition increases to use for financial aid.

Successfully executing these strategies that can ameliorate the effects of decreased state funding requires specialized expertise and experience unique to our institution. It is important that the tools and processes the state uses to hold institutions accountable for public funds not attempt standardize and regularize institutional operations to such an extent that it limits our ability to use these innovative approaches to offset state funding decreases. In collaboration with universities and colleges, the state can develop accountability measures that focus on outcomes appropriate to each institution's unique role and mission, the students it educates and the role it serves in its community.

3. Given the severe constraints of state funding, Colorado's ability to accomplish the plan's goals will depend on institutions' abilities to become more fiscally sustainable.

As state funding decreases, the innovation of universities and colleges becomes even more important to achieving the state's goals. If institutions are to become less dependent on state funding, governing boards must have appropriate flexibility to make decisions based on experience and expertise unique to their institution. Again, given funding limitations, we believe that the additional costs to the state government of administering a more regulated system would work at cross-purposes with the efforts and continued innovations that UNC has made and will continue to implement to fulfill its goals.

With the significant changes in the higher education marketplace, for the past two decades the state has been unable to effectively drive enrollment from one public institution to another using regulatory activity. The market for Colorado's public colleges and universities can no longer be considered a closed system when residents have access to literally thousands of private educational opportunities, including many for-profit ventures. In order to respond to changes in the higher education market and to the specific needs of our students, we must have the flexibility to adjust our mix of programs and services as well as change our pricing and discounting.

We believe that there must be rigorous and transparent accountability for public funding of higher education in Colorado in a manner that balances standardization in certain quarters with the unique role that each institution provides in bringing the benefits of higher education to its students. We know that the Commission is aware of the unique purpose and mission of UNC and is supportive of the University's continued innovative approaches to the challenges of this decade. As stewards of this public institution, we are committed to accounting not only for the public support UNC receives, but also for the return on the public's investment. We support the refinement of a performance contract or similar process to demonstrate accountability.

If we, as a state, are to account for the public's investment in a meaningful way, we must define accountability for public dollars in terms of institutional outcomes. Decreases in state funding for higher education require that each institution be allowed to continue to develop its plan to "make its own way" for the benefit of its present students, its students

of the future and for the benefit of the people of Colorado. The plan's elements of this outcomes-based approach should be stressed as this is the road that will lead to the success of our colleges and universities in the years to come. We look forward to having the opportunity to continue this crucial discussion about the future of public higher education in Colorado.

October 21, 2010

Colorado Commission on Higher Education
1560 Broadway
Suite 1600
Denver, CO 80202

Dear Commissioners:

Thank you for an opportunity to comment on the draft master plan for higher education. The Trustees of the Colorado School of Mines share in the conviction that Colorado's future will greatly depend upon the choices we make about education. It is why all of us devote our time to serve on the Mines Board, and why we appreciate the effort by the Higher Education Strategic Planning Committee and Commission on Higher Education to formulate a plan for Colorado's future.

As we read the report and discussed it with the institution's leadership, there are several issues and comments we would like to bring to your attention:

1. We agree that Colorado must find a meaningful and sustainable source of funding for its system of public higher education. In fact, we believe that this should be the primary focus of the Commission in the upcoming years. From our perspective, however, the report does not detail concrete plans to avert the upcoming funding cliff. The Commission should as part of its master plan advocate for a specific level of state funding for Colorado's system of public higher education, and detail a plan for generating the revenue to fund that amount.
2. Omitting Mines from the list of programs that "do not lend themselves to per student funding" is a significant oversight (Recommendation #1.3). While the report does not specify the criteria used in selecting institutions, we infer from the programs listed that specialization and high cost were key factors. As Trustees, we take care in maintaining the specialized mission of Colorado School of Mines in engineering and the applied sciences. According to recent IPEDS data, Mines awards over 97 percent of its degrees in science, engineering, and mathematics – the highest such concentration in the nation. Those fields are also recognized by other states as being among the highest cost programs when allocating funding. For these reasons, we strongly believe Mines should be included among programs that "do not lend themselves to per student funding" and be eligible for specialized funding. This is particularly relevant given the commitments Mines has made towards financial aid through SB10-003.

1500 Illinois Street Golden, CO 80401

MINES.EDU
T 303-273-3280
F 303-273-3285

3. Given the scarcity of funding for higher education, we question the recommendation for creating a fund to match local voters' financial commitment. This creates an ongoing funding mandate that benefits certain institutions over others. If this concept is pursued, however, the state should also consider other matching programs to benefit all institutions. For example, some institutions would be better able to raise endowment funding for scholarships than obtain local voter funding, particularly if a state match is involved.
4. While we applaud the report for bringing attention to the importance of increasing access to higher education, we are concerned about the lack of emphasis on ensuring the high quality of degrees and programs. Although the report lists "maximizing quality..." as part of the system's vision and mission, the report fails to recommend any strategies that support this vision. If this document is to serve as a roadmap for higher education in Colorado, the omission of strategies emphasizing quality could be interpreted by future readers that the state does not prioritize and reward institutions for investing in programs of excellence. We would strongly advocate for rewarding excellence.
5. Similarly, we feel that references to financial aid in the document should include merit-based scholarships. Under the "accelerated erosion scenario" on page 16, it is suggested that all funding for higher education should be targeted to financial aid. In this scenario, state funding for merit-based scholarships must be reinstated as part of the state's financial aid program. We note that Recommendation #4.4 states that a portion of funding to institutions and students should be based on performance. We completely agree with this philosophy and believe it should be applied to other recommendations. Student performance in high school and college should be rewarded by the state through its financial aid policies.
6. Finally, we disagree with the report's assessment that the state's "current governance system does not effectively balance these needs or lead to the level of coordination we need given today's challenges." We view the most pressing challenge of today to be the level of funding available for higher education in Colorado. The effectiveness of governing boards is in fact highlighted in the report when it notes that Colorado is the 2nd most efficient system of higher education for how much it costs to produce a degree or certificate. Further, the General Assembly specifically addresses the effectiveness of Colorado School of Mines through 23-41-104.6 C.R.S. by recognizing the School as "an exemplary institution of higher education that has demonstrated a high degree of responsibility and capability with regard to its academic and administrative functions" and granting additional authority to the Board of Trustees.

Colorado Commission on Higher Education
October 21, 2010
Page 3

We do not believe the solution is to create more oversight and more bureaucratic control, particularly given current levels of funding. Instead, we believe it is more important given today's challenges to give greater flexibility to the governing boards to operate their respective institutions in the most effective and cost efficient manner possible.

Thank you again for this opportunity. We would be happy to discuss our comments and thoughts in more detail in the future.

Respectfully submitted by the Colorado School of Mines Board of Trustees

Armstrong, William L.

From: Armstrong, William L.
Sent: Thursday, October 21, 2010 2:06 PM
To: 'kim.poast@dhe.state.co.us'
Subject: COMMENTS ON HESP
Attachments: [Untitled].pdf

The attached comments are submitted by

Richard Celeste
President
Colorado College

William L. Armstrong
President
Colorado Christian University

Michael J. Sheeran, S.J.
President
Regis University

Dr. Robert D. Coombe
Chancellor
University of Denver

Thank you.

**Colorado College
Colorado Christian University
Regis University
University of Denver**

October 21, 2010

Steering Committee
Colorado Higher Education Strategic Planning
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202

Re: Colorado's Strategic Plan for Higher Education

Dear Committee Members –

We have reviewed the draft of Colorado's Strategic Plan for Higher Education and we applaud the committee's efforts to develop a plan to encourage the state's economic vitality, create jobs for our citizens and enhance the quality of life for which our state is justifiably celebrated. We wish you much success in your deliberations.

As the chief executive officers of four of Colorado's private institutions of higher learning, we would like to comment on Recommendation 1.1 regarding College Opportunity Funds (COF):

- The COF program is based on the premise that allocating a portion of the state's funding for higher education directly to students is both economically efficient and empowering for the state's students.
- The General Assembly wisely included Colorado students who attend private colleges and universities. They are no less sons and daughters of Colorado than those who choose to attend a public school. They should be treated equally. We therefore recommend repealing the existing 50% cap which limits otherwise eligible Colorado students at private schools to receive only half the support which they would receive if attending a public college or university. This seems to us a fundamental fairness issue.

- Helping students to attend private schools is highly leveraged for the benefit of the state budget. When a student chooses a private college or university, instead of a state-supported school, the state saves thousands of dollars it would otherwise expend providing education at a state-supported school. COF support, even at current modest levels, enables students to consider a private alternative.

For these reasons, we strongly urge the committee to consider increasing the dollar amount of the COF program and putting all students – whether attending public or private schools – on an equal footing.

In support of these recommendations, we also wish to point out that the state’s private colleges and universities have an excellent record of academic achievement and accreditation. Students from our schools achieve success in employment and the default rate on student loans among our students is very low and compares favorably with those of publicly funded institutions. And on-time graduation rates typically exceed the public sector.

Please call on us if we can furnish any additional information or be of help to the committee in its important work.

Sincerely,

Richard Celeste
President
Colorado College
receleste@coloradocollege.edu

William L. Armstrong,
President
Colorado Christian University
warmstrong@ccu.edu

Michael J. Sheeran, S.J.
President
Regis University
president@regis.edu

Dr. Robert D. Coombe,
Chancellor
University of Denver
chancellor@du.edu

Armstrong, William L.

From: Armstrong, William L.
Sent: Thursday, October 21, 2010 2:02 PM
To: 'kim.poast@dhe.state.co.us'
Subject: HESP COMMENTS OF WILLIAM L. ARMSTRONG
Attachments: [Untitled].pdf

Thank you for the opportunity to comment on the Higher Education Strategic Plan.

My comments are attached.

Bill Armstrong

William L. Armstrong
President
Colorado Christian University
8787 West Alameda Avenue
Lakewood, CO 80226
warmstrong@ccu.edu

Colorado Christian
UNIVERSITY

8787 West Alameda Avenue
Lakewood, Colorado 80226
303-963-3350
warmstrong@ccu.edu

October 21, 2010

Colorado Higher Education
Strategic Planning Steering Committee
Mr. Jim Lyons, co-chair
Mr. Dick Monfort, co-chair
Mr. Ray Baker
Mr. John Bliss
Mr. Terry Farina
Mr. Russ George
Ms. Theresa Paul
Mr. Jim Polsfut
Ms. Meg Porfido
Ms. Jane Rawlings
Mr. Alan Salazar
Mr. Greg Stevinson
Mr. Don Elliman
Mr. D. Rico Munn

Dear Steering Committee Members –

Thank you for the opportunity to comment on “The Degree Dividend” draft of Colorado’s Strategic Plan for Higher Education. Reviewing the document reminds me again of the crucial significance of higher education to future of Colorado. I applaud your commitment to developing a strategy that will assure maximum opportunities for Colorado students and, at the same time, to foster economic efficiency and highest quality of life for all Coloradans.

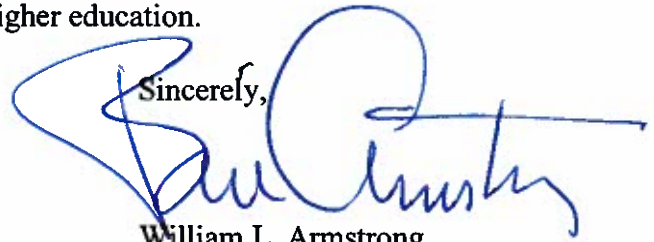
I would like to comment specifically on Draft Recommendation 1 regarding College Opportunity Funds. As I recall, the idea of COF was to empower students in planning their college education and to provide a modest amount of financial support to permit them to “shop” for educational opportunities. I believe the program has been highly successful and I recommend that it be continued and increased.

One shortcoming of the existing program is that students who choose to attend a private college or university are not on an equal footing with those who select a state-owned school. They can receive a maximum of 50% of the support for which they would be eligible if they were students at a public institution. This strikes me as inherently unfair. Colorado students should be treated equally. Those who choose to attend a private college or university should not be penalized. I therefore urge the committee to recommend elimination of the 50% cap.

Finally, I note that private schools educate the sons and daughters of Colorado at a cost to the state's taxpayers which is much lower than the state's publicly owned and operated colleges and universities. If COF support permits students to consider a private alternative to a state school, savings to the state budget are considerable.

Private colleges and universities are an important part of higher education in Colorado. Encouraging them – and the students who attend these schools – should be a priority in creating the state's strategic plan for higher education.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bill Armstrong", with a large, stylized initial "W" on the left.

William L. Armstrong
President



October 21, 2010

Mr. Jim Polsfut, Chair
Colorado Commission on Higher Education
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202

Dear Mr. Polsfut:

On behalf of the State Board for Community Colleges and Occupational Education and the Colorado Community College System Colleges, I want to express our appreciation to the Higher Education Strategic Planning Steering Committee and the Department of Higher Education staff for being responsive to our comments and suggestions relative to the draft strategic plan. We were very pleased to see that our concern related to inclusion of a recommendation for an increased investment in higher education has not only been addressed, but is also advocated in the latest draft. As emphasized before, providing funding that would create a nationally respected and competitive system of higher education in Colorado is a benchmark that should remain firmly in the dialogue regarding funding for higher education in Colorado. Thank you for including such a scenario.

After reviewing the draft dated October 8, 2010, we would like to submit the following comments and suggestions for the Commission's consideration:

Recommendation One: Colorado must increase its investment and assure affordability of higher education. We cannot afford to be last.

Strategy 1 indicates that Colorado Opportunity Fund (COF) monies should be "maximized" through incentives to meet specific state priorities.

For these incentives to function properly and to meet state priorities, COF funds should not only be "maximized" but also fully reimbursed, similar to Colorado's K-12 education system. The implementation of performance contracts in 2004 and the COF program were intended to incentivize achievement of state policy goals. In particular, colleges were told that the COF funds would follow the student and those colleges that grew would be rewarded with additional funds for creating higher education access. The state not only did not follow through on this promise, but, through the level distribution of funds, punished those institutions that achieved increased access. This resulted in a large unfunded enrollment gap for the community colleges and other institutions that provided increased access to higher education. In order for this recommendation to be credible, there must be a commitment to fund the large level of unfunded enrollment that has built up since the inception of COF.

Strategy 2 states that: Funds should be linked to measurable progress to spur innovation through outcome based rewards. Similarly, under the Governance section in Recommendation 4 of the report, there is a recommendation to implement performance based funding.

In order to make performance-based funding and incentives for state priorities work as proposed in the study, there needs to be appropriate levels of overall state funding and stability of state funding for higher education over time. The two key financial conditions for longevity of performance based funding systems appear to be significant resource dedication to higher education/community colleges within the state and the ability/will of the state to shelter higher education funding from declines in overall state revenue. For example, in Tennessee (where a performance funding system has been in place since 1979), the state appropriation for public higher education funding went up 30 percent from FY 2000-01 to FY 2007-08, growing by over \$300 million, while the performance component grew nearly 75 percent over the same time frame, by \$24 million. And between FY 1991-92 and FY 2007-08, there was only one year in Tennessee where overall higher education appropriations fell, and that decrease was a small, a 1.6 percent drop in FY 2003-04.

Meanwhile, in states that are successful with performance-based funding, the level of performance-based funding remains a relatively small portion of overall state funding in higher education. Tennessee and Florida appear to have the longest lasting performance funding systems that have grown over time in either dollars or percent of total appropriation. In FY 2007-08, Tennessee had 4.13 percent of its overall higher education funding subject to performance criteria, up from 3.08 percent in FY 2000-01. Florida had 2.0 percent of its community college-specific funding tied to performance measures, up from 1.0 percent in FY 2000-01. However, Tennessee appropriates \$1.3 billion to its higher education system and Florida appropriates over \$1 billion to its community college system alone. There are a number of other states that have incorporated various performance components, but these two are the longest lasting.

Colleges will be unlikely to change behavior or make long-term investments if they know that the funding is unlikely to be available two years from now—or if it is just taken from their already-low base funding levels. Therefore, until the funding situation in Colorado is addressed, it is difficult to see any kind of performance funding model implementation being successful, regardless of the measures used. Illinois, for example, implemented a funding system in FY 1998-99 (good economic times) that amounted to about 0.4 percent of state higher education funding tied to performance goals. But when the recession of the early 2000s hit, this funding went away completely. This is not atypical of other states' experiences. Implementing a performance system in a down economy is a difficult chore and multiple states have proven that, despite the best intentions, even limited pots of money will get cut first. However, if a carve out funding source for higher education via a ballot initiative is pursued, that may be the appropriate opportunity to embed the consistent and stable funding stream related to performance.

Additionally, to make performance based funding work, we need to have appropriate policy objectives for varying institutions.

Strategy 5 under Recommendation 1 states, “A state fund should be created to match locally raised funding. The state should create a matching fund where local voters’ financial commitment to local institutions can be matched with state assistance. Such a matching fund should be used to account for local revenue capacity variances.”

Providing a “matching state fund” to encourage localities with colleges in their counties to pass mill levy increases seems on its face a reasonable idea. We understand the desire to have local voters make a financial commitment to local institutions. We think it is important to note, however, that local communities do have “skin in the game” through the state taxes that their citizens pay, local foundation and philanthropic contributions to the colleges, business partnerships with and business contributions to the colleges, and not-for-profit/local government partnerships. While we understand the sentiment to want local contributions for the colleges, there are numerous practical considerations that may make this difficult to implement. First, there is no way to guarantee matching fund availability of this recommendation unless you carve out, constitutionally, a portion of an *existing* revenue stream — which will have negative financial impacts for the rest of state government agencies and will create built-in opposition. This idea would also rely on each county to individually pass property tax increases, but have a state-determined redistribution formula to equalize the revenue sharing. This would be an extremely complicated formula that would be difficult to explain to voters and create a potential rift between property-dense urban counties and rural counties in the value and impact of the local initiative. For example, a small mill levy increase in a property-dense, urban area will raise a large amount of money that would be matched by the state, whereas a rural county would need a significant mill levy increase to generate a small amount of revenue that would not be sufficient to sustain their institution to any measurable degree even with the state match. This has the potential to significantly shift state resources away from rural communities even if the rural communities vote in favor of mill levy increases.

It is also important to consider whether or not a property tax increase would be successful with the voters. We think that a property tax increase is politically untenable in the near future due to the current housing woes, the likely competition from K-12 school districts’ mill levies proposals, and the political unpopularity of the tax. Given that we will have limited opportunities to go to the voters, a failure (or multiple failures in the case of individual property tax votes) would set us back to a worse position than we are in today.

Other Comments and Suggestions

On page 8 of the report, there are many economic assets enumerated regarding the benefits of public higher education in Colorado. One additional asset we would recommend be included is the work force training that gives workers the skills to compete in the 21st global economy and the skills to meet the needs of business.

On page 10 in the area where there is a discussion of the cost shifting of higher education to students and families, it would be helpful to note that in addition to tuition, fees are increasingly a large portion of costs paid by students.

On page 12 of the report there is a statement saying that “The most prominent ‘leaks’ are in the transition into the first year in college from high school and past the first year in college.” Based on the data in the report, it appears as if the largest “leak” occurs within high school (where 30 percent of the students drop out without graduation), followed by students not even choosing to go to college (26 percent). In total, there is a “leak” of 56 percent of Colorado 9th graders choosing not to go to college. Thus, there is a large leak in the pipeline upon which higher education has no impact or a very limited impact at best.

On page 12, there is also a discussion of the cost of remediation. It should be noted that in addition to the cost of remediation to the state, these students must pay tuition at an additional cost of \$11.7 million. Thus, the total cost of remediation to the state's citizenry is \$25 million. We also think that the report could state as a goal to reduce the need for remediation at the college level.

On page 12 of the report, it notes that 52.7 percent of community college new students require remediation. We believe that it should read that 52.7 percent of first-time, recent high school graduates that attend community colleges require remediation in at least one course. This is different from all new students at community colleges.

It might be useful instead to note that 29.3 percent of all recent high school graduates who choose to go onto college need remediation rather than focusing on community colleges separately.

On page 13 where it states that "Today – Falling Behind," there is a statement that "Our students are concentrated at the research and community college level." Is there a concern that there is a concentration at the community college level? If so, we would like to understand this concern.

On page 14 of the report, it states that completion rates for degrees and certificates must increase. We believe that there are many measures of success throughout the higher education system that are not measured by completion rates within a specified time period. The fact that traditional completion rates measure only first-time, full time student excludes the educational intentions of 91.2 percent of community college students. Traditional completion measures also penalize community colleges when their students choose to transfer courses to a four-year institution. Different success measures that capture student intent should be utilized for community colleges.

On page 17 of the report, "prioritized" graduate programs of the veterinary and medical schools are recommended to have fee for service funding. Given that many colleges have high cost programs (nursing and remediation, for example), should other programs be added to fee-for-service funding? What criteria are used to determine funding in the fee-for-service category?

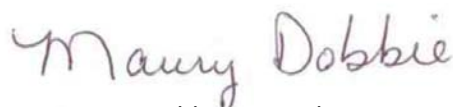
Finally, we believe that the Commission needs to address the respective roles of the private and proprietary institutions in the state. How do these institutions incorporate into the priorities for the Colorado higher education system? Are they receiving state funds and, if so, is this appropriate and at what level? How does Colorado's regulatory environment impact the relative role of proprietary institutions? How should we coordinate with the private and proprietary institutions to develop the complete spectrum of opportunities to meet the needs of Colorado?

In conclusion, we applaud the time and efforts devoted to creating the higher education strategic plan report. We look forward to a continued dialogue on this important issue.

Sincerely,



Bernadette Marquez, Chair, SBCCOE



Maury Dobbie, Vice Chair, SBCCOE



Nancy J. McCallin, Ph.D., President, SBCCOE

cc: Dr. Todd Bergren, SBCCOE Member
Ms. Wanda Cousar, SBCCOE Member
Ms. Ledy Garcia-Eckstein, SBCCOE Member
Mr. Rich Martinez, SBCCOE Member
Ms. Meg Porfido, SBCCOE Member
Dr. John Trefny, SBCCOE Member
Ms. Tama Ward, SBCCOE Member
Ms. Ruth Ann Woods, SBCCOE Member
Mr. Hereford Percy, Commissioner, Colorado Commission on Higher Education (Vice Chair)
Mr. Larry B. Beckner, Commissioner, Colorado Commission on Higher Education
Ms. Jill L. Brake, Commissioner, Colorado Commission on Higher Education
Mr. David L. Edwards, Commissioner, Colorado Commission on Higher Education
Ms. Happy Haynes, Commissioner, Colorado Commission on Higher Education
Mr. Richard Kaufman, Commissioner, Colorado Commission on Higher Education
Dr. Patricia L. Pacey, Commissioner, Colorado Commission on Higher Education
Ms. Regina M. Rodriguez, Commissioner, Colorado Commission on Higher Education
Ms. B. J. Scott, Commissioner, Colorado Commission on Higher Education
Mr. Greg C. Stevinson, Commissioner, Colorado Commission on Higher Education
Mr. Jim Lyons, Higher Education Strategic Planning Committee, Co-Chair
Mr. Dick Monfort, Higher Education Strategic Planning Committee, Co-Chair
Mr. Ray Baker, Higher Education Strategic Planning Committee
Mr. John Bliss, Higher Education Strategic Planning Committee
Mr. Terry Farina, Higher Education Strategic Planning Committee
Mr. Russ George, Higher Education Strategic Planning Committee
Ms. Theresa Pena, Higher Education Strategic Planning Committee
Ms. Jane Rawlings, Higher Education Strategic Planning Committee
Mr. Alan Salazar, Higher Education Strategic Planning Committee
Mr. Don Eilliman, Higher Education Strategic Planning Committee, Ex-Officio
Mr. D. Rico Munn, Higher Education Strategic Planning Committee, Ex-Officio
Dr. Kim Poast, Deputy Director, Colorado Department of Higher Education



October 21, 2010

Mr. James Polsfut, Chair
Colorado Commission on Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202

Dear Mr. Polsfut:

On behalf of the Board of Trustees of Metropolitan State College of Denver, it is our privilege to respond to the draft strategic plan for higher education "The Degree Dividend: Building our economy and preserving our quality of life: Colorado Must Decide." The draft plan lays out a very cogent argument for investing in our public institutions of higher education of which our Board is generally supportive.

Nonetheless, a majority of the recommendations for improvement are premised upon achieving a level of funding described in the plan as either "Restoration" or "Competitive"-- neither of which appears possible in the near term given our current state fiscal environment and lack of dedicated revenue sources for higher education. To wit, achieving even the lower level of funding described as "Losing Ground" would require an increase of \$200 million from the state's current appropriation for higher education. Moreover, there appears to be an increasing likelihood that we will continue moving toward the "Accelerated Erosion" level described in the plan. The Board wishes to express its concern that many of the goals set forth are at worst unachievable under the "Losing Ground" or "Accelerated Erosion" levels of funding and at best will require a judicious winnowing process and truly meaningful participation of all governing boards.

As a Board of an institution that has worked diligently to increase, retain and graduate the very populations that are emphasized in the plan, it appears that any meaningful policy response to enrollment growth and equity of funding among institutions is contemplated to only be addressed when funding increases. We urge the Commission to reassess that position given the likely reality that funding will continue to decrease in the near future. Our present reality is that each Metro State student is funded approximately \$2000 dollars less than their peers at other four year institutions and such inequity is highly detrimental to their educational experience and progress. The Commission should in our view, through the strategic plan, declare its intention to address issues of equity among institutions regardless of future funding scenarios as well as address the possibility and processes necessary to close institutions.

In saying this, we believe it is important to express our concern that the provisions of Senate Bill 3 which called for the Commission to "collaborate with the Governing Boards of the state institutions in developing the Master Plan" has not, in our opinion, occurred. The current process of responding to a draft report without any opportunity for input into the development

process does not in our view constitute the collaboration intended by the legislature. We wish to be positive and a contributor to addressing the important issues facing the state but can only do so if our voices and concerns are heard and discussed before decisions are finalized. To that end, and recognizing that time is short, we would very much like to offer the Commission an opportunity to meet with the Metro State Board to discuss the draft plan and our responses in greater detail.

There are five specific recommendations within the report that we wish to go on record as supporting:

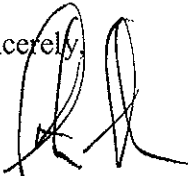
- First, we believe the draft report correctly identifies the need to address Colorado's rapidly shifting demographics and outlines appropriate key state strategies in Recommendations 2 and 3. We strongly recommend serious, concerted efforts to address and improve the educational status of ethnic minorities in Colorado. The unacceptability of the status quo is evident in the dismal statistics provided in the draft plan concerning the educational achievement gap between Whites and Hispanics, the largest ethnic group in Colorado and also the fastest growing demographic group in the state. A dramatic statewide restructuring of efforts to expand meaningful access to higher education for ethnic minorities is called for to address the educational challenges—including necessary remediation—these students face. In addition to the strategies enumerated in the draft plan, we suggest that the Colorado Department of Higher Education develop the internal expertise and structure necessary to enable it to provide direction, technical support and assistance to higher education institutions in recruiting, retaining, and graduating ethnic minority students.
- Second, we fully support the strategy to review the system of higher education and recommend to the legislature potential realignments to more efficiently and productively meet the current and future needs of students that is included in Recommendation 4. In particular we wish to go on record as supporting the draft plan's conclusion that a strong middle tier of institutions must be created if the state is to achieve increased access and affordability for students at the baccalaureate level and at the same time appropriately fund an affordable state system of higher education.
- Third, we support and welcome the study of the Auraria Higher Education Center (AHEC) called for in Recommendation 4. We believe that over the past forty years the state has maximized the benefits of the shared facilities concept. However, with the phenomenal growth of all three partner institutions over these years, it is our view that the campus is currently "over capacity" and we would invite a rigorous study that examines tough questions such as the state's wherewithal to secure additional sites for future expansion, possible relocation of one of the current institutions, and whether AHEC's governance structure and the services it provides match the present day needs and realities of the three institutions. We believe that a careful examination of the current conditions of the campus will demonstrate that Metro State students, along with all students at the Auraria campus, do not have access to many of the benefits accorded students in every other four year institution, many of which contribute to the enhanced retention and graduation rates called for in the draft plan. We strongly believe that students who choose to attend one of the Auraria institutions should not

have to pay a price of inadequate resources and facilities in comparison to their peers that attend other Colorado institutions.

- Fourth, we support in concept, the strategy included in Recommendation 1 to create a system where funding follows the students and where institutions are rewarded for success in increasing retention and graduation rather than punished by having to absorb enrollments due to achieving state priorities. We particularly appreciate the incentive criteria for serving low and middle-income students. The related strategy in Recommendation 2 to put into practice “supportive services” targeted to low-income or first generation students with an emphasis on mentoring and advising is in our view an essential ingredient to achieving the over-arching goal of increased retention and graduation rates. We view these and numerous other related strategies encompassed in the draft plan as a positive major shift in state policy.
- Fifth, we believe there is ample evidence to demonstrate the need for a stronger Commission on Higher Education that has the capacity and policy levers to align state goals and priorities with institutional actions and responses. We believe the state can no longer exclusively rely on the good will of institutions acting individually in their own interest to maximize and meet the dramatically changing environment and economic needs of the state. While we support the enhancement of the Commission’s responsibility and authority, we do so upon the premise that to be meaningful and effective such authority must be exercised in true collaboration and discussion with the governing boards that recognizes and respects the responsibility and authority of the governing boards for the operation of their respective institutions.

In closing, the Board wishes to express its appreciation for the very strong advocacy role that the “Looking Forward” and “Falling Behind” sections of the draft plan play. It is essential that the data and analyses in those sections be made widely available to the citizens of Colorado and it is clear that they need to be relayed by individuals and groups other than just the individual governing boards. Thank you!

Sincerely,



Stephen M. Jordan, Ph.D
President



Robert L. Cohen, Chair
Board of Trustees

cc: Commissioners, Colorado Commission on Higher Education
Rico Munn
James M. Lyons
Richard L. Monfort



October 12, 2010

Colorado Commission on Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202

RE: The Degree Dividend – Colorado’s Strategic Plan for Higher Education

Dear Commissioners:

As you finalize the Higher Education Master Planning Document stipulated in C.R.S. 23-1-108, the Adams State Board of Trustees (Board) asks that you give particular attention to the statute’s directive:

“The commission shall ensure that the master plan prepared pursuant to this subsection *specifically addresses providing programs that support and help ensure the success of students from low-income families, first generation students, and underrepresented populations*”. (emphasis mine)

The administration at Adams State has worked hard to collaborate with DHE and other institutional leadership to develop an equitable allocation model. At the current Governor’s mark of \$555 million, the model signed off by ASC is tolerable at best, when considering our student socioeconomic profile. In the event that the appropriation comes in below that mark, Adams State does not support proportionally reducing our appropriation based on the \$555 million model. A certain level of base funding from the state is imperative for Adams State College to fulfill its specific institutional mission, as well as higher education goals of the state.

Cost-effective access to higher ed

As one of Colorado’s most cost effective four-year institutions, Adams State maintains its historical commitment to access for Colorado’s underserved citizens. Our success in this arena is nationally recognized.

ASC’s primary service area, the 8,000 square-mile San Luis Valley, is a six-county rural region that includes some of the state’s poorest counties. Providing geographic access for low income students is core to our mission.

- 91% of ASC students receive financial aid.

- 55% of our students are considered low income, with family adjusted gross income averaging \$17,818.
- 82% of ASC students qualify for need-based federal Pell Grants, the highest percentage of any public higher education institution in the state.
- Roughly one-third of San Luis Valley students at Adams State would be unable to attend college elsewhere.

Adams State's smaller, more personal environment is less intimidating and more welcoming for first-generation students. ASC provides the individualized attention and services they need for success. More than 37% of Adams State undergraduate students is first-generation; among Hispanic students, that rate is more than 47%.

The fastest growing demographic group in Colorado over the next decade will be Latino youth. ASC has the longest Hispanic Serving history among Colorado four-year institutions, with 32% Hispanic enrollment. What's more, a total of 46% of Adams State undergraduates are non-white. A 2007 study by the American Association of State Colleges and Universities (AASCU) found Adams State had the third highest Hispanic graduation rate of all 435 AASCU member institutions nationwide.

Statewide, the persistence rate for first-year Hispanic students is a full 7 percentage points lower than that of their white counterparts. Adams State College has successfully implemented a multi-faceted plan to improve student success and reduce this persistence gap. During the past two years, the retention rate of our first-year students increased by nearly 10 percentage points. At the same time, we have eliminated the retention gap between our white and our Hispanic students. Among all first-year students in fall 2009, 60.3% persisted to the following fall. For first-year Hispanic students -- more than 30% of ASC's 2009 entering class -- the persistence rate was 63.5%. For white students it was 61.6%. ASC, Colorado School of Mines, and the University of Colorado at Denver are the only four-year institutions in the state where Hispanic students retain at rates higher than majority students.

State support for access

The Board expressly requests that the commission revise the general fund institutional and financial aid allocation models to better align with the master plan and the legislative intent in statute. C.R.S. 23-1-108 states that the commission shall design the master plan to achieve, at a minimum, the following goal (among others):

“Ensuring the long term fiscal stability and affordability of the state system of higher education and ensuring the efficient allocation of available state resources to support institutions of higher education while protecting the unique mission of each institution. The allocation shall take into consideration, but need not be limited to, *tuition capacity*, tuition rates relative to competitive institutions, the state resources available to institutions, funding for high-cost programs, *the student and family incomes of students enrolled at institutions*, enrollment levels, *geographic access* to educational opportunities throughout the state, and other issues deemed relevant by the commission.” (emphasis mine)

An analysis of all of the Financial Accountability Plans (FAP) submitted by the institutions across the state clearly demonstrates that implementing the current general fund allocation model at lower levels of state support would trigger a tuition increase at Adams State that will negatively impact access for low-income students and geographic access for the underrepresented students of our region. The 25% increase in Adams State's tuition rate driven by this allocation model would be the highest increase at any institution in the state.

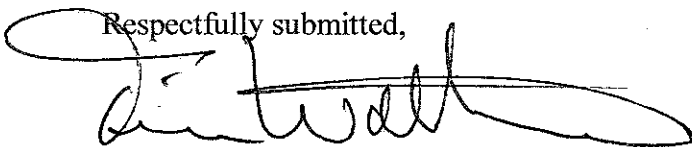
A substantial increase in institutional need-based aid of the magnitude required by such potentially large reductions in state support is not viable for Adams State. Given that Adams State's student population is predominately low-income, developing a high cost/high aid model, wherein a portion of the revenue generated by the students who have the ability to pay full tuition helps subsidize low-income students, is not an option. Adams State and its students depend on state support.

The Advisory Committee on Student Financial Assistance, a Federal advisory committee chartered by Congress, submitted a report to Congress in June 2010 that assessed adequacy of grant aid from all sources. The study examined enrollment and persistence rates of low- and moderate-income high school graduates seeking a bachelor's degree who were qualified to gain admission to a four-year college. Their findings conclude that over time, tuition less total grant aid at four-year public colleges has risen as a percentage of family income for these students, leading to a cascade of negative effects. The report states that these trends greatly undermined bachelor's degree completion of high school graduates over the last two decades and, if unchecked, will take an even greater toll this decade.

The Advisory Committee holds that federal policy must seek to ensure that states and public colleges hold Pell Grant recipients harmless against increases in cost of attendance, by increasing state and institutional need-based grant aid. However, if tuition at institutions like Adams State increases significantly, the value of this critical source of federal financial support for students is reduced. Maintaining financial access to four-year public colleges for qualified high school graduates is of paramount policy importance. Narrow strategies that focus on improving academic preparation alone, or on improving college persistence alone, are not sufficient. The challenge we all face is how to preserve the value of need-based grant aid as the cost of higher education rapidly increases. As the Advisory Committee's report makes clear, shielding academically qualified low- and moderate-income students from rising public college prices is a national imperative.

We appreciate the Commission's time, consideration, and efforts in helping to ensure the long-term fiscal stability and affordability of the state system of higher education in Colorado.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Timothy L. Walters', with a large, sweeping flourish at the end.

Timothy L. Walters, Chair
Adams State College Board of Trustees

Higher Education Strategic Plan
Colorado Workforce Development Council Feedback
Respectfully submitted by Taryn Edwards, CWDC Chair
Compiled by Amy Hodson
October 20, 2010

This feedback came from Council members representing business across the state. Comments have been summarized and compiled to represent the main points.

- **General Comments:**
 - Report was well organized and logical, critical thinking is evident.
 - Access and affordability are important goals, especially relevant to the workforce system.
 - Colorado needs to focus on the early childhood phase and educate and engage parents about importance of education and hard work in general.
 - A four year degree isn't for everyone, so community colleges need to be focusing on career preparation.
 - There needs to be a large, coordinated effort across *all* state agencies focused on achieving 2-3 education goals. Currently, our education system is fragmented and the state agencies are fragmented in thought and goals.
 - There needs to be a coordinated effort *outside* state agencies to leverage business support for 2-3 education goals.
- **K-12 as a Pipeline**
 - Agreement that more alignment with K-12 is essential.
 - Colorado should be focusing on basic skills and career readiness in K-12 (employers are seeing graduates that lack the basic math, reading and writing skills necessary to work, as well as the social skills needed to be productive in the workplace).
 - Increase mentoring in K-12 to keep kids motivated and focused on achievement in their post-secondary education.
- **Affordability and Funding**
 - Need to do a better job of selling the benefits of a well-educated population to the taxpayers, instead of focusing on affordability, since some taxpayers don't want to pay for other people's schooling.
 - Earned financial aid for both schools and students will incentivize performance.
 - Local and regional taxes and matching local funds with state funds is a good idea for this independent state.
 - More insight to how third tier (best funded) states achieve that status would be helpful. For example, what is the role of business/industry in these high performing states and even other countries?
- **Access and Increasing Quantity of Degrees**
 - Instead of focusing on the quantity of degrees, focus on the quality i.e. degrees that are relevant to the jobs demanded in Colorado and graduates that are workforce ready.
 - Stronger public/private relationship (business and academia) so that students are motivated to complete their education with high achievement, and be ready to work and contribute to Colorado's economy.
 - Online courses are critical for rural areas, but there is a need for a physical location to help motivate and engage students (using a local school or library once a week for example).



University of Colorado

Boulder • Colorado Springs • Denver • Anschutz Medical Campus

Office of the President

1800 Grant Street, Suite 800

35 UCA

Denver, Colorado 80203-1187

Phone (303) 860-5600 Fax (303) 860-5610

October 21, 2010

Dear Commissioners and Members of the HESP Steering Committee,

Thank you for the opportunity to review the Higher Education Strategic Planning Committee report. We appreciate and applaud the hard work that you and citizen volunteers have put into the project. We have also been pleased to be able to provide our perspective as the report has developed.

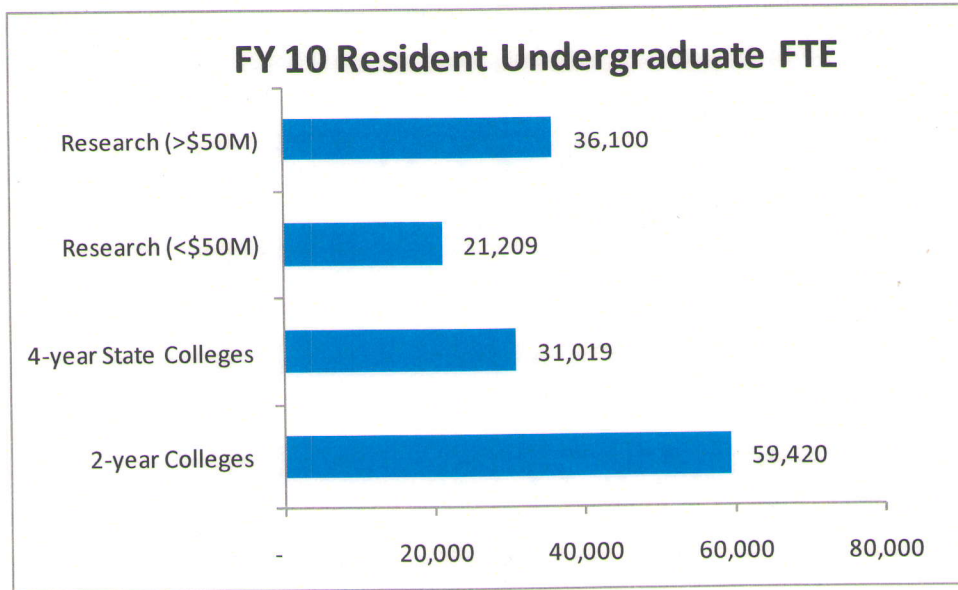
The University of Colorado has many initiatives that mirror recommendations in the report. We have successful pre-collegiate programs that engage students at the K-12 level. CU is committed to diversity and to responding to the state's changing demographics. In addition to a variety of student support programs that have furthered retention and graduation rates, we have made a substantial commitment to internally generated institutional financial aid (\$111 million systemwide) to ensure access and success.

CU is also a leader in using new technology to deliver education. Our online efforts have generated some 30,600 enrollments; we offer 30 complete degrees and 39 certificate programs through the internet.

We wholeheartedly agree with the report's assertion that our higher education system is chronically underfunded and unsustainable, which will have a significant negative impact on Colorado's economic, social and cultural well-being. This is the fundamental problem we must address.

While we agree with many of the points in the report and are already engaged in many of the solutions recommended, we do have concerns we believe are important to call to your attention. Some are clarifications, which we have pointed out in the annotated attachment. In the interests of conciseness, we will highlight our primary concerns here and offer brief explanation. We would be happy to elaborate on any of the points.

- The report does not address the importance of sustaining and enhancing quality. As the potential master plan for higher education, we believe quality needs to be at the forefront of the discussion and woven throughout.
- In many places in the document, it refers to governance structure as either part of the problem or part of the solution. It suggests that Colorado's higher education governance has grown "organically." We believe the system grew with deliberation. Colorado's model was arrived at over the years in a measured fashion through consultation and efforts that included the Legislature, governors and various statewide commissions. The report seems to imply in several spots that governance needs to be fixed, but never points out a specific problem with the system. What is the problem?
- The report overlooks the value of research institutions to Colorado's economic and social health. In particular, it gives barely a mention to the only public university in the region producing physicians, nurses, pharmacists and dentists. We would suggest health care is an area of critical importance to Coloradans (as evidenced by the report's citation of a 265 percent increase in adults aged 65 and older). The funding situation for the education of critical health care professionals is more dire than that facing higher education in general.
- The report suggests an "hourglass effect" with research universities forming a large top, four-year colleges in a skinny middle and community colleges in a large bottom. We believe research universities are not a homogeneous whole, but rather should be differentiated by research activity and mission. Therefore, we would distinguish between institutions that do more than \$50 million in research and those that do less than \$50 million, as illustrated in the graphic below. This eliminates the hourglass effect.



- Finally, we would object to including subcommittee recommendations in the final document. Those recommendations were not adopted by the Steering Committee. The final HESP report should reflect areas of consensus that emerged from the hard work of the subcommittees and steering committee. We believe including subcommittee recommendations would undermine the report's effectiveness.

Thank you again for the opportunity to provide input. We share the goal of a higher education system that will allow our state to thrive, and we appreciate the commitment and dedication you have demonstrated throughout this process. We are optimistic that working together, we can find long-term solutions to the challenges facing higher education.

Sincerely,

Bruce D. Benson
President
University of Colorado

Kyle H. Hybl
Chairman
University of Colorado Board of Regents

The Degree Dividend

Building our economy and preserving our quality of life:
Colorado Must Decide

Colorado's Strategic Plan for Higher Education

Letter from co-chairs

Dear Coloradoans: **Correct reference is "Coloradan" (should be changed throughout report)**

A vibrant economy. Quality jobs. People who are prepared to create them and fill them. This is the future we all want to see for our state.

As fellow citizens, we believe Colorado's quality of life and prosperity -- for us and for those who follow us -- will depend on the choices we make about education. In particular, we believe our decisions on higher education – how we fund it and what we demand of it – will be key to our future, now more than ever.

Earlier this year, Governor Ritter called a group of us together to develop a strategic plan for higher education in our state. He asked us to look at what our needs will be in the future, listen to people across the state, review what's working and what's not today, and recommend strategies for going forward.

He asked us to focus on reaching his goal to keep us nationally and internationally competitive by doubling the number of degrees and certificates by 2020. This joins with President Obama's goal to increase the percentage of degree holders aged 25-34 to 60% by 2020.

We know that there is a **"Degree Dividend"** for investments in higher education – a value to all of us in thriving public institutions of higher learning and in people who complete their education at them, especially in the future we see ahead of us. We have focused our report on how to make the most of these investments.

Our conclusion is that without changing the course our state is now on, we are destined for a future we don't want. We need to invest more. We need to increase the number of students obtaining certificates and degrees. We need to improve access for all types of students – from adults needing retraining to students who are the first in their families to attend college. We need to prepare students for education beyond high school better and earlier. And, we need more effective governance structures to optimize our investments.¹

Our report is a roadmap, developed by citizens from across the state, for how to reap "degree dividends" for our state. On behalf of our committee, we thank everyone who helped us with this effort – educators, students, and administrators at our public and private institutions as well as business and community leaders. It is our collective hope that you will learn some things, as we did, from our work, and that you will take our recommendations to heart and put them into practice. Thank you.

¹ **The current governance structure has been developed over time through thoughtful legislative action. Colorado's current system is highly efficient by any measure of productivity. We see no evidence of ineffective governance and question why this should be a focus of this report or the Department's master plan.**

Executive Summary

Looking forward.

We live in a state that is changing. Our population is growing and its composition is also shifting dramatically. In addition, jobs of the future -- and the skills we will need to fill them -- will also be different than they are today.

Today – Economic assets supporting our quality of life. Efficient spending.

- We have built important economic assets for our state in our public higher education institutions over time that are helping to drive our economy and provide benefits to our quality of life.
- Our higher education leaders have focused on the efficient spending of state dollars, in the face of rising enrollment and declining state funding.² *

- Economic development is dependent on a system of high quality higher education institutions.

Today – Falling behind.

- Colorado's financial support for higher education has been declining and is now dramatically off track. It is also shifting the burden of higher education costs to students and families.
- In Colorado, many students are not being served well or at all. Our largest, growing ethnic group is furthest behind and historically, as a group, has not gone to college.
- We are losing students as they move through the educational pipeline. Many are not retained through to completion of a certificate or degree or take too long to obtain them. Many are not prepared for college level work, requiring remedial courses before they can begin their college classes.
- We need to allow each higher education institution to realize its mission and to thrive, within an effective and interdependent system that also advances priorities for the state as a whole. Our current governance system does not effectively balance these needs or lead to the level of coordination we need given today's challenges.

² State leaders have added programs without regard to duplication.

* See note on page 2.

Executive Summary

Planning for success – two key levers.

As we look to what our higher education priorities should be going forward, we see two critical levers – more funding and more focus on completion of degrees and certificates.

Recommendation 1 – Colorado must increase its investment and ensure affordability of higher education. We cannot afford to be last.

- Colorado is currently last in the nation in state funding and is on the path of an Accelerated Erosion scenario, where funding is likely to be significantly reduced. We support a “competitive scenario” to bring us into the top third of states nationally.³
- We endorse the following principles regarding how we allocate state funds within our higher education system in order to maximize our investment. In addition, at any funding level, we believe that a substantial percentage of state funding should be given directly to students to spend where they believe their academic needs will best be met and to motivate Colorado’s colleges and universities to meet those needs.
- Specifically, we recommend that:
 - College Opportunity Funds (COF) and state financial aid funds should be maximized and include incentives for state priorities.
 - Funds should be linked to measurable progress to spur innovation through outcome-based rewards.
 - Certain graduate programs should be funded through “fee for service.”⁴
 - Efficiencies should continue to be implemented.
 - A state fund should be created to match locally raised funding.
 - State funding should be considered with a view to the system.

Recommendation 2 – Colorado must reduce regional, income, and ethnic gaps in college admission, retention, and completion.

- We need to better incent and coordinate actions – occurring in pockets throughout our state’s institutions – to increase access to higher education for all Coloradans. This includes focus on the right entry point to meet each individual’s goals and needs, and the right pathways to complete their education. It means retaining them once they enter college and prioritizing completion of a credential of higher education – a certificate or degree.
- Specifically, we recommend that we:
 - Support multiple entry points into college.
 - Allow for flexible pathways to completion of degrees and certificates.
 - Make college affordable for all students who meet admission requirements.
 - Provide support structures for students, including adults, to stay on track and complete their education.

³ This should be tied to a well documented benchmark. This benchmark is based on data that is difficult to replicate.

⁴ We believe the Anschutz Medical Campus and Professional Veterinary Medicine programs should be listed here.

Executive Summary

Recommendation 3 – Colorado must identify systemic ways to improve the educational pipeline.⁵

- We need to better prepare students for college level work when they arrive at college. To do that, we need to start earlier in their education to get them on a path toward college. We also need to support the best approaches to remedial education in higher education – as many students will still need that support out of high school. In addition, we need to serve many adult learners who may be entering college long after high school to obtain new skills or a certificate or degree later in life.
- Specifically, we recommend that we:
 - Focus on college earlier.
 - Increase alignment and collaboration across P-20 education and workforce systems.
 - Expand effective remediation efforts.
 - Use common data and assessments.
 - Address capacity to meet demands.

Recommendation 4 – The governance of higher education should be structured to allow for the advancement of state priorities. *

- We need to keep and improve upon our integrated, tiered system of higher education, which has different admission criteria for students entering institutions at each tier. To govern this system, we need to implement a more effective governance approach that better balances institutional needs with statewide needs. We need an effective oversight body with the responsibility to develop and direct policy to reach statewide goals and the ability to hold the system accountable for implementing these policies successfully.
- Specifically, we recommend that we:
 - Maintain current governance structure pending review within 18 months.
 - Enhance responsibility and authority of the CCHE.⁶
 - Review governance and institutional missions.
 - Implement performance funding.
 - Require consultation with the CCHE in appointment of Executive Director of the CDHE.

⁵ Many of these items are statewide goals, but it is not clear - as a higher education master plan - how institutions will address remediation issues.

⁶ CCHE should utilize its current authority through performance contracts, degree approval, etc.

* See note on page 2.

Vision and Mission

We envision a Colorado with a globally competitive system of higher education that builds our economy and enhances our quality of life for our citizens by:

- Meeting the current and future needs of our workforce and our business community;
 - Providing access to every qualified student through a tiered system of institutions;
 - Maximizing quality, efficiencies, collaborations, and affordability;
 - Offering seamless transitions to appropriate levels of learning for all students; and
 - Developing responsible citizens for a successful civic enterprise.
- Attracting new industries through quality research institutions.
 - Educating professionals in shortage areas to serve the needs of the state

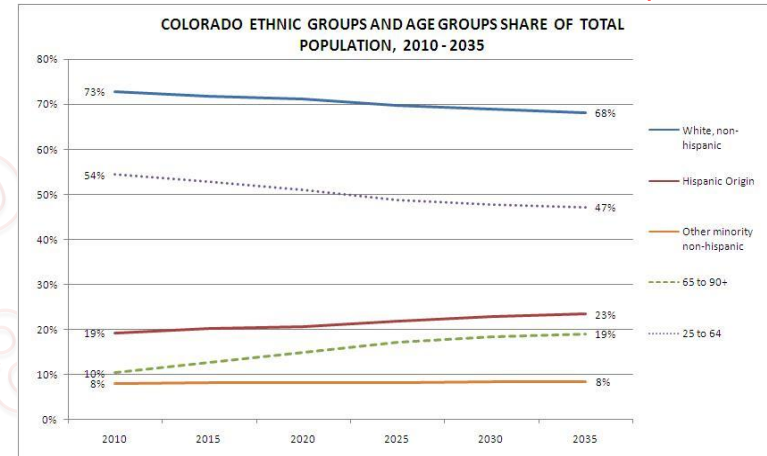
Looking Forward

We live in a state that is changing. Our population is growing and its composition is also shifting dramatically. In addition, jobs of the future -- and the skills we will need to fill them -- will also be different than they are today.

Our demographics are shifting.

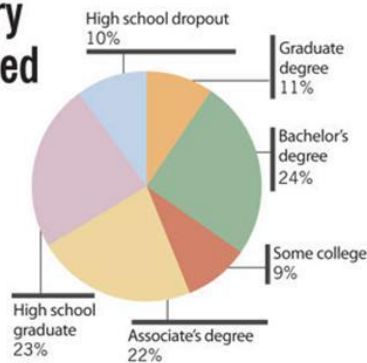
There will be more of us.	By 2035, the state's population is expected to grow to 7.7 million. In July, 2010, the population was 5.1 million.	13% increase
Our population will be older.	The population aged 18-24 will be smaller (9.6%). Adults aged 65 and older are expected to grow from 1/2 million to 1.5 million by 2035.	265% increase
We will be more ethnically diverse.	The fastest growing demographic is Hispanics, expected to be 23% of total population by 2035. People of color will comprise 31.8% by 2035. ⁸	31.8% by 2035

⁷ This chart would be more effective as two separate charts.



Postsecondary training needed

A Georgetown University study found that about two-thirds of Colorado jobs in 2018 will require workers with at least some college education. About 43 percent of those jobs will be in sales, management or professions such as law.



Source: Georgetown University Center on Education and the Workforce

Times-Call

The jobs and skills needed to fill them are shifting.

- We have kept pace with occupational demands due to the in-migration of workers into the state.
- It is expected, however, that in the future there will be more jobs to fill and their composition will be different.
- By 2035, 45% of the labor force will shift due to a combination of retirements and new demands.⁸
- The higher education requirements of jobs are also expected to shift.
- By 2018, nearly 70% of jobs in Colorado will require higher education and training, ranking Colorado 5th in the nation in higher education needs.
- The highest growth areas will require an associate's or bachelor's degree.

⁸ Source should be provided.

Today – Economic assets supporting our quality of life

We have built important economic assets for our state in our public higher education institutions over time that are helping to drive our economy and provide benefits to our quality of life.

Higher Education– Economic Assets and Social Benefits

Fuel the economy	Colorado's public higher education institutions support nearly 98,000 jobs, which contribute \$4.25 billion in wages and salaries and almost \$387 million in state and local taxes to the Colorado economy annually. Private non-profit institutions support an additional 5,000 jobs. Each dollar paid to higher ed will generate another \$.97 in wages and salaries for employees in other industries as it circulates through the economy.
Create jobs	The public higher education sector is one of the largest employers in the state, bigger than Natural Resources/ Mining, Heavy Construction, Computers/Electronics, Telecommunications, or Federal Government. It accounts for over half of state government jobs.
Sustain regional vitality	The regional impact of public higher education is enormous. In some areas, institutions account for 20% or more of personal income to the area, are among the largest employers, and generate millions in local tax revenue.
Drive innovation & attract investments	Our universities are global leaders in research and the advancement of technologies, and their research expenditures total hundreds of millions of dollars per year. Research expenditures for CU and CSU each exceeded \$300 million in 2009-2010. With Mines and UNC, our research universities are performing cutting edge research in energy, biotechnology, electronics, infectious diseases ,and a host of other areas.
Benefit society	Increases: personal income and economic strength, levels of workforce participation, health, productivity, and dollars to the state, as well as volunteerism and civic, cultural, and artistic involvement. Decreases: rates of incarceration, participation in Medicaid, and other social service programs.
Build financial security	Education improves job security and increased earnings potential. Those with some degree of higher education (an associate degree or more) earn more than those with high school or less.

⁹ CU includes \$330 million at Boulder, \$325 million at Anschutz, \$19 million at Denver, and \$10 million at Colorado Springs.

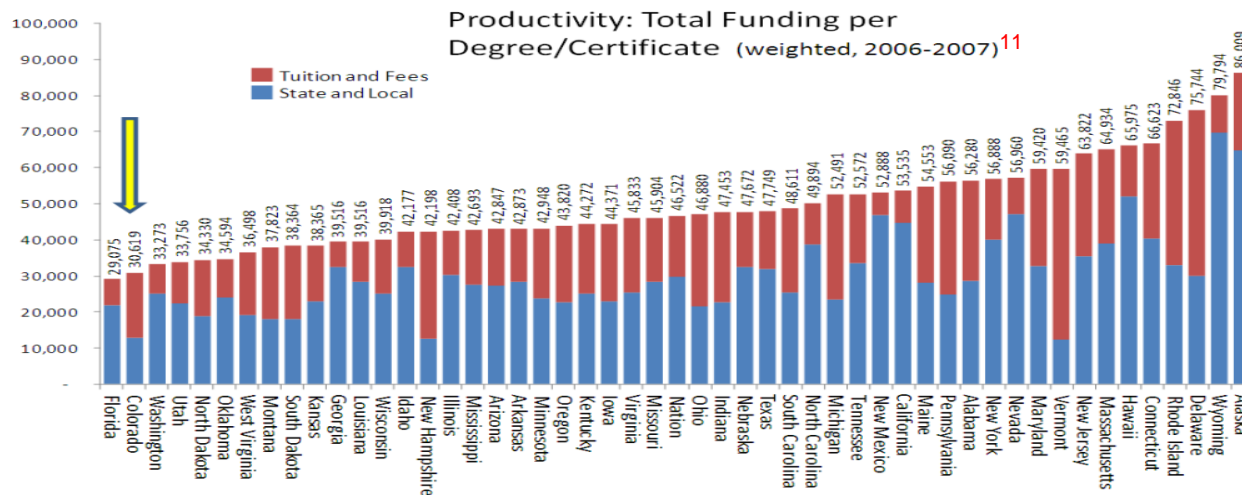
Today – Efficient spending

Our higher education leaders have focused on the efficient spending of state dollars, in the face of rising enrollment and declining state funding.

Public Higher Education Institutions – Efficiently spending state dollars.

- Colorado is the second most efficient state in the nation in terms of how much it costs to produce a degree or certificate.¹⁰
- For some time, our institutions have faced increasing enrollment and declining revenue.
 - At our community colleges, state funding has declined by 25% since 1991. During that same time period, resident enrollment has increased by over 49%. The most dramatic growth has been at colleges located in the Denver metropolitan area.
 - At four-year state colleges, state funding has declined by 21%, while enrollment has increased over 22% during this time.
 - Similarly, our four-year research institutions have faced a 27% decrease in funding, with a corresponding 24% increase in enrollment during this time.
- In the face of these changes, education leaders have focused on priorities and become increasingly creative, including in how they deliver services, such as successful online approaches. For example:
 - CCCOnline is an online degree program within the community colleges system. It has more than doubled in student growth since 2005, and is currently serving more than 46,000 students per year.
 - CSU Global, an online degree completion institution which started in 2008, is currently serving over 3800 students per year.
 - In fiscal year 2010, online students represent approximately 21% of the total public student headcount enrollment.

- CU has over 30,000 online enrollments annually



¹⁰ Source should be provided

¹¹ Need to source to ensure enrollments are uniform

Today – Falling Behind

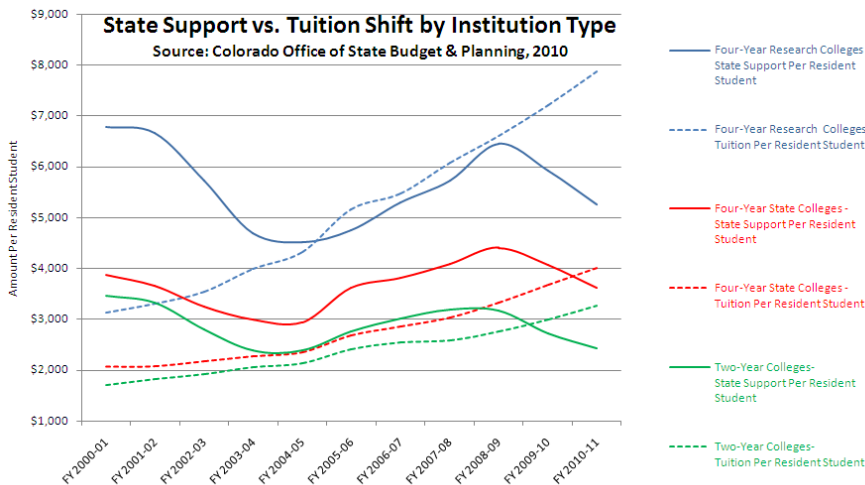
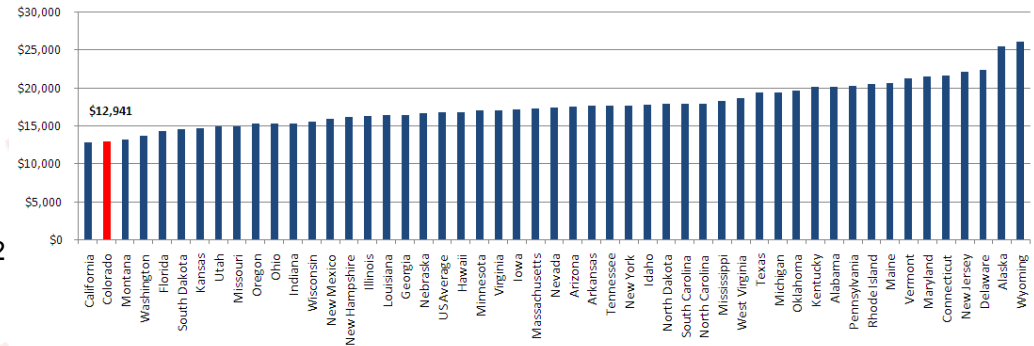
Colorado's financial support for higher education has been declining and is now dramatically off track. It is also shifting the burden of higher education costs to students and families.

Funding is not competitive nationally.

- Colorado is near the bottom in the nation in state funding for higher education behind states like Mississippi and Arkansas.
- Since FY89-90, state support for higher education has decreased from 20.3% to 9% of the state general fund.
- Relative to other state services, this is a reduction in general fund of 55%.
- Since 1980, Colorado has reduced its state financial investment in higher education by nearly 70%, from \$10.52 per \$1000 of personal income to a current rate of \$3.20.
- The national average of personal income dedicated to higher education is \$12.28 per \$1,000.

Average Per Student Funding, 2008-09 ¹²
(Tuition + State Support)

Source: SHEEO SHEF (State Higher Education Finance) Report, 2009



Costs are being shifted to students and families.

Since 2001, the total resident student share of costs (tuition) across all public institutions has nearly doubled.

- Four-year Research institutions - from 31.6% to 63.9%
- Four-year state colleges - from 33.8% to 55.7%
- Two-year colleges - from 33% to 60.1%

Note: these figures do not include student fees that vary widely across the state. ¹³

¹² This data is not able to be replicated. See note 3 on page 4.
¹³ Comparisons should include fees for transparency and national comparability.

Today – Falling Behind

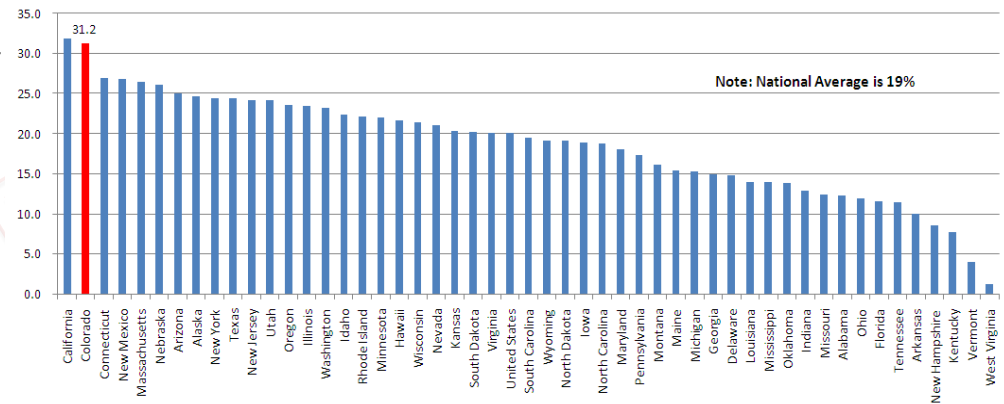
In Colorado, many students are not being served well or at all. Our largest, growing ethnic group is furthest behind and historically, as a group, has not gone to college.

2nd largest achievement gap in the country.

- The educational attainment rate of Whites compared to the next largest ethnic group is the second largest in the country – a 31% gap, compared to the national average of 19%.
- For Colorado, this refers to Hispanics, who are also the fastest growing demographic group in the state.
- Currently, 6% of Hispanics have an associate's degree and 8% have a bachelor's degree.
- Only 9% of Hispanic males in high school today will go on to education after high school.

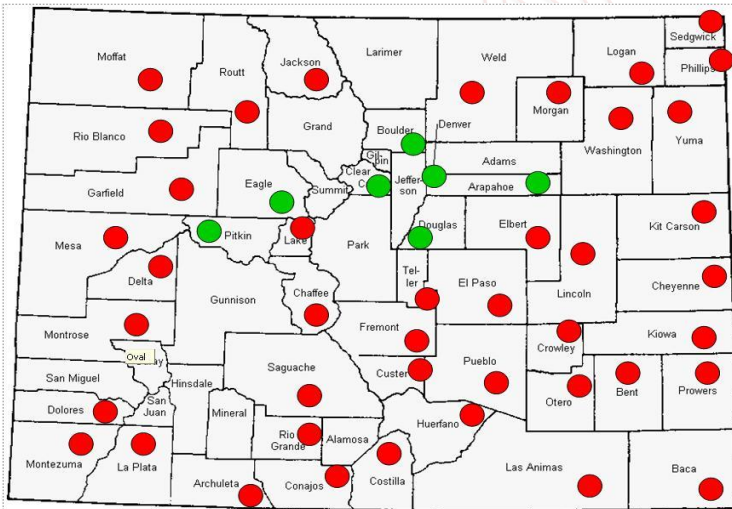
Percent gap between White and next largest ethnic group aged 25 to 64 with Associate Degrees and Higher

Source: 2006-08 American Community Survey



Growing groups lack higher education.

- Low income: Colorado institutions differ significantly in enrollment and attainment of low-income students, who are also often the first in their families to attend college.
- Low-income students represent a higher percentage of students enrolled at institutions which serve regions of the state with lower income levels.
- Low-income students throughout the state are enrolled at a lower level than other groups in higher education, and their attendance tends to be concentrated at the community college level.
- Adults: More than a third of Colorado's adult population lacks any education after high school, with 13% of adults lacking any form of high school credential.
- The percentage of people with a certificate or degree is 47%, with a third of them receiving their credentials outside of Colorado.
- More than a third of current increases in bachelor's degrees are the result of immigration, rather than degrees attained by Colorado residents.
- The rate of educational attainment is currently lower than in previous generations. While 28.8% of "Baby Boomers" in Colorado have a bachelor's degree, only 23.3% of subsequent generations do.



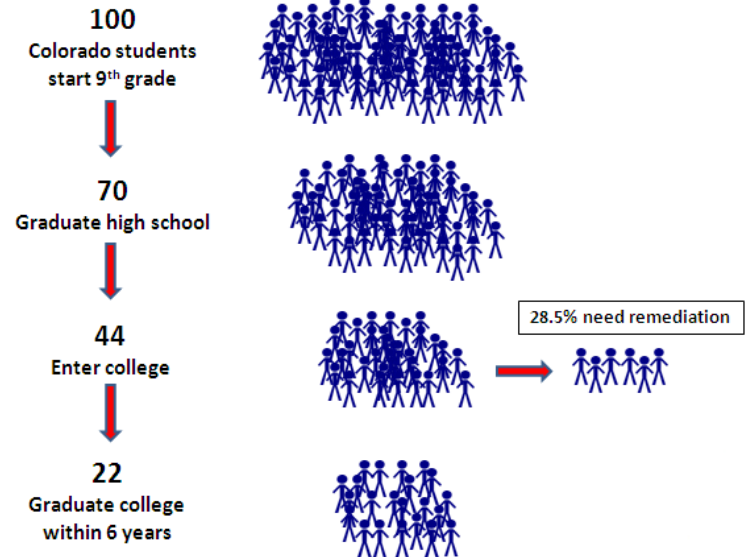
Source: US Census, 2000 [NOTE: add yellow counties]

Today – Falling Behind

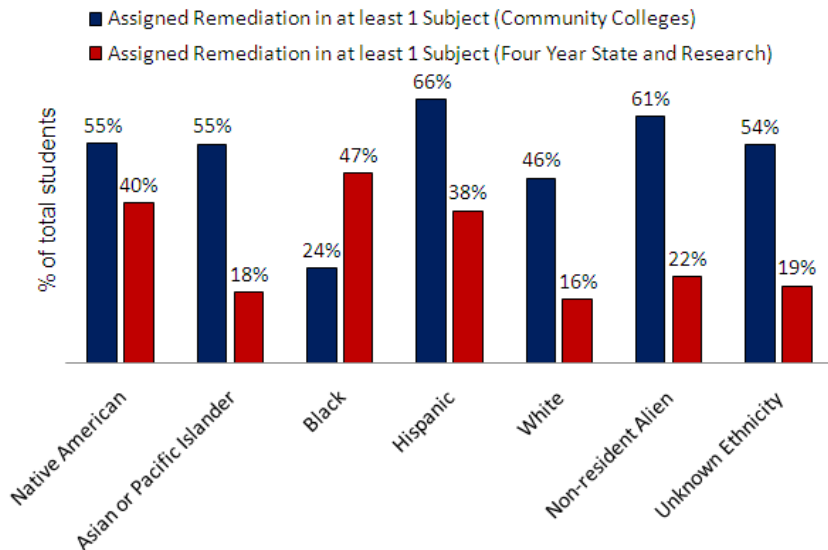
We are losing students as they move through the educational pipeline. Many are not retained through to completion of a certificate or degree or take too long to obtain them. Many are not prepared for college-level work, requiring remedial courses before they can begin their college classes.

Our educational pipeline is broken.

- Too many students are not making their way through their higher education to completion of a certificate or degree.
- The most prominent “leaks” are in the transition into the first year of college from high school and past the first year in college.
- It is taking too long for students to obtain a higher education credential in the form of certificates or degrees.
- Over 635,000 adults in Colorado have accumulated some college credits, but have not completed a certificate or degree.



Colorado Remediation Rates by Ethnicity, Fall 2008
Source: CDHE



Many students are not prepared for college level work.

- High percentages of students require remedial courses before they can perform at the college level, at a substantial cost -- \$13M or more for both high school and adult remediation.
- Across all of public higher education in Colorado, an average of 28.5% of new students require remedial education.
- On average, 52.7% of community college new students require remediation.
- Those in remedial courses often do not complete their education.
- For example, of 100 first time students enrolled in the lowest level of remedial math (8th grade level) only 4 will graduate with a two year degree in three years.

Today – Falling Behind

We need to allow each higher education institution to realize its mission and to thrive, within an effective and interdependent system that also advances priorities for the state as a whole. Our current governance system does not effectively balance these needs or lead to the level of coordination we need given today's challenges. * See note on page 2

Our governance system is not keeping pace with statewide needs or with the growth of private schools.

¹⁴ For profit, rather than private not-for-profit, schools are growing and largely unregulated with some exceptions.

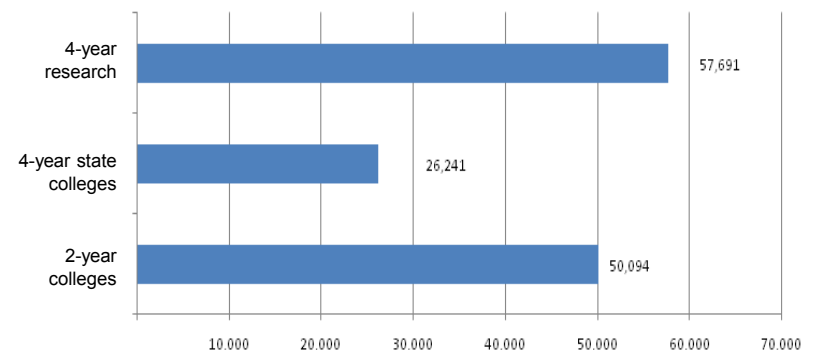
- Colorado's public system of higher education has grown organically around a complex system of governing board structures.
- It is comprised of 28 colleges and universities: 13 four-year institutions, 3 area vocational schools and 15 two-year institutions.
- These institutions are under the direction of 12 governing boards, which are either elected or appointed by the Governor.
- In addition, there are over 400 private higher education schools in Colorado.
 - These are comprised of 300 occupational schools, privately owned and operated, charging tuition to teach vocational or occupational skills primarily. Governance of these schools is under limited regulation by the state and their appointed board of commissioners.
 - They also include over 100 private accredited or religious-exempt schools which operate with independent governing boards, offering undergraduate and graduate degree programs.
- Private institutions have seen dramatic growth in recent years. Some are serving our citizens very well with unique offerings that address needs not served by our public institutions. Others, predominantly for-profit institutions, are charging a lot with limited success in terms of completion by their students, who are taking on significant debt, with disproportionately high default rates.
- We need more effective governance of for-profit private institutions as a whole to strike the right balance for our citizens.

Our system provides for decentralized decision making, with limited coordination statewide.

- Some policy requires a statewide view, which is not the responsibility of any one college.

One example:

- Our students are concentrated at the research and community college level.
- Resources and capacity to serve the greatest areas of demand in the middle of the "hourglass" are limited.
- The current alignment of institutional missions may not be the best way to serve the demographic of students expected to attend college.
- Specifically, our middle tier of institutions may be able to do more than they are today to serve key populations, either as an entry point or pathway to further education.
- Our ability to direct statewide policy to address these populations and institutions is limited.



FTE Resident Undergraduate Enrollment 2008-09 based on tiers

¹⁵ This chart is misleading as to the broad array of institutions considered "research."

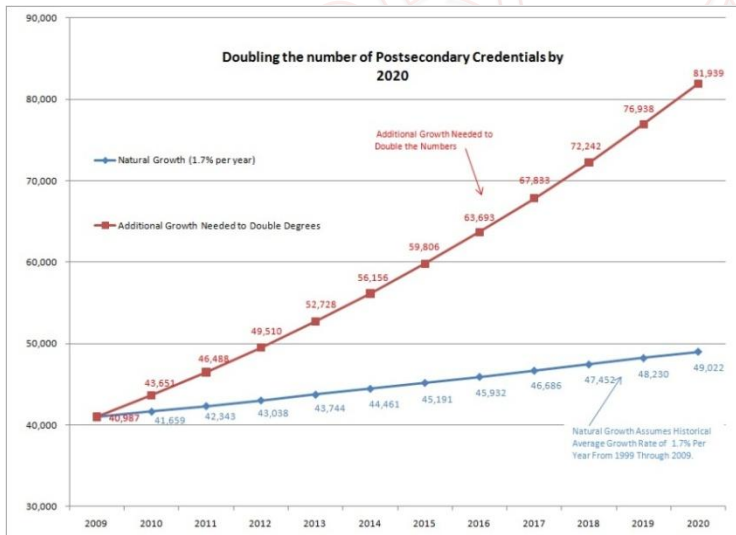
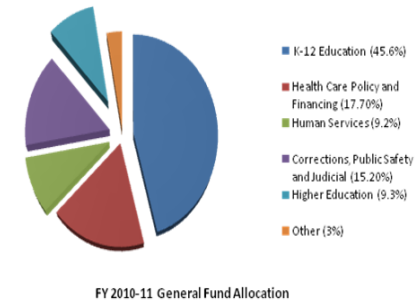
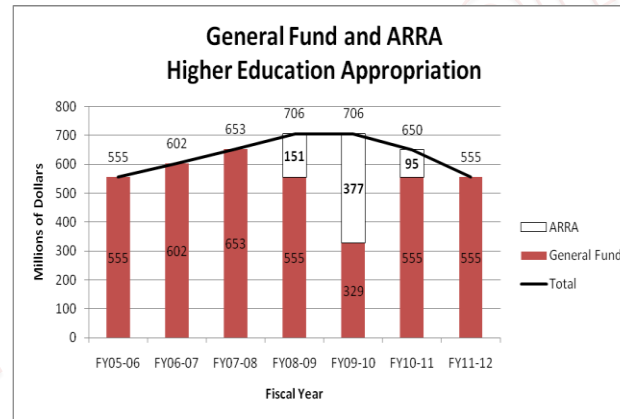
Further, there is no indication that this should be changed. See note on page 2.

Planning for success – two key levers

As we look to what our higher education priorities should be going forward, we see two critical levers – more funding and more focus on completion of degrees and certificates.

Funding cliff needs to be averted.

- Colorado's higher education system has used funds from the federal American Recovery and Reinvestment Act of 2009 (ARRA) to backfill state support that was redirected to other state priorities.
- Since 1990, state support has declined from 20% to 9%.
- Unlike many states, there are few dedicated funding streams for higher education in Colorado.
- With a few exceptions, there are not mechanisms for generating local financial support for higher education in Colorado.



Completion rates for degrees and certificates must increase.

- Our state goal is to double the number of degrees and certificates by 2020.
- Our national goal is to increase the percentage of degree holders aged 25-34 to 60% by 2020. **16 Source should be provided.**
- Increasing student completion by an average of 5% per year over ten years will result in approximately 670,000 additional degrees and certificates.
- This will position us to meet these goals and market demand.
- This will also require a significant change in our current completion rates.
- Our graduation/certificate completion rate at four-year research institutions ranges from 31-42% in 4 years, and 59-73% in 6 years, depending on the institution.
- At four-year state colleges, the average rate is about 14% in 4 years and 37% in 6 years.
- At two-year community colleges, the average rate is about 25% in 2 years and 4 years, without considering part-time students. **17 This is unclear.**
- These rates are lower at all of our institutions for Hispanic and low-income students. **18 Most institutions. UCCS is an exception.**

In order for us to meet these challenges and rise to our opportunities, we are going to have to change course. If not, we believe we are destined for a result we will regret and which will not put our state and fellow citizens in a position to be competitive in the years ahead.

We will need to proceed, over time, with a course correction. We believe it will require more investment, with increased focus on priorities, creativity and accountability for results. We believe it will also require us to innovate and think differently to increase access to higher education for students of all ages and circumstance, to strengthen our educational pipeline into college, and to achieve more effective governance. * See note on page 2.

We present the following recommendations as our best advice on what we can do together to get us back on the right course for our future.

Recommendation 1 – Colorado must increase its investment and ensure affordability of higher education. We cannot afford to be last.

We need to create a sustainable funding source for higher education, at a level to make Colorado competitive nationally and internationally, as we cannot afford to be last in the nation. We also need to invest in financial aid at a level that will allow any student who meets admission requirements to obtain a higher education degree or certificate.

Colorado is currently on the path of the “accelerated erosion” scenario.

19 This is misleading in that it implies uniformity from community colleges to AMC.

Funding Scenarios	Assumptions	Average per student funding
Competitive	State funding is brought to \$1.5 billion to raise Colorado from the bottom into the top third of states in the nation.	\$9,366 ¹⁹
Restoration	State funding is brought to \$1 billion, the level it would have been if funding had kept up with inflation. This would restore an inflation “gap” of 39% (or ~\$476M).	\$6,475
Losing Ground	Funding stays at the FY 10/11 level of \$760M in state general funds and federal ARRA funds.	\$4,000
Accelerated Erosion	Funding continues to decline, with other state priorities taking priority. On this course, funding would be less than \$550M and could go to zero. Any available funds should be targeted to financial aid. Schools and programs may either close or be privatized, with no state support. Access will be limited.	>\$3,400, down to \$0

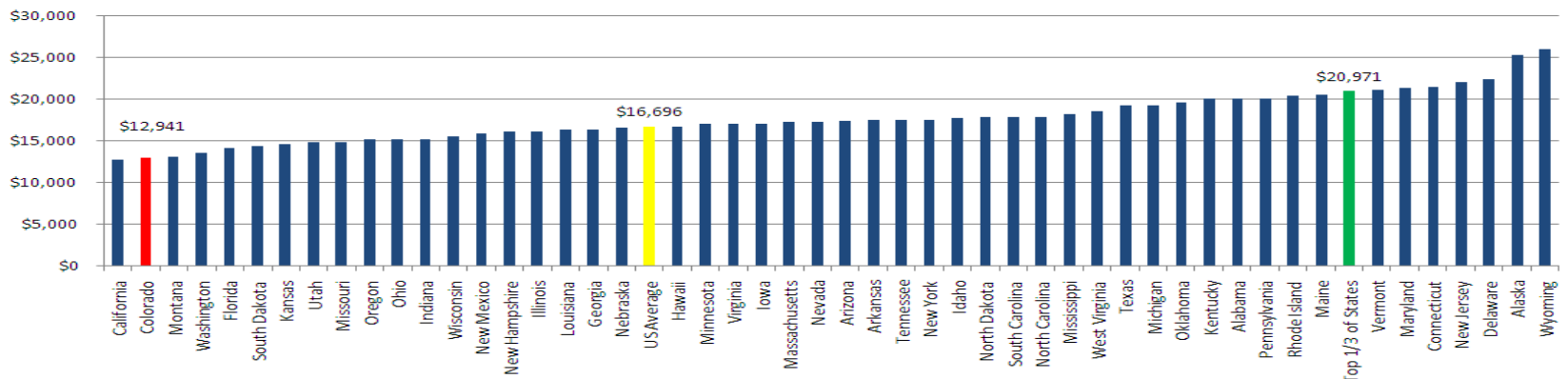
Options to raise revenue.	Potential Revenue
Restore income and sales tax rates to 5.0% and 3.0%, respectively	\$445 M
Expand sales tax to specific services	\$550 M
Implement 1.0% surcharge on extraction	\$150 M
Implement a 4.0 Mill levy statewide	\$350 M
Implement a 4.0 Mill levy in counties where an institution of higher education is located	\$240 M

We support the “competitive scenario” to bring us into the top third of states nationally.

**Average Per Student Funding, 2008-09
(Tuition + State Support)**

20 See note 3 on page 4.

Source: SHEEO SHEF (State Higher Education Finance) Report, 2009



Recommendation 1 – Colorado must increase its investment and ensure affordability of higher education.

We endorse the following principles regarding how we allocate state funds within our higher education system in order to maximize our investment. In addition, at any funding level, we believe that a substantial percentage of state funding should be given directly to students to spend where they believe their academic needs will best be met and to motivate Colorado’s colleges and universities to meet those needs.

<p>1. College Opportunity Funds (COF) and state financial aid funds should be maximized and include incentives for state priorities.</p>	<p>Funds should be maximized in two ways:</p> <ul style="list-style-type: none"> • Through COF, by providing COF funds to all resident students, with additional incentives – accruing directly to institutions who meet the incentive criteria -- for enrollment that meets specific state needs such as a) serving low and middle income students, b) meeting workforce needs, c) funding graduate students, etc. These incentives would be calculated as a proportion of the basic COF and be the same regardless of the institution the student attends. • Through financial aid by, for example, providing financial aid incentives to students who obtain a degree or certificate on time or early.
<p>2. Funds should be linked to measurable progress to spur innovation through outcome based rewards.</p>	<ul style="list-style-type: none"> • A portion of state funds should be allocated as rewards for measurable progress in outcome-based achievements in areas that further statewide educational and economic priorities, such as: a) degrees and certificates that meet workforce needs, b) improved student retention, c) certificate and degree completion; and d) better outcomes for low and middle income students. • Outcome based funding for institutions should be strengthened, especially as new state funding becomes available.
<p>3. Certain graduate programs should be funded through “fee for service”.</p>	<p>A portion of state funds should be allocated through “fee for service” contracts to prioritized graduate programs, such as CSU’s professional veterinary program and CU’s Anschutz medical campus, as these types of programs do not lend themselves to per student funding. Other graduate programs can be handled thru COF incentives. Any other “fee for service” allocations should be significantly reduced.</p>
<p>4. Efficiencies should continue to be implemented.</p>	<p>There should be a continued focus on achieving institutional and statewide efficiencies such as:</p> <ul style="list-style-type: none"> • coordinating purchases from system-wide price lists resulting in economies of scale and lower prices, • consolidating administrative operations, • Implementing innovations such as online course delivery to meet student needs at lower cost while maintaining quality, and • demonstrating ongoing savings and efficiencies annually.
<p>5. A state fund should be created to match locally raised funding.</p>	<p>The state should create a matching fund where local voters’ financial commitment to local institutions can be matched with state assistance. Such a matching fund should be used to account for local revenue capacity variances.</p>
<p>6. Consider state funding with view to the system.</p>	<ul style="list-style-type: none"> • Consider state appropriations, tuition policy, state financial aid and institutional subsidies, as well as the state’s tiered system, when assessing policy changes. 21 Institutional subsidies should not include non-instructional resources.

Note: The state provides General Fund support to governing boards through two mechanisms: COF stipends and fee for service contracts. The COF stipend is a per credit hour amount that is provided to resident undergraduates who are enrolled. It operates as an offset to their total tuition (student share of tuition + COF stipend). Through COF, the state funds undergraduate education. Graduate education and specific high cost programs are funded through the fee for service contract that each governing board negotiates directly with the Department of Higher Education. The state also funds a variety of financial aid programs. The majority of state financial aid supports two programs: direct need based financial aid and work-study.

Recommendation 2 – Colorado must reduce regional, income and ethnic gaps in college admission, retention and completion.

We need to provide better incentives and coordinate action – occurring in pockets throughout our state’s institutions – to increase access to higher education for all Coloradoans. This includes focus on the right entry point to meet each individual’s goals and needs, and the right pathways to complete their education. It means retaining them once they enter college and prioritizing completion of a credential of higher education – a certificate or degree.

Key Strategies	Highlighted Tactics
1. Support multiple entry points into college.	<ul style="list-style-type: none"> • Guarantee admission to all qualified Colorado students into a higher education institution in Colorado somewhere within our integrated, tiered system. • Send notice, proactively, to students and families stating that, based on admission criteria established for such tier, the student has qualified for admission to college.
2. Allow for flexible pathways to completion of degrees and certificates.	<ul style="list-style-type: none"> • Allow all qualified students to move to public institutions with more selective admission criteria if they meet transparent and uniform transfer requirements. • Develop seamless transfer standards – from the student’s perspective – for movement from two year to four year institutions for qualified students, and institute them statewide. • Put in place and support practices which allow for dual admittance in “partner” higher education institutions, and concurrent enrollment with high schools statewide.
3. Make college affordable for all students who meet admission requirements.	<ul style="list-style-type: none"> • Work to ensure that a student’s choice of schools at all tiers is based on merit, not affordability: • For qualified, low-income students, meet 100% of their financial need, through a combination of loans, grants, and self-help and without use of parent or private loans. • Simplify and improve the process for obtaining financial aid. • Make more financial aid available and target it according to needs of the state. • Devote more financial aid dollars to work study, certificate, part-time, and adult learners. • Design and implement student “shared commitments,” such as turning loans to grants if certain performance is met or if students graduate early or “on time.” • Reinstigate some “merit-based” loans/grants, and assess their impact on retention.
4. Provide support structures for students, including adults, to stay on track and complete their education.	<ul style="list-style-type: none"> • Put into practice statewide, universally at all institutions “supportive services” targeted to low income or first generation students, with emphasis on mentoring and advising. • Develop and implement “Individual Career and Academic Plans” to put and keep students on track to complete their education. • Strengthen Adult Basic Education through funding and expertise in cooperation in with pre-K-12.

Recommendation 2 – Colorado must reduce regional, income and ethnic gaps in college admission, retention and completion.

At current funding levels, gaps in all areas are growing. College costs are outpacing students abilities to pay and the system of higher education is becoming more complex for students to access. Reducing the gaps will take a concerted investment in both targeted student support programs and financial aid programs.

Key Strategies		Feasibility of strategies under each funding scenario			
		Accelerated Erosion	Losing Ground	Restoration	Competitive
Tracked to Funding Scenarios	1. Support multiple entry points into college.	✗	✗	⚠	✓
	2. Allow for flexible pathways to completion of degrees and certificates.	✗	⚠	⚠	✓
	3. Make college affordable to all students who meet admission requirements.	✗	✗	⚠	✓
	4. Provide support structures for students, including adults, to stay on track and complete their education.	✗	✗	⚠	✓
Legend: ✗ - no progress on this measure; ⚠ some progress; ✓ - ability to progress					

Recommendation 3 – Colorado Must Identify Systemic Ways to Improve the Educational Pipeline

We need to better prepare students for college level work when they arrive at college. To do that, we need to start earlier in their education to get them on a path toward college. We also need to support the best approaches to remedial education in higher education – as many students will still need that support out of high school. In addition, we need to serve many adult learners who may be entering college long after high school to obtain new skills or a certificate or degree later in life.

Key Strategies	Highlighted Tactics
<p>1. Focus on college earlier.</p> <p>22 Should reference current efforts through College in Colorado.</p>	<ul style="list-style-type: none"> • Provide earlier access to career and college preparatory information (particularly for Latino students and English Language learners) with a focus on increasing 1) awareness of the value of higher education, b) academic preparation, and c) financial literacy and capacity. • Assess and enhance options for early access to “college level” work, including concurrent enrollment, advanced placement, international baccalaureate, and other accelerated coursework in high school. • Align/streamline processes for credentialing teachers of concurrent enrollment courses. • Value “accelerated coursework” for all students in educator preparation and professional development. • Determine student “readiness” for college level work sooner, including using assessments in 11th grade or earlier and Individual Career and Academic Plans (ICAP). • Put career cluster and pathway models into practice and support them statewide.
<p>2. Increase alignment and collaboration across P-20 education and workforce systems.</p>	<ul style="list-style-type: none"> • Offer seamless transitions to appropriate levels of learning for all students, including coordinating higher education “readiness” expectations, and measurements and services between CDHE and CDE, in collaboration with governing boards, school districts and boards of cooperative educational services (BOCES). • Incent stronger collaborations between higher education institutions and school districts, regional services areas (RSA), and BOCES, including expanding early, universal access to college level course work and ensuring teacher prep programs address realistic 21st century higher education preparation. • Align policies from admissions and remediation through completion, with a focus on porous aspects of transitions, from elementary school through postsecondary. • Coordinate and align college admissions policies with jointly adopted standards to ensure assignment of students to levels of higher education for which they are prepared. • Create online transfer center and streamline credit transfer policies and processes. • Strategically align with current P-20 efforts in progress including CAP4K (SB 212), postsecondary and workforce readiness, such as establishing common metrics and assessments.
<p>3. Expand effective remediation efforts.</p>	<ul style="list-style-type: none"> • Review and refine state approaches to developmental (remedial) education and invest in strategies to meet diverse student needs. • Identify and expand effective remediation programs, including early assessment of needs in order to move students effectively and successfully into and through to completion of degree and certificate programs. • Recognize significant costs associated with remediation as well as its impact on completion; commence remediation in a timely manner
<p>4. Use common data and assessments.</p>	<ul style="list-style-type: none"> • Design and put into practice common metrics, standards for data collection and sharing statewide, and assessments across P-20 and workforce systems that effectively evaluate where students are in the pipeline.
<p>5. Address capacity to meet demands.</p>	<ul style="list-style-type: none"> • Review capacity of higher education to meet future demands, including undertaking a statewide space utilization review and leading promotion of collaborative uses of physical facilities and continued development of alternative delivery approaches, such as on line program delivery.

Recommendation 3 – Colorado Must Identify Systemic Ways to Improve the Educational Pipeline

We must continue current efforts to align our entire education system -- from primary school through higher education, in such areas as student readiness and assessments. We can and are doing that now in many sectors of our system. However, in order to increase momentum and meaningfully improve students successful movement through the state’s educational pipeline, we must invest in systemic alignment and meaningfully increase the capacity to serve more students coming into the higher education system.

Key Strategies		Feasibility of strategies under each funding scenario			
		Accelerated Erosion	Losing Ground	Restoration	Competitive
Tracked to Funding Scenarios	1. Focus on college earlier.	✘	⚠ ²³	✓	✓
	2. Increase alignment and collaboration across P-20 education and workforce systems.	✘	⚠ ²³	⚠	✓
	3. Expand effective remediation efforts.	✘	✘	⚠	✓
	4. Use common data and assessments.	✘	✘	✓	✓
	5. Address capacity to meet demands.	✘	✘	⚠	✓
Legend: ✘ - no progress on this measure; ⚠ some progress; ✓ - ability to progress					

²³ Progress is contingent on stable/restored funding

Recommendation 4 – The Governance* of Higher Education Should Be Structured to Allow for The Advancement of State Priorities








We need to keep and improve upon our integrated, tiered system of higher education, which has different admission criteria for students entering institutions at each tier. To govern this system, we need to implement a more effective governance approach that better balances institutional needs with statewide needs. We need an effective oversight body with the responsibility to develop and direct policy to reach statewide goals and the ability to hold the system accountable for implementing these policies successfully.

* See note on page 2.

Key Strategies	Highlighted Tactics
1. Maintain current governance structure pending review.	<ul style="list-style-type: none"> • Maintain the current higher education governance structure, including institutional and system governing boards, pending a review of the system. • This structure should continue to include a statewide oversight board – the Colorado Commission on Higher Education (CCHE) with authority to implement broad statewide policy for higher education.
2. Enhance responsibility and authority of the CCHE.	<ul style="list-style-type: none"> • Enhance the responsibility and authority of the CCHE in higher education policy to include: • Articulating and advocating a vision for higher education and setting forth an agenda for higher education that is responsive to the state's demographics, labor market, and economic development needs, • Serving as the leadership body on such policy issues as ensuring access to and successful completion of higher education course work for all Coloradoans, • Compiling data on higher education, using common indicators and metrics, for the purposes of describing higher education in the state and ensuring accountability to meet state goals, • Negotiating performance contracts with each institution to ensure state goals are being met, and • Coordinating with governing boards toward the goal of aligning strategic plans and state goals and priorities.
3. Review governance and institutional missions.	<ul style="list-style-type: none"> • Require the CCHE to undertake a review of the system and recommend to the state legislature a potential realignment to a more efficiently and productively meet the current and future needs of students. CCHE should maintain clarity and focus on mission for all institutions and specifically: • Examine the role and mission, and the research and graduate designations, of all institutions. and • Study the Auraria Higher Education Center and whether it remains the most effective structure to meet higher education needs in the Denver regional area.
4. Implement performance funding.	<ul style="list-style-type: none"> • Implement a finance policy whereby a portion of state funding to institutions and students is based on performance against specific state goals set forth by the CCHE.
5. Require consultation with the CCHE in appointment of Executive Director of the CDHE.	<ul style="list-style-type: none"> • Provide for the Governor to appoint the Executive Director of the Colorado Department of Higher Education in consultation with the CCHE. 24 "Consultation" should be clarified.

Recommendation 4 – The Governance of Higher Education Should Be Structured to Allow for The Advancement of State Priorities

Carefully examining governance structures and increasing the authority of the CCHE can happen without significantly increasing state dollars to higher education. However, to cooperatively move forward as a system, there must be an investment in institutions and governing boards charged with meeting state goals. The state cannot meaningfully implement a performance funding structure without a substantial increased investment in higher education.

Key Strategies		Feasibility of strategies under each funding scenario			
		Accelerated Erosion	Losing Ground	Restoration	Competitive
Tracked to Funding Scenarios	1. Maintain current governance structure pending review.	 ²⁵	 ²⁵	✓	✓
	2. Enhance responsibility and authority of the CCHE.	✗	 ²⁵		✓
	3. Review governance and institutional missions	 ²⁵	✓	✓	✓
	4. Implement performance funding.	✗	✗		✓
	5. Require consultation with CCHE in appointment of Executive Director of the Colorado Department of Higher Education.	✓	✓	✓	✓
	Legend:	✗ - no progress on this measure;  some progress; ✓ - ability to progress ²⁵ Progress is contingent on stable/restored funding.			

HESP Charge and Process

Higher Education Strategic Planning Committee (HESP)

By statute (CRS-23-1-108) the Colorado Commission on Higher Education (CCHE) is required to develop a master plan for the system of postsecondary institutions every four years. The last master plan was completed by the CCHE in 1999, and updated in 2001 Blue Ribbon Commission (2002) in order to meet the legislative requirements, Governor Bill Ritter Jr., by executive order, appointed a twelve member bipartisan steering committee in December, 2009.

The HESP was chaired by citizen volunteers Jim Lyons and Dick Monfort, and comprised of representation from business and industry, higher education institutions, nonprofit organizations, and members of the Colorado Commission on Higher Education (CCHE).

The Governor charged the steering committee with defining state higher educational needs and examining institutional missions, reviewing the governance and structure of the system of higher education, addressing higher education funding, and increasing and improving student access and success. In addition, the Higher Education Steering Committee was charged with addressing two key completion oriented agendas:

Colorado: To double the number of degrees and certificates by 2020

United States: To increase the percentage of degree holders aged 25-34 to 60% by 2020

The Steering Committee developed four subcommittees to address specific areas:

- 1) The Mission & Governance subcommittee was charged with identifying the proper role, mission, and governance structure of the state's higher education system;
- 2) The Pipeline subcommittee was charged with addressing the role of the system in decreasing remediation, expanding transition programs, removing barriers for nontraditional learners, and increase completion;
- 3) The Accessibility subcommittee was charged with addressing the role of the state and institutions in continuing to provide access to students, particularly those most vulnerable groups which include ethnic minorities, low income, and those with geographic barriers; and
- 4) the Sustainability subcommittee was charged with making recommendations related to Colorado higher education funding as it relates to state goals.

HESP Public Forums and Support

Public Forums

September 14, Sangre de Cristo Arts Center, Pueblo
October 5, Northeastern 18-The Plainsman Grill, Sterling
October 13, Aims Community College-Theater, Greeley
October 14, Western State College, Gunnison
October 19, Mesa State College, Grand Junction
October 21, Law Offices of Rothgerber, Johnson & Lyons, LLP, Denver

Support from many groups

Field/Subject Experts

Dr. Geri Anderson, **Community Colleges of Colorado**
Nella Bea Anderson, **Western State College**
Elaine Baker, **Community Colleges of Colorado**
Julie Bell, **National Conference of State Legislatures (NCSL)**
Deb Blake, **Colorado Department of Education**
Andy Carlson, **Colorado Department of Higher Education**
Joe Cruz, **ACT**
Jennifer Dounay, **Education Commission of the State (ECS)**
Celina Duran, **Colorado Department of Higher Education**
Dr. Rhonda Epper, **Community Colleges of Colorado**
Oscar Felix, **Colorado State University**
Richard Garcia, **Statewide Parent Coalition**
Elizabeth Garner, **Colorado State Demographer**
Dr. Matt Gianneschi, **Community College of Aurora**
Jami Goetz, **Colorado Department of Education**
Dennis Jones, **National Center for Higher Education Management Systems (NCHEMS)**
John Karakoulakis, **Colorado Department of Higher Education**
Patrick Lane, **Western Interstate Commission for Higher Education (WICHE)**
Dr. Toni Larson, **Independent Higher Education of Colorado**
Dr. Paul Lingenfelter, **State Higher Education Executive Officers (SHEEO)**
David Longaneker, **Western Interstate Commission for Higher Education (WICHE)**
Dr. Janet Lopez, **University of Colorado at Denver**
Dr. Cheryl Lovell, **Colorado Department of Higher Education**
Ian MacGillivray, **Colorado Department of Higher Education**
Ricardo Martinez, **Padres Unidos**
Jerry Mason, **Arapahoe Community College**
Aims McGuinness, **National Center for Higher Education Management Systems (NCHEMS)**
Matt McKeever, **Colorado Department of Higher Education**
Scott Mendlesberg, **GEAR UP**

Levia Nahary, **ACT**
Arturo Perez, **National Conference of State Legislatures (NCSL)**
Julia Pirnack, **College in Colorado**
Andrea Reeve, **Colorado State University**
Ryan Ross, **TRiO/ Educational Opportunity Center**
Todd Saliman, **Governor's Office of State Planning and Budgeting**
Dr. Frank Sanchez, **University of Colorado at Denver**
Scott Stump, **Community Colleges of Colorado**
Dr. Becky Takeda-Tinker, **Colorado State University, Global Campus**
Rana Tarkenton, **Denver Scholarship Foundation**
Tim Taylor, **Colorado Succeeds**
Dawn Taylor-Owens, **College in Colorado**
Dr. Paul Teske, **University of Colorado at Denver**
Paul Thayer, **Colorado State University**
Bruce Vandal, **Education Commission of the State (ECS)**
Frank Waterous, **Bell Policy Center**
Terry Whitney, **College Board**
Mary Wickersham, **Governor's Policy Office**

Legislative Advisory Group

Senator Bob Bacon, 14th District (Larimer)
Senator Keith King, 12th District (El Paso)
Representative Tom Massey, 60th District (Chaffee, Custer, Fremont, Park, Pueblo, Saguache)
Representative Karen Middleton, 42nd District (Arapahoe)
Representative Beth McCann, 8th District (Denver)
Representative Ken Summers, 22nd District (Jefferson)
Senator Gail Schwartz, 5th District (San Luis Valley, etc)

Additional Thanks:

National Center for Higher Education Management Systems (**NCHEMS**)
James Jacobs
Susie Sidwell
Chris Adams- TAG Strategies
Richard Jividen
Sue Samuelson

Other Stakeholders:

Associated Students of Colorado, Chief Executive Officers, Chief Financial Officers, Chief Academic Officers, Student Affairs Stakeholders, Data Advisory Group, Financial Aid Advisory Committee, and many many others

Back Cover

Building our economy and preserving our quality of life:
Colorado Must Decide

Colorado's Strategic Plan for Higher Education